

INTELLIGENCE QUOTIENT, EMOTIONAL QUOTIENT, SPIRITUAL
QUOTIENT, AND ADVERSITY QUOTIENT® AND THE ACADEMIC
PERFORMANCE OF STUDENTS

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APPROVAL SHEET

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INTELLIGENCE QUOTIENT, EMOTIONAL QUOTIENT, SPIRITUAL QUOTIENT, AND ADVERSITY QUOTIENT® AND THE ACADEMIC PERFORMANCE OF STUDENT

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ABSTRACT

Cognitive Intelligence, Emotional, Spiritual are the common Intelligences that is being recognized as a considerable factor that contributes on the academic performance, thus in this study, Adversity Quotient has been added for further investigation. This study aimed to determine the significant relationship between Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient and the Academic Performance of Students. The Regression statistical analysis shows that, there is a positive significant relationship between Intelligence Quotient and the Academic Performance. Likewise, there is a high significant relationship between Emotional Quotient and the Academic Performance. However, there is a negative significant relationship between Spiritual Quotient and the Academic Performance; there is a negative significant relationship between Adversity Quotient and the Academic Performance of student.

Keyword: Intelligence Quotient, Emotional Quotient, Spiritual Quotient,

Adversity Quotient, Academic Performance

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CHAPTER I

INTRODUCTION

According to Selman, et al. (2005) human intelligence is rooted in a genetic code, and the complete evolutionary experience of life on earth. Neurologically, intelligence is routed or controlled by the brain and its neural extensions in the body; one of those intelligences is cognitive intelligence that is being measured through intelligence quotient, which is commonly known as predictor of educational achievements, special needs, job performance and measured the cognitive capabilities of a person, such as memory, solving problems and many other cognitive aspects, thus it predicts, what a person thinks or how smart a person is in real life, outside the classroom or in any situation where a person belong.

In contrast, there are Emotional Quotient that measures 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 Selman, et al. (2005). Spiritual Quotient that measures the ability of a person to express, manifest and represent spiritual resources, values and properties to improve every day performance Azizi & Zamaniyan (2013). In short, it is more on intuitive abilities and self-awareness thus;

it will answer “What person is or what I am” Selman et al (2005), and Adversity Quotient® that measures the abilities of a person to respond positively in any adversities or difficulties experience in life and it also represents how well the individual deal and overcome the difficulties and the capacity to survive and conquer the challenges encountered along the way Huijuan (2009).

In connection, every individual could concede that she/he has had all that kinds of intelligences. It could be true, but it is also considerable that it might be only one or two intelligence that dominates to a person either, cognitive intelligence, Emotional, Spiritual or adversity. It could be a product of genetic inheritance that nurtured by environmental influences, traditional practices, experiences and learning. Thus, these serves as evidence that every individual has its own differences and similarities and so every individual are naturally called as unique being. However, every individual’s uniqueness may also one way to identify every person’s weaknesses and strengths. For example, a student is high in intelligence quotient but poor in emotional quotient, there may be somebody who is high in emotional quotient and spiritual quotient but poor in cognitive intelligence quotient and adversity quotient®. That is why, these becomes a concern, especially in the life of being a student, because being a student, is not only about going to school, just to be present in the class, more than that, it needs effort, understanding, adjustment, strength in whatever intelligences a student have and a strategy, in order to survive, maintain high academic performance and perform classroom or school activities effectively and productively.

The questions are, why do other students get failing grades? And why do other students be able to maintain their high grades or remarks? What are the other factors? Or what are the personal attributes that decreases or increases their academic performance, is it with the educator? Is it with the socio-demographic status of the student? Or is it with the student itself that contributes the level of their academic performance or achievements. It may be unpredictable, and it becomes more complex to determine on what is really the cause affecting on it.

Hence, the study uses the four (4) concepts which are the Intelligence Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient® to measure what dominates on the student who got poor and high academic performance. Furthermore, the study aims to investigate the significant relationship between Intelligence, Emotional, Spiritual and Adversity Quotient® and the Academic Performance of Student, and on how does every person's intelligences varies from each other in terms of improving academic performance, since every intelligences has its own characteristics that roles in every individuals' lives and it differs on how a person thinks, behave, respond and overcome in every circumstances that may come along the way. The findings of the study will be beneficial for the students especially for the respondents in which they may be able to determine their weaknesses and strengths in terms of improving academic performance. Besides, academic performance of student plays an important role in determining a person's acquired knowledge, abilities, skills and being competent in the world at large.

It is in this respect that the aim of the study is to produce an accurate, useful and helpful study for the readers, future researcher, and professional educators and for the community.

Conceptual/Theoretical Framework

This study determined the relationship between the independent variable and dependent variable which are the Intelligent, Emotional, Spiritual and Adversity Quotient® And the Academic Performance of Student.

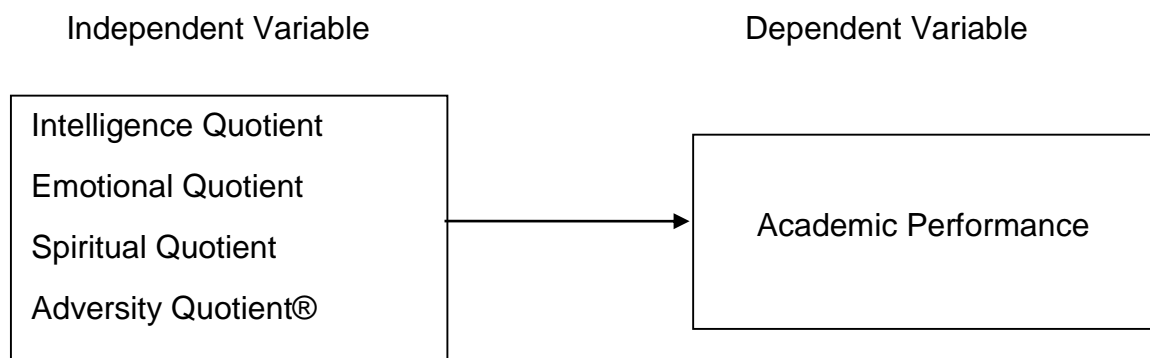


Figure 1. Conceptual Framework. Showing the independent variable and dependent variable

Statement of the Problem

The study determined the relationship between Intelligent Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient® And the Academic Performance of Students. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of the respondents in terms of:
 - a. Age,
 - b. Gender, and
 - c. Year Level?

2. What is the quotient level of the respondents in terms of the following:
 - a. Intelligent Quotient,
 - b. Emotional Quotient,
 - c. Spiritual Quotient, and
 - d. Adversity Quotient®?

3. What is the academic performance of the respondents?

4. Is there a significant relationship among the intelligent Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient® and the Academic Performance of Student?

Hypothesis of the Study

H₀₁. There is no significant relationship between the Intelligent Quotient and the Academic Performance of Student?

H₀₂. There is no significant relationship between the Emotional Quotient and the Academic Performance of Student.

H₀₃. There is no significant relationship between the Spiritual Quotient and the Academic Performance of Student.

H₀₄. There is no significant relationship between the Adversity Quotient® and the Academic Performance of Student.

Significance of the Study

This study aimed to emphasize the significance of Intelligence, Emotional, Spiritual and Adversity Quotient® and the Academic Performance of Student. The result of the study will be beneficial to the following:

Psychologist. The result of the study may provide broader information for the professional psychologist about the concept of the study together with the different methods and variables used in the conduct of the study, and this may also serve as their partial basis in assessing or diagnosing their patient who has a problem related to the subject matter. The role of professional psychologist will be a great help in providing interventions to address whatever the result of the study.

Psychology Instructor. The result of the study will give them an idea to intensify the future classroom discussion in relevant to the subject matter, and it will also serve as a basis in providing information for the students who will enroll in psychology course. Psychology instructors are also one of the persons who can provide interventions to address the needs of the students who have the same cases with the result of the study.

Psychology Student. The result of the study will strengthen and widen the information of psychology students about the subject matter, since it is part of their subject upon fulfilling the course and also considering its importance being in the

field of psychology, especially on how they will behave and on how they can be a help to others especially, if they are already in the field of practice.

St. Alexius College. The result of the study will provide new information to every individual who belongs in the institution. This is also one way to make the community aware on their weaknesses and strength, mentally, emotionally, spiritually and behaviorally, and the institution especially the guidance center could also contribute in materializing whatever intervention that must be done to address the needs of the student in strengthening the academic performance of students. Future Researcher. The result of the study, may serve as a references for the future researchers who will conduct similar studies for further investigation using other variables.

Scope and Limitation

The study focuses on determining the relationship between Intelligence, Emotional, Spiritual, and Adversity Quotient® and the Academic Performance of Student.

The conduct of the study was on the period of Second Semester SY: 2015 – 2016 at St. Alexius College campus, City of Koronadal, South Cotabato. The Study was participated with 100 respondents ages 16 up to 20 years old coming from different year level which was chosen through stratified random sampling technique. The respondents are limited to St. Alexius College Student enrolled during first semester and second semester of school year 2015-2016. The data

was gathered through answering different standardized scales that measures the Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient® of the respondents. The General Point Average of selected students was requested from the institutions' Registrar's Office for the Academic Performance.

Definition of Terms

Academic Performance refers to the First Semester AY 2015 – 2016 General Point Average of selected students.

Adversity Quotient® refers to the abilities of a person, on how a person respond in different adversities or difficulties experienced in life and turn it to something positive.

Adversity Response Profile® refers to the research instrument that measures the adversity quotient of the student. It has four subscales: Control, Ownership, Reach, and Endurance.

Emotional Quotient refers to the measured emotional intelligence of a person in understanding their own emotion as well as understanding the emotion of other people.

General Point Average refers to the overall percentage or grade of the selected students for the first semester SY: 2015 – 2016.

Intelligence Quotient refers to the measured level of cognitive abilities such as problem solving and logical thinking that might be a factor in academic performance of students.

Otis-Lennon School Ability Test (Seventh Edition) refers to the research instrument that measures the intelligence of the student. It consists of four subscales: verbal comprehension and reasoning for verbal and figural reasoning and quantitative reason for nonverbal.

Spiritual Quotient refers to the measured Spiritual abilities of a person such as being creative, insightful and believing in spiritual manifestation or religious beliefs as a guide in a way of life.

The Assessing Emotional Scale refers to the research instrument that measures the emotional intelligence of the student. And it consists of three subscales: Perception of emotion, Managing own emotion and Utilization of emotion.

The Spiritual Intelligence Self-Report Inventory (SISRI-24) refers to the research instrument that measures the spiritual intelligence of the student. It has four subscales: critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the analysis of different related literature such as books, journals, article, theories, and concept that supports the present study. The researcher uses both local and international sources of information, to further understand the present study. The researcher also includes the research outputs of some experts and professionals in the field of study.

Intelligence (IQ) and its Nature

Alfred Binet is the proponent of Intelligence Test during 1850's, he develop a method of measuring ability to learn, and so as to detect children would face difficulties in the school system. Binet believes that intelligence increases through childhood. The proponent also believes that the rise in intelligence across childhood was not due to developments in sensory acuity or precision, nor was it a direct result of special education or training. The concept of Binet on IQ presents as
$$IQ = \frac{\text{Mental age}}{\text{Chronological age}} \times 100$$
. Chronological age refers to how old is the child and Mental age refers to how old would the average child be who performed at this child's level of performance. From the concept and origin of

Alfred Binet, some other experts developed their own concept about measuring intelligence such as Wechsler who developed WAIS-III and many other. Thus, different theories emerged to support their measures, from the definition of Intelligence itself and to the other concept and components related to it.

Moreover, Intelligence Quotient or Rational Intelligence itself is the first and well-known intelligence of human being. The word intelligence symbiotically associated with thinking skills that distinguish an individual from others (Animasahun, 2010). So what is intelligence? According to Sternberg (2006), Intelligence is the capacity to learn from experience, using metacognitive process to enhance learning and the ability to adapt to the surrounding environment. It may require different adaptation within different social and cultural context, in which intelligence may differ from one culture to another.

For further discussion about intelligences, Howard Gardner as cited by Sternberg (2006) proposed a theory of multiple intelligences, in which it emphasizes the multiple independent constructs, not just a single unitary construct. These comprises the eight multiple intelligences which are the linguistic intelligence which is experts on the verbal and nonverbal communications; logical-mathematical intelligence which is experts on solving math problems and logical reasoning; spatial intelligence which is experts on recognizing places or reading maps; musical intelligence which is experts on playing musical instrument and singing; bodily-kinesthetic intelligence which is experts on activities that requires heavy body movement such as dancing; interpersonal intelligence which is expert

on dealing with other people such as understanding other people's behavior, motives and emotions; intrapersonal intelligence which is expert on dealing with oneself, and naturalist intelligence which is experts in understanding the patterns of nature. Gardner's theory emphasizes that every individual may have the eight intelligences. However, there is only one of eight intelligences that is dominant to a person and he differ it to prodigies and savants. Prodigy refers to people who shows exceptional talent in a specific area at a young age, but who are normal in some respects. In contrast, Savants refers to people who got low scores on IQ tests, but demonstrate remarkable ability such memory or in drawing ability (Detterman, 2006). Thus, a person may see herself/himself weak from other intelligences but he/she is strong or much intelligent to the other.

Moreover, the multiple intelligences of Gardner, mainly of Interpersonal and Intrapersonal intelligences were important in predicting performance and success. Interpersonal Intelligence which is the ability to understand one's own feelings, motivation, and fears and Intrapersonal intelligence is the ability to understand others and their desires, motivation and intentions.

In addition, as retreated by (Aquino, 2009) Sternberg (2006) developed the triarchic theory of human intelligence, in which he emphasizes the product of intellectual works or output through three different kinds of intelligences which are the Analytic Intelligence that deals with mental process used in thinking and this is subdivided into three components, the metacomponents which serves as the higher-order thinking skills, second, is the performance components which serves

as the lower-order of thinking skills, and the Knowledge-acquisition component which is concerned with the processes used in acquiring and storing information. Next, Creative intelligence, it emphasizes the use of experience in order to gain information. Then, Practical Intelligence which also known as contextual intelligence that deals on how a person adapt to the specific environment with the use of knowledge. Thus, practical intelligence is the knowledge used to cope with new situations that requires higher degree of flexibility and adaptability (Aquino, 2009).

In 1960's, Cattell and Horn applied new methods of factor analysis and concluded that there are two kinds of general intelligence that a person has from the genetic factors and environmental influences, which are the Fluid Intelligence which refers to biological basis of intelligence, it measures the speed of reasoning and memory, increase into adulthood and then decline due to aging process. And the other one is the Crystallized Intelligence which refers to the knowledge and skills obtained through learning and experience as long as learning opportunities is available. And Crystallized Intelligence increases indefinitely during person's life (Aquino, 2009).

Emotional Intelligence (EI/EQ) and Its Nature

On the other hand, cognitive aspects of intelligence were not only given importance but also the emotional aspect of intelligence. Emotional intelligence

refers to the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey, & Caruso, 2000). Consequently, these two aspects of intelligence become frequently studied in many researches.

Salovey & Mayer (1990), viewed emotions as organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems, Emotion typically arise in response to an event, either internal or external, that has a positively or negatively valence meaning for the individual. Emotions can be distinguished from the closely related concept of mood in the emotions are shorter and generally more intense. In addition, they viewed organized response emotions as adaptive and as something that can potentially lead to a transformation of personal and social interaction into enriching experience.

Emotional Intelligence the Fours-branch ability Model

Mayer, Salovey, and Caruso (1997, 2004), the proponents divided the abilities and skills of Emotional Intelligence into four areas as combination of all theories in Emotional Intelligence:

First, is the ability to perceive emotion, this branch reflect to the perception of emotion and involves the capacity to recognize emotion in others' facial and posture expressions. It involves nonverbal perception and expression of emotion

in the voice, and related communication channels (Buck 1984; Ekman & Friesen, 1975; Nowicki & Mitchell, 1998, Scherer et al., 2001).

Second the ability to use emotion to facilitate thoughts; it involves the capacity of emotions to assist thinking and an individual's ability to use emotions in performing cognitive activities. Third, the ability to understand emotion, it involves the understanding of emotion, reflects the capacity to analyze emotions, appreciate their probable trends over time, and understand their outcomes (Frijda, 1988; Lane et al., 1990; Ortony et al., 1988; Roseman, 1984). And fourth, the ability to manage emotion, it involves the rest of the personality in which emotion are managed in the context of an individual's goals, self-knowledge, and social awareness (Averill & Nunley, 1992; Gross 1998; Parrott, 2002) and an individual's ability to self-regulate emotions and to regulate emotions with others. And it refers to the use and regulation of individual's emotion in order to deal with problems effectively (Aquino, 2009). In addition to these model, Goleman developed the emotional competencies,

Goleman's Emotional Competencies

Self-awareness – being aware of the present emotion and having a realistic understanding of one's own abilities and a strong sense of self-confidence. And it may differs to emotional awareness, accurate self-awareness. And self-confidence.

Self-management – handling one’s own emotion, having an ability to delay gratification to achieve one’s goal; recovers well from emotional distress. This includes self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

Social awareness – being aware with emotions of others, being able to understand the emotion from the perception of others and building relationships with different kinds of people, this includes empathy, organizational Awareness, and Service orientation.

Social Skills – handling emotions in respect to the relationship with others; being able to recognize the intricacies of social interaction; being able to interact with others in social situation and being able to use these skills to influence, persuade, negotiate and lead, this may include, developing others, communication, change catalyst, conflict management, building relationship, teamwork and collaboration.

The competencies of Goleman emphasized that emotional intelligence is not an innate in every individual instead it could be developed over time. For so many tenets that studied emotional intelligence, there is a growing consensus that emotional intelligence involves the capacity to reason accurately with emotion and emotional information, and of emotion to enhance thoughts. Thus, emotional intelligence provides recognition of an exciting new area of human ability.

Spiritual Intelligences SI/SQ

According to David King (2013) on his Practical Guide to Spiritual Intelligence, Spiritual Intelligence is the adaptive application of Spirituality in everyday life. It involves using spirituality in solving problems, make plans and adapt the life's challenges. In psychological perspective, spiritual intelligence is a set of mental abilities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence. Furthermore, Dr. David King discusses the different components of Spiritual Intelligence.

A set of Mental Abilities – this means that spiritual intelligence should only include mental facilities, skills or capacities. For example, the ability to add and subtract is a key component of mathematical intelligence. However, whether or not one enjoys math or performs mathematical computations on a daily basis is not part of this intelligence. Similarly, one's ability to enter spiritual states of consciousness at will is part of spiritual intelligence. However, the frequency at which a person meditates is not a spiritual intelligence, instead it is a behavior.

Nonmaterial / Transcendent – transcendent is defined as going beyond normal or physical human experience and describes those aspects of life that are nonmaterial and nonphysical in nature. Thus, this refers to the transcendent things such as a sense of meaning or purpose, a deeper sense of self, a holistic view of reality, and/or spiritual states of consciousness (such as oneness).

Awareness – this involves spiritual abilities that lead to heightened awareness of the transcendent and nonmaterial aspects of existence.

Integration – refers to the processing of nonmaterial and transcendent information and its subsequent assimilation. This means combining or reconciling the information, incorporating it into previously developed perspectives and attitude, and relating it to other aspects of life.

Adaptive Application – In the case of spiritual intelligence, when applied intelligently, spiritual capacities should lead to adaptive outcomes that are effective in their application.

David Kings (2008) Models of Spiritual Intelligence

Critical Existential Intelligence – this is formally defined as the capacity to critically contemplate the nature of existence. The word existential is simply defined as having to do with existence. Thus, this refers to the thinking about one's existence that involves thinking about life and death, reality, consciousness, the universe, time, truth, justice, evil, and other metaphysical issues. There are three level of Critical Existential Thinking which are: High which represents frequently contemplates existence and reality and develops original theories and philosophies on life, death and etc. And average which represents sometimes contemplates existence and reality and tends to adopt others' ideas and philosophies about life. And Low which represents rarely contemplates existence and reality and struggles to think about such topics as the universe and death.

Personal Meaning Production the ability to construct personal meaning and purpose in all physical and mental experiences, including the capacity to create and master a life purpose. Meaning simply means a sense of purpose and Personal purpose could be defined as having a purpose in life, having a sense of direction and a sense of order and reason for existence. Thus, this would simply mean that Personal Meaning Production is the ability to live a meaningful and purposeful life. There are three level of personal meaning production which are: High that means capable of creating meaning and inferring purpose in all physical and mental experiences. Average which means a person often creates meaning and infers purpose, but sometimes requires greater reflection on event. And Low which means a person struggles to find meaning and purpose in daily experience, and has difficult time contemplating the purpose of life.

Transcendental Awareness this refers to the capacity of a person to identify transcendent dimensions of the self (a transpersonal or transcendent self) of others, and of the physical world (non-materialism, holism) during the normal, waking state of consciousness, accompanied by the capacity to identify their relationship to one's self and to the physical. Thus, Transcendent means going beyond normal or physical human existence or existing apart from and not subject to the limitations of the material universe. There are three levels of transcendental awareness which are: High which mean a person is aware of transcendent and spiritual aspects of existence on a regular basis; can see the transcendent anywhere. Average which means a person is sometimes aware of transcendent

and spiritual aspects of existence, but often requires greater reflection. And Low which means a person is rarely perceives transcendent and spiritual aspects of existence and often struggles to identify them.

Conscious State Expansion refers to the ability to enter and exit higher or spiritual state of consciousness such as pure consciousness or a silent state without any object of thought, cosmic consciousness or awareness of the order of the entire universe, unity, and oneness or perception that all aspects of life are components of the same integrated and unified whole at one's own discretion (as in deep contemplation, meditation, prayer, etc). There are three levels of Conscious state expansion which are: High which means a person demonstrate complete control over entering and exiting higher/spiritual state of consciousness. Average which means a person occasionally demonstrates some control over entering and existing high/spiritual state. And Low which means a person has difficulty controlling when she/he enters and exits higher/spiritual states or may demonstrate no control at all.

Furthermore, spiritual quotient is the spectrum against which we assess the usefulness one life path or the needs to change the particular direction one's actions are taking (Srivastava, Misra, 2012)

Adversity Quotient (AQ)[®]

Adversity Quotient[®] was developed by Paul G. Stoltz during 1997 on his book, Adversity Quotient: Turning Obstacles into Opportunities. His idea became a

source of most researches existing about adversity quotient. Adversity quotient of Stoltz (1997) becomes known on its four or CORE dimensions that measures adversity quotient®.

The CORE Dimensions of AQ®

Adversity Quotient® comprises of four CORE (Cornista & Macasaet, 2013) or CO₂RE (Huijuan, 2009) dimensions. First is the C for (Control) which refers to the amount of perceived control in adverse event or situation. O is (Origin and Ownership) which refers on how a person searches for the cause of the adverse events and to the degree to which an individual is willing to own the outcome of the adverse situation or action or owning of the outcome's responsibility and accountability. R for (Reach) this refers on the manifestation of a person on how far the adversity reaches into other aspects of every individual's life, and E for (Endurance) which measure the endurance, that views on how long the adversity and its causes will last in every individual's lives. (Huijuan, 2009; Cornista & Macasaet, 2013).

Moreover, Stoltz (2000) as retreated by (Huijuan, 2009), further explained the Adversity Quotient® and its three levels of adversity in a pyramid shape model which is from the top down to the individual explaining the two effects. First, Adversity Quotient® describes societal, workplace and every individual adversity encounter in their daily lives. Second, it shows how an individual cope up or changes does positively, and affecting the environment such as workplace and the

society at large. Thus, Adversity Quotient® does only shows and describes high or low instead it is a continuum in which the higher AQ® the more an individual could improve and better understand and achieve one's success at the same time it helps a person to continue to ascend.

Furthermore, Stoltz (1997) as cited by (Huijuan, 2009; Cornista & Macasaet, 2013) explored the idea about the human reaction or different responses towards adversity or the mountain – Ascending towards success. According to Stoltz (1997) we are born with the core human drive to ascend which means ascent doesn't mean floating in a lotus position into the clouds while methodically chanting your mantra, nor simply moving up the corporate ladder, buying a house on the hill, or accumulating wealth.

Ascend is moving your purpose in your life forward no matter what your goals. Whether ascent is about gaining market shares, getting better grades, improving your relationships, becoming better at what you do, completing an education, raising stellar children, growing closer to God, or making a meaningful contribution during your brief stint on the planet, the drive is imperative.

The core human drive to ascend is our instinctual race against the clock to accomplish as much of the mission, written or implicit; as we can in the little time we are given. The Ascent is not just limited to the individual. Every organization and work team tries to move forward and upward. Total quality programs, growth initiatives, reengineering, reconstructing, tapping the power of a diverse workforce,

reducing cycle time, eliminating waste, and enhancing innovation are all efforts to ascend a mountain plagued by avalanches, inclement weather, and unforeseen crevasses (Stoltz, 1997, Huijuan, 2009; Cornista & Macasaet, 2013).

There are three types of people who had encounter adversities and have had different reactions and responses. First, is the Quitter, this people are known to be weak that easily give up, drop out and has little or no capacity. Quitters abandoned to climb. Second, the camper, these people go only so far and then say, "this is as far as I can (or want to) go. " Weary of the climb, they terminate their ascent and find a smooth, comfortable plateau on which to hide from adversity. They at least taken on the challenge on the Ascent (Stoltz, 1997; Huijuan, 2009; cornista & Macasaet, 2013), and last, the Climber, these people are possibility thinker, never allow age, gender, race, physical or mental disability, or any other obstacle get in way to ascent (Stoltz, 1997; Huijuan, 2009; cornista & Macasaet, 2013).

As a result, Quitters are often bitter, depressed and emotionally numb. Alternatively, they may be mad and frustrated, striking out at the world around them, resentful of those who ascend. Campers are satisfiers. They are satisfied with sufficing, rather than striving. From these three types of people only climbers live like fully. They feel a deep sense of purpose and passion for what they do. Climbers never forget the power of the journey over the destination and they embrace the challenges they inevitably face (Stoltz, 1999; Cornista & Macasaet, 2013).

Age

Base on the article released by the Commission on Higher Education the Enrolment participation of pre-baccalaureate and baccalaureate student were over the schooling age population of 16 to 21 year old.

Related Studies

According to Oommen (2014) Intelligence Quotient is measured by a number of factors both genetic and non-genetic factors which includes environmental influences. Thus, he has concluded that, a multitude of factors. Nature and nurture work together in determining human intelligence. Even though the genetic susceptibility plays a crucial role on the IQ of the individual, various modifiable environmental factors like education, premature birth, nutrition, pollution, drug and alcohol abuse, mental illnesses, and diseases can have an influence on an individual's IQ. These modifiable factors can reinforce or weaken genetic susceptibility.

Moreover, Ghazi et al. (2013), studied Energy Intake and Micronutrient composition as a factor affecting Intelligence Quotient, in which the authors had concluded that sufficient nutrient intake is very important during child cognitive development, especially iodine intake, since iodine is the most important nutrients that can affect children's intelligent level. Thus, the study found out that there was a significant association between child nutritional status, iodine intake and child's

IQ level. The study conducted had been a remarkable reminders to every individual because the children's present condition may affect the children's future performance that may include Academic Achievement.

In addition, Nachiappan and colleagues (2013) identified that Intelligence Quotient is a term that explains the composition of mind including, related abilities, such as abstract thinking capacity, understanding, reasoning, learning, learning from the past experiences, planning and problem solving.

In 2013, Haji, et al, discussed Intelligent, Emotional, Spiritual Quotient in the field of work practice, the authors examined the quality of Managers using IESQ. Thus, the study found that the Intelligence, Emotional, and Spiritual Quotient must become a potential intelligence within human being. On the other hand, IQ is concerned with verbal, spatial, visual and mathematical skills. Further, IQ also figures of the ability of someone in learning new things, focusing on task and exercising, retaining and recalling objective information. Still, IQ is also engage in a reasoning process, manipulate numbers, even think theoretically as well as analytically, then, and solve problems by the dedication of prior knowledge. People could have an IQ standard through how seriously attended educational institutions, formally and graduated as engineers, economist and many more. Hence, the authors had emphasize that still, IQ plays an important role in the workplace, because not all people can be able to manage good emotion, especially to those individual who categorized as a temperamental person who will possibly have

difficulty in managing his or her emotion. However the authors, had mentioned that Emotional Quotient can be enhanced every day.

In 2010, Animasahun, had studied about Intelligent Quotient, Emotional Intelligence and Spiritual Intelligence as Correlates of Prison Adjustment among Inmates in Nigeria Prisons, the purpose of the study was to investigate the extent to which intelligent quotient, emotional intelligence and spiritual intelligence would predict prison- adjustment among Nigerian prisoners. Hence, the author has evidently proved that emotional intelligence and spiritual intelligence are far more important to adjustment processes and life success better than the intelligent quotient that has always been over-emphasized. Therefore, parents, teachers, leaders, business executives and anybody in the position of authority should always encourage, motivate and reinforce anybody who demonstrate high level of emotional intelligence and spiritual intelligence, because these are the real pointers to life success and overall adjustment. The study had emphasize that life adjustment is important in all human endeavors. Furthermore, the author had emphasize that emotional intelligence and spiritual intelligence is better predictor of success.

In 2013, Shabnam and colleagues studied about Intelligence, Emotional and Spiritual Quotient as Elements of Effective Leadership. The author had emphasized that Intelligence Quotient, Emotional Quotient and Spiritual Quotient is essential for an effective leader. Since, a role of a leader is to train their followers mentally, emotionally and spiritually and learn how to integrate Intelligent Quotient,

Emotional Quotient and Spiritual Quotient in the first place. Likewise, leaders themselves should train themselves in these intelligences and use them all effectively in all aspects of life. Thus, these three intelligences should be in balance, needs to be cultivated and mastered in an overall leadership context.

In 2014, Kiss and colleagues studied the Relationship between intelligence, emotional intelligence, personality Styles and Academic Success. The authors had concluded that education cannot indicate individual cognitive differences at higher levels of intelligence, but lower intelligence Quotient will hinder good academic performance.

In Nigeria, Ogundokun, et al (2010) conducted a study on Emotional Intelligence and Academic Achievement, the study examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary students. The result of the study shows that emotional intelligence has a significant relationship with the academic performance. Furthermore, the authors had attested that, the result of the study has something to do with the emotional intelligence competences such as the ability to regulate one's feeling, problem solving, interpersonal skills are highly relevant to academic success. In addition, the interpersonal skills will not hinder or may help the students to seek for academic help from teacher, peers and other resource person. Moreover, the study found a significant relationship between the age and the academic performance. Likewise, intrinsic motivation as well as the extrinsic

motivation was also found of having significant relationship on the academic achievement.

In the same manner, Tella et al., (2011) conducted a relevant study on the relationship among emotional intelligence, parental involvement and academic achievement of secondary school students. The result of the study shows that both emotional intelligence and parental involvement could predict academic achievement and so emotional intelligence and parent involvement has a positive relationship with the academic performance. Thus, the study pertains that if the parent's involvement is passive it will result to poor academic performance.

Furthermore, Yahaya and colleagues (2012), also shared the same point on their study, the impact of Emotional Intelligent Element of Academic Achievement. The purpose of the study was to examine the impact of the five emotional elements such as self-awareness, emotional management, self-motivation, empathy, interpersonal skills of secondary students' academic achievement. The findings of the study shows that only self-awareness, self-motivation and empathy elements have a significant relationship as a good predictor of academic achievement. Moreover, the authors had emphasized that students who have empathy is sensitive the environment and can adapt to the environment, such as happy, friendly, angry, sad or sick heart. Thus, the study concluded that excellent performance in academic is the main goal of student's regardless on each diversities. And the need to recognize themselves, their emotional intelligence should be observed not only on their academic performance

but also on the future success in life. With the aim of building a resilient and capabilities to face the changing demands of the society at the same time, to exert more effort in improving students emotional intelligence during the process of teaching and learning in school.

In New Zealand, Manley (2009) conducted related study entitled: Emotional Intelligence and Academic Achievement: What relevance and implication does this psychological construct called 'emotional intelligence' have for education in New Zealand?. The authors concluded that Academic Achievement without emotional Intelligence does not indicate future success. Emotional Intelligence is important in the world of education and in society at large. Emotional Intelligence shows strong links to social well-being. Children who have knowledge about the role of emotion on their life will have a better foundation in building their successful futures. The practice of reflective thinking is powerful tool in bringing about understanding, competency and mastery of one's life. And the study shows that individual that have emotional literacy are better able to handle personal relationships.

Likewise, Petrides et al. (2002), revealed that trait emotional intelligence is relevant to the academic performance of student at the same time it also determine the deviant behavior of student at school, especially for those who are vulnerable students.

In addition, Spiritual intelligence is the part of intelligence which exists in every human being. Spiritual intelligence was coined in the year 2000 by Dannah

Zohar & Ian Marshall in a book "SQ-ultimate intelligence" Bhangale & Mahajan (2013). Furthermore, Nwadinigwe and Azuka (2012), concluded that there is a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement.

The word spirit comes from a latin word spiritus means "breath" spirit is the breath of life. The word intelligence is come from the latin intelligentsia means "choosing between". Thus, spiritual intelligence is the ability to choose between spirit and ego Bhangale & Mahajan (2013).

Spiritual Intelligence & Education

According to Bhangale & Mahajan (2013) the ultimate goal of education is all round development of student. All around development means a person must be physically fit, mentally balanced, emotionally strong, socially adjusted & spiritual uplifted. Spiritual intelligence helps to develop self-awareness, self-confidence & enhances success by developing rational thought. It helps to adjust in various situations of life. It gives ability to discriminate and the ability to temper rules with understanding & compassion. Thus, spiritual quotient is being used to battle with questions between good and evil. Furthermore the authors concluded that spirituality teaches every individual to be compassionate with each other.

Need for Spiritual Quotient

According to Srivastava & Misra (2012) spiritual intelligence unit serves to assist people in any context to develop their spiritual awareness, capacity and intelligence and use it to become more effective as an individual and to help others. Spiritual intelligence plays a vital role in every individual's practical life. It expands the capacity to understand others at the deepest level and it allows discerning both true cause of behavior without judgment and true needs of others until people themselves learn to meet their own needs. This capacity is being developed through learning to free oneself from attachment and neediness and being able to meet every individual's inner needs.

Furthermore, Spiritual Quotient offers a viable tertiary brain process for synchronous neural oscillations that unify data across the whole brain, which unifies, integrates and has the potential to transform material arising from the two other processes, reason and emotion. In addition, Spiritual intelligence facilitates dialog between mind and body, between reason and emotion.

Aquino (2009) explored the two aspects of intelligence; the author defines rational intelligence as it deals with the mental functions necessary for conceptual and rational thinking. And it draws the demarcation line between feelings and intuition. And Emotional intelligence as it deals with sensitivity-which explains why people climb the ladder of success while others remain at the bottom; why people nurture their relationships and stay together.

Furthermore, Cornista & Macasaet (2013), studied the Adversity Quotient® in relation to Achievement motivation of selected third year and fourth year psychology students of De La Salle, the main goal of the study is to determine the significant relationship between the four CORE dimensions of Adversity Quotient and Achievement Motivation of the respondents in which categorized into four which are, motivation for achievement, inner resources, interpersonal strength and work habits. On this study the researchers concluded the following: Age and gender did not affect the respondents adversity quotient, however the year level significantly affect the said respondents' adversity Quotient. The socio-demographic profile shows no significant relationship on the Achievement motivation of the respondents. And the Four CORE dimensions of Adversity Quotient shows significant relationship on the Achievement Motivations of the respondents.

In 2009, Huijuan conducted a study about Adversity Quotient and the Academic Performance among college students at St. Joseph's College Quezon City. The researcher concluded that; first, Sex difference did not affect the selected respondents' adversity quotient; however, course, and year significantly affected the said respondents' adversity quotient. Second, there is a significant relationship between adversity quotient of the respondents as measured by the major instrument ARP version 8.1 of the study and their academic performance as reflected in the GPA during the first semester of the school year 2008-2009.

In 2010, Canivel, conducted a study on Principal's Adversity Quotient: Styles, Performance, and Practice. The findings of the study are; the adversity quotient profile can measure principle's adversity quotient to improve oneself in dealing with difficulties encountered in school. The four dimensions of AQ measures exactly the AQ of an individual. The more control one has, the more one has to take positive action. Origin and Ownership stand to blame and accountability. Reach evaluate how far hardship affects one's life and endurance takes action on how adversity last. The AQ of principals in Rizal is not generally far behind the standards provided by Stoltz in 2009. The principals in respondent's preferred participating leadership styles followed by selling and delegating as against telling leadership styles. If one wanted to succeed as leader, one must not stick with only a single leadership style but made make use of other styles that may fit the situations. The AQ is very important for a principal to succeed in their performance and practices in school. The principles were mostly at age 50 years old, female, married, with continuing studies, served as faculty for 21 years and held the principal's for less than 5 years. Tough principals' AQ resulted in a very weak or no relationship with leadership style still the researcher believes that AQ has something to do with leading. And as the researcher held her school visitation to gather and interview her respondents she had note the exemplary characters of a principals.

However, Khairani, et al. (2013), had an opposite result and conclusion with the previous study, in which the author had found that the Adversity Quotient is not

only the predictor variable to the academic achievement of polytechnic students and mentioned that Adversity Quotient may tend not to be linked with cognitive elements such as academic achievement and Intelligence Quotient. Thus, the authors concluded on their study that Adversity Quotient of students did not much influence their academic achievement but positively associated. Likewise, Maiquez, et al (2015) also gained the same result, in which the authors had concluded that Emotional Intelligence and Adversity Quotient do not predict nor correlate with the academic performance of UST College Students.

Synthesis

The related literature and studies gathered support and help the researcher to manage the proper conduct of the study. It also gives further knowledge and information for conduct of the study.

In 1850's, Alfred Binet originated the Intelligence test which focuses on measuring the ability of the child to learn and the possible difficulties the child would encounter in school. And he presents the concept of Intelligence Quotient as IQ is equal to the mental age or the average level of child's performance over the chronological age or the current age of the child times 100 percent. From this concept Alfred Binet believes that intelligence increases through child and the rise in intelligence across childhood was not due to developments in sensory acuity, nor was it a direct result of special education or training.

On the other side, (Animasahun, 2009) associated intelligence to the thinking skills that distinguished an individual from the other. And Sternberg (2006)

supported the idea in which he defines intelligence as the capacity to learn from experience, using metacognitive process to enhance learning and the ability to adapt from the surrounding environment. And it may require different adaptation within different social and cultural context, in which intelligence may differ from one culture to another. In the same manner, Howard Gardner as cited by Sternberg (2006) proposed a theory of multiple intelligences in which he emphasized that there may be only one from the eight intelligences that is dominant to a person which he termed as prodigies that refers to people who shows exceptional talent in a specific area at a young age, but who are normal in some respects. In contrast, he termed Savants that refers to people who got low scores on IQ tests, but demonstrate remarkable ability such as memory or in drawing ability quoted also by (Detterman, 2006). And this theory supports the idea of Haji (2013) on the study the quality of managers using IESQ. The author had concluded that intelligence Quotient is concerned with verbal, spatial, visual and mathematical skills. It also figures the ability of someone in learning new things, focusing task and exercising, retaining and recalling objective information. And Intelligence Quotient engaged in a reasoning process, manipulate numbers, even think theoretically as well as analytically, and solve problems by dedication of prior knowledge. Hence, the authors had emphasized that still IQ plays an important role in the workplace that EQ. However, Animasahun (2013) contradicted on the idea of Haji (2013) in which the author had concluded that emotional intelligence and spiritual intelligence are far more important to adjustment and life success better than Intelligence quotient.

Thus, parents, teachers, leaders, business executives and anybody in the position of authority are encouraged to have high level of EQ and SQ because these are the real pointers and predictor of life success and overall adjustment.

Sternberg (2006) as cited by (Aquino, 2009) developed the triarchic theory of human intelligence, First the Analytic Intelligence that deals with mental process used in thinking and this is subdivided into three components which are the meta-components that serves as the high order thinking skills. Performance component that serves as the lower-order of thinking skills. And the Knowledge-acquisition component that is concerned with the process used in acquiring and storing information. Second, Creative Intelligence that emphasizes the use of experience in order to gain information. Lastly, Practical Intelligence, that deals on how a person adapt to the specific environment with the use of knowledge. And this theory supports the idea of Nachiappan and colleagues (2013) in which the author identified that Intelligence Quotient in a term that explains the composition of mind including, related abilities, such as abstract thinking capacity, understanding, reasoning, learning, learning from the past experiences, planning and problem solving.

In 1960's, Cattell and Horn proposed the two general intelligence that a person has from genetic factors and environmental factors. First, Fluid Intelligence which refers to the biological basis. And the, Crystallized intelligence which refers to the knowledge and skills obtained through learning and experience as long as learning opportunities is available and it is indefinitely increasing during a person's

life (Aquino, 2009). And these theory supports the study of Oommen (2014) in which he concluded that intelligence Quotient is measured by a number of factors both genetic and non-genetic factors which includes the environmental influence. Ghazi, et al. (2013) also shared relevant idea about the non-genetic or environmental factors on their study entitled energy Intake and Micronutrient composition as a factor affecting Intelligence Quotient, the authors concluded on their study that sufficient nutrient intake is very important during child cognitive development. Thus, Malnutrition could really affect the Intelligence Quotient and most of all the child's future performance which may include academic achievement. In addition, Kiss, et al (2014) agreed that Intelligence Quotient in Important in Achieving good Academic Performance.

Salovey & Mayer (1990), viewed emotions as organized responses, crossing the boundaries of many psychological subsystems, including the psychological, cognitive, motivational and experiential systems. And Mayer, Salovey and Caruso (1997, 2004) divided the abilities and skills of emotional intelligence into four areas as combination of all theories in Emotional Intelligence. First, the ability to perceive emotion. Second, The ability to use emotion to facilitate thoughts. Third, the ability to understand emotion. And fourth, the ability to manage emotion. On the other hand, Goleman developed emotional competencies which are the Self-awareness, Self-management, Social awareness, and Social Skills. These concepts supports the studies of existing researches.

Petrides, et al. (2002), revealed that emotional intelligence is relevant to the academic performance at the same time will also determine the deviant behavior of student in school. Manley (2009) also concluded that emotional intelligence is important in the world of education and in the society at large and emotional intelligence shows strong links to social well-being. In addition, Ogundokun, et al (2010) shared the same point, the researchers has attested that emotional intelligence shows significant relationship with the academic performance and they also added that emotional intelligence competences are highly relevant to the academic success. In addition, Tella et al., (2011) proved that emotional intelligence and parent involvement shows positive relationship on the academic performance. Likewise, Yahaya and colleagues (2012) had examined that emotional intelligence element such as self-awareness, emotional management, self-motivation, empathy, interpersonal skills shows positive relationship on the academic achievement. In the same manner, Shadnam (2013) had determined that emotional quotient and spiritual quotient is essential to become a good leader. Furthermore, Nwadinigwe and Azuka (2012), concluded that there is a positive relationship between emotional intelligence skills and academic achievement.

David King (2013) discussed the different component of Spiritual Intelligence as a set of mental abilities, nonmaterial or transcendent, an awareness, and integration and an adaptive application. At the same time, he develops the four models of spiritual intelligence which are the Critical Existential

Intelligence, Personal Meaning Production, Transcendental Awareness and Conscious State Expansion.

Srivastava & Misra (2012) mentioned that spiritual intelligence unit serves to assist people in any context to develop their spiritual aware, capacity and intelligence and use it to become more effective as an individual and to help others. And Bhangale & Mahajan (2013) also shared the same idea that spiritual intelligence helps to develop self-awareness, self-confidence & enhances success by developing rational thought. Furthermore, Azizi and Zamaniyan (2013), agreed that there was a significant relationship between the Spiritual Intelligence and metacognitive strategies and social strategies, and the authors concluded that High spiritual intelligence not only enables students to better learn language, but also makes students more methodical in all acts of their prospective life.

In other aspect, Stoltz (1997) originated the Adversity Quotient® in which he developed the four CORE dimensions which are the Control, Ownership, Reach and Endurance. This measures on how resilient a person is in term of facing adversities in life. He also identified the three types of people's responses and reactions to encountered adversities in life which are, the quitter, the camper and the camper. The concept of Paul Stoltz supports the study of Huijuan (2009) in which the author had concluded that sex difference did not affect the respondents' adversity quotient but the course and year does. And adversity quotient shows significant relationship to the academic performance of student. Cornista and Macasaet (2013) also affirmed that age and gender does not affect adversity

quotient but the year level does. In addition, Socio-demographic profile of the respondents shows no significant relationship with the achievement motivations. However, Adversity quotient shows significant relationship with the achievement motivation of the respondents, and Canivel (2010) also positively assented that Adversity Response Profile measures the adversity quotient of the principals. Thus, he concluded that adversity quotient is very important for a principal to succeed in their performance and practices in school. On the other hand, Khairani et al., (2015) concluded that Adversity Quotient of student did not much influence the academic achievement but positively associated, and Maiquez et al., (2015) also gained the same result.

CHAPTER III

METHODOLOGY

This chapter presents that research design, research locale, respondents of the study, sampling technique, research instrument, data gathering procedure and statistical treatment used in the conduct of the study.

Research Design

The descriptive-comparative-correlational research design was used in the conduct of the study.

Descriptive method was employed to determine the levels of Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient® and the level of Academic Performance of the respondents.

Percentile was used to determine the overall percentage score of the respondents' Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient® and the Academic Performance. Percentile also was used to determine the overall percentage of the socio-demographic profile of the respondents.

The Regression was used to test the significant relationship between Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient and the Academic Performance of the respondents.

Research Locale

The Conduct of the study was in St. Alexius College, City of Koronadal, South Cotabato, a family owned institution and one of the private colleges in South Cotabato. The school was founded on the year 1972 and continued its services up to the present upholding the standardized quality education.

The institution started from the school of Midwifery, And Now, St. Alexius College offered six academic departments: Integrated School Department from Kinder 1 to senior high school, College of Arts and Sciences Department with the courses offered: BS Psychology, BS IT and ACT; Department of Allied Health Programs with a courses offered: BSN, BSMID, MID, BSPT, BSND, BSRT, BSMT, and BS Pharmacy; Bachelor of Agricultural Technology, Department of Education with courses offered, BEED-SPED, BEED-ECE, BTTE-HM, BTTE-MM and College of Business and Education Management with a courses offered: BSHRM and AHRM, BSTM, BSBA-HRDM, BSBA-FM, and BSBA-MM.

The institution serves world class facilities and equipment, competent Teacher and Globally competitive curriculums.

Research Respondents

The respondents of the study were the student from St. Alexius College enrolled in First Semester and Second Semester SY: 2015-2016. Male and female, ages from 16 up to 20 years old with 25 respondents was been selected from first year students, 25 respondents from second year students and 25 respondent from third year student and 25 respondents from fourth year students regardless with the course.

Sampling Technique

Stratified sampling technique was used in choosing the respondents of the study. The researcher chose the respondents from the whole student population enrolled in the first semester and second semester school year 2015-2016. This sampling technique used to have an equal representation of respondent form First year, Second year, Third year, and Fourth year regardless with their Age, gender and course.

Research Instruments

OLSAT – Otis-Lennon School Ability Test, the test consists of 72-items which administered within 40 minutes only. The OLSAT assess a student's cognitive (e.g., verbal, nonverbal and quantitative) abilities that relate to his or her academic success proving educators with invaluable information in order to enhance insights gained from traditional achievement tests. The OLSAT is used

specifically to measure abilities related to success in school, testing critical thinking and reasoning skills. The OLSAT is intended to test memory; speed of thought and ability to see relationships and patterns and it comprises of both verbal and nonverbal questions, measuring a student's ability to cope with school learning tasks. In all, there are 21 different question types on the OLSAT. It ranges from 71 & below that correspond to Borderline; 72 – 79 equivalent to Low; 80 – 87 as Below average; 88 – 111 as Average; 112 – 119 as Above average; 120 – 127 as Superior and 128 & above as genius. And it has four subscales: the verbal comprehension & reasoning which fall under verbal and figural reasoning and quantitative reason which falls under the nonverbal.

The Assessing Emotions Scale the scale was developed by Schutte et al. (2009), it attempts to assess characteristics, or trait, emotional intelligence. The Assessing Emotions Scale is consists of 33-item self-report inventory focusing on typical emotional intelligence. Respondents will rate themselves on the items using a five-point scale in which 1 represents strongly disagree and 5 as strongly agree. And the respondents were required an average of five minutes to complete the scale. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with high scores indicating more characteristic emotional intelligence. It has four subscales: Perception of emotion items number 5, 9, 15, 18, 19, 22, 25, 29, 32, and 33; Managing own emotion items number 2, 3, 10, 12, 14, 21, 23, 28, and 31; Utilization of emotions items number 6, 7, 8, 17, 20 & 27. The Assessing Emotional

Scale, considered a trait measure of emotional intelligence, has been widely used in research and various studies suggest that the scale has good reliability and reasonable evidence of validity.

The Spiritual Intelligence Self-Report Inventory (SISRI-24) was developed by David King (2008), the statements in the Questionnaire is designed to measure various behaviors, through processes, and mental characteristics. King (2008) emphasizes the Four-Factor model of spiritual intelligence or the subscales which are the critical existential thinking items number 1, 3, 5, 9, 13, 17, and 21; personal meaning production items number 7, 11, 15, 19, and 23; transcendental awareness items number 2, 6, 10, 14, 18, 20 & 22 and conscious state expansion items number 4, 8, 12, 16, and 24. The higher the scores represent higher levels of spiritual intelligence and or each capacity. The SISRI-24 displayed excellent internal reliability and good fit to the proposed model. And the construct validity, divergent validity, and convergent validity were supported over-all.

Adversity Response Profile® was developed by Paul Stoltz, Ph.D, it is a self-report questionnaire that measures the unconscious pattern of how people respond to adversity. It consists of 14 items that comprises the four CORE dimension. CORE is the acronym for the four dimensions of Adversity Quotient. Thus, these CORE dimensions determine the overall Adversity Quotient.

The C represents Control, it measure the degree of control of the person in all adverse situations. Ownership dimension measure the extent to which a person

holds accountable for improving the adverse situation. Reach dimension measure the degree of which a person perceives positive and negative events encountered in life. And Last, Endurance measure the persons' perception on how long will the adversities would endure. The AQ® (8.1) is an oppositional, scale-based, force-choice questionnaire designed to gauge an individual's resilience. That is the ability of an individual to response positively in every difficulties experience in life (Stoltz, 1997). The Scores of respondents will correspond to the following norms: 40 – 118 as Low; 119 – 135 as Below Average; 136 – 157 as Average; 158 – 175 as Above Average; and 176 – 200 as High Average.

Academic Performance was basically measured with the used of the students' General Point Average as of First Semester school year 2015 – 2016.

Data Gathering Procedure

In the conduct of the study, the following procedures were followed in gathering data.

First, asked permission from the author of the tools used. The researcher requested permission from different authors for the use of the scales in the conduct of the study. For the Intelligent Quotient (OLSAT), the researcher asked the permission from the Executive Vice President of St. Alexius College, Inc., Mr. John Thomas C. Franco, RN, MAN. For the Emotional Quotient, the researcher asked permission from the author Dr. Nicola S. Schutte. For the Spiritual Quotient,

the researcher also asked the permission from the author Dr. David King and for Adversity Quotient (APR)® the researcher asked the permission from the Peak Learning in behalf of the author Dr. Paul G. Stoltz.

Second, asked permission from the Executive-Vice President. The researcher sought permission to the executive-vice president for the conduct of the study inside the school premises.

Third, request the list of students for random sampling. The researcher requested the list of students enrolled in the first and second semester SY: 2015-2016 from the registrar's office of the institution for choosing the respondent of the study.

Fourth, sending informed consent. The researcher sent an informed consent to the selected students informing them that they will be the respondent of the study.

Fifth, proper conduct of the study. After the confirmation, the respondents were asked to answer the four rating scales that measures Intelligence Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient®.

Then, request for first semester general point average. The researcher request the first semester 2015 – 2016 general point average of the selected students for the Academic performance.

And finally, data collection, analysis and Interpretation. The researcher collected all the data sheets, data was encoded and tabulated for the statistical analysis and interpretation.

The diagram below shows the step by step process in data collection.

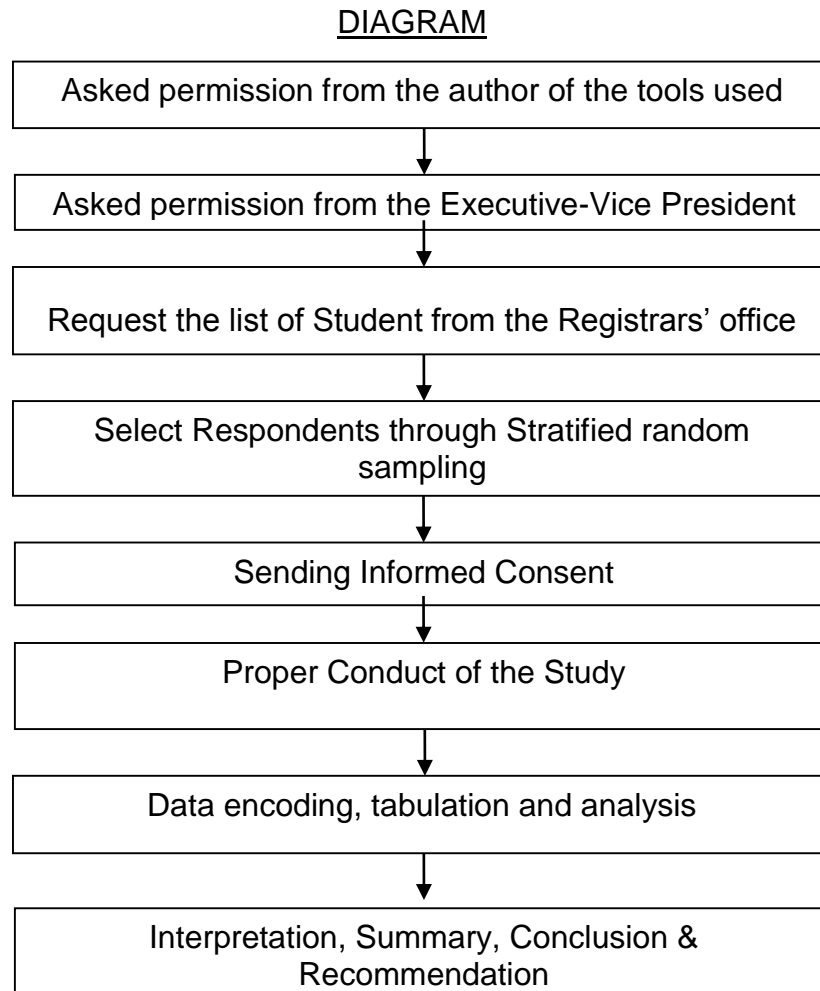


Figure2. Data gathering procedure.

Statistical Treatment

After the administration of the tools, it was completely collected, checked and tabulated, and then, the researcher used the following methods in order to be able to present a valid and reliable interpretation of the data:

Percentile was utilized to determine the percentage of the socio-demographic profile of the respondents (Age, Gender, and Year Level) and to determine the percentage of the respondents in terms of the score in (Intelligence Quotient, Emotional Quotient, Spiritual Quotient, and Adversity Quotient®). And Regression Statistical analysis was used to determine the significant relationship between Intelligence Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient and the Academic Performance of Student. Regression is a statistical measure that attempts to determine the strength of the relationship between dependent and independent variable. The p-value for each term, tests the null hypothesis that the coefficient is equal to zero (no effect) and a low p-value of 0.05 would indicate the significant relationship (<http://www.investopedia.com/terms/r/regression.asp>, stats.stackexchange.com).

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This study aims to determine the relationship between the intelligence Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient and the Academic Performance of Students. At the same manner, to determine also the socio-demographic profile of the respondents. Thus, this chapter presents the presentation of tables, data analysis, interpretation and discussion of the result in the conduct of the study.

Socio-Demographic Profile of the Respondents

Table1. Age of the Respondents

Age	Frequency	Percentage
16	7	7
17	19	19
18	19	19
19	31	31
20	24	24
Total	100	100

The table 1 indicates the age percentage of the respondents, as the results show there was 31% of the respondent age 19 years old, 24% for 20 years old, 19% for 17 and 18 years old and 7% for 16 years old. Thus, 19 years of age has

the highest percentage of respondent participated in the study and 16 years of age has the lowest percentage of respondent participated in the study. The ages of the respondents are limited to sixteen (16) to twenty (20) years old. This was supported with the article released by the Commission on Higher Education wherein it was stated that, the Enrolment participation of pre-baccalaureate and baccalaureate student were over the schooling age population of 16 to 21 year old.

Table 2. Gender of the Respondents

Gender	Frequency	Percentage
Male	26	26
Female	74	74
Total	100	100

The table 2 presents the gender of the respondents participated in the study. The results show that 74% of the respondent participated in the study was Female and 26 % are Male. Majority of the respondents were female because based on the computed enrollment statistics, 74.21% of student consistently enrolled for the first semester and second semester of school year 2015 – 2016 were female and 25.89% were male students.

Table 3. Year Level of the Respondents

Year Level	Frequency	Percentage
First Year	25	25
Second Year	25	25
Third Year	25	25
Fourth Year	25	25
Total	100	100

The table 3 indicates the year level of the respondents, as the results show there was 25% of respondents participated in the study from each year level with a total of 100%. The purpose of 25% per year level was to have an equal size of population from different year level. The respondents of the study was equivalent to 10.88% from total number of students enrolled from first semester and second semester school year 2015 – 2016 with 95% confidence interval.

Table 4. Intelligence Quotient of the Respondents

Intelligence Quotient	Frequency	Interpretation
71 – Below	2	Borderline
72 – 79	10	Low
80 – 87	32	Below Average
88 – 111	55	Average
112 – 119	1	Superior
120 – 127	0	Very Superior
Total	100	

The table 4 presents the Intelligence Quotient of the Respondents. The results show that 55 of the respondents were frequently scored ranges from 88 to 111 which is equivalent to an Average in Intelligence Quotient level; 32 of the respondents frequently scored ranges 80 to 87 which belongs to Below Average; 10 of the respondents frequently scored ranges 72 to 79 which belongs to Low; 2 of the respondents frequently scored 71 to below which belongs to Borderline and 1 of the respondents belongs to superior. Chandra and Azimmudin (2013) articulated that, a student who has average Intelligence Quotient performs better

and a better learner than the student with low Intelligence Quotient, hence the academic achievement of Average Intelligence Quotient student will be higher than the Low IQ child.

Table 5. Emotional Quotient of the Respondent

Emotional Quotient	Frequency	Percentage
100 – 110	8	8
111 – 120	18	18
121 – 130	20	20
131 – 140	39	39
141 – 150	13	13
151 – 160	2	2
161 - 170	0	0
Total	100	100

The table 5 indicates the Emotional Quotient of the Respondents, as the results show 39% of the respondent has the score ranges from 131 to 140, 20% has the score ranges from 121 to 130, 18% has the score ranges from 111 to 120, 13% has the score ranges from 141 to 150, 8% has the score ranges from 100 to 110, 2% of the respondents has the score ranges from 151 to 160 and 0% for the score of 161 to 170. Hence, majority of the respondents has an average Emotional Quotient, according to the Goleman's Emotional Competencies it is important on a person to have Self-awareness on the present emotion; Self-management of once own emotion; social awareness, being aware on the emotion of other and social skills, a skills in handling emotion to maintain good relationship with others.

Table 6. Spiritual Quotient of the Respondent

Spiritual Quotient	Frequency	Percentage
30 – 39	2	2
40 – 49	3	3
50 – 59	25	25
60 – 69	34	34
70 – 79	30	30
80 – 89	5	5
90 – 99	1	1
Total	100	100

The table 6 presents the Spiritual Quotient of the respondents. The results show that 34% of the respondent got the score ranges from 60 to 69, 30% got the score ranges from 70 to 79, 25% got the score ranges from 50 to 59, 5% got the score ranges from 80 to 89, 3% got the score ranges from 40 to 49, 2% got the score ranges from 30 to 39 and 1% of the respondents got the score ranges from 90 to 99. Majority of the respondents has a below average Spiritual Quotient, according to the theory of King (2008) Low Spiritual Intelligence, represents rarely contemplates existence and reality and struggles to think about such topics as the universe and death, a person might struggle to find meaning and purpose in daily experience, and has difficult time contemplating the purpose of life; a person has rarely perceives transcendent and spiritual aspects of existence and often struggles to identify them, and a person has difficulty controlling when she/he enters and exits higher/spiritual states or may demonstrate no control at all.

Table 7. Adversity Quotient® of the Respondent

Adversity Quotient	Frequency	Interpretation
40 – 118	59	Low
119 – 135	35	Below Average
136 – 157	5	Average
158 – 175	1	Above Average
176 - 200	0	High
Total	100	

The table 7 indicates the Adversity Quotient of the respondents, as the results show, 59% of the respondent belongs to Low Adversity Quotient; 35% belongs to below average; 5% belongs to Average and 1% of the respondent belongs Above Average. Majority of the respondents belongs to Low Adversity Quotient®, as reiterated by (Huijuan, 2009), Adversity Quotient are being acquired and hardwired into the brain when a person learned how other people deals with difficulties. The author also mentioned that Intelligence Quotient, Emotional Quotient, study habits are also possible predictor of General Point Average.

Table 8. Academic Performance of the Respondent

Academic Performance	Frequency	Percentage	Interpretation
75 & Below	25	25	Failed
75 – 79	9	9	Poor
80 – 84	30	30	Fair
85 – 89	22	22	Satisfactory
90 – 94	12	12	Very
95 – 100	2	2	Satisfactory
Total	100	100	Excellent

The table 8 presents the Academic performance of the respondents. The results show that 30% of the respondents belong to fair academic performance with a general point average ranges from 80 to 84, 25% belongs to failed with a general point average ranges from 75 & below, 22% belongs to satisfactory with a general point average ranges from 85 to 89, 12% belongs to very satisfactory with a general point average ranges from 90 to 94, 9% belongs to poor with a general point average ranges from 75 to 79 and 2% of the respondents belong to excellent academic performance with a general point average ranges from 95 to 100. Majority of the respondents belongs to Fair academic performance, thus this represents that the most respondents has an average Academic Performance.

Table 9. Relationship of Intelligence Quotient and Academic Performance

Variable	Regression P-Value	Interpretation
Intelligence Quotient on Academic Performance	0.018	Reject Ho ₁

Table 9 shows the regression statistical analysis that test the relationship between Intelligence Quotient and the Academic Performance of Student.

The P-value of Intelligence Quotient and Academic Performance is 0.018 which is lesser than the significance value of 0.05, hence there is a significant relationship between the Intelligence Quotient and Academic Performance in this study. Haji et al., (2013), confirms that Intelligence Quotient figures out the ability of someone in learning new things, focusing on task and exercising, retaining and

recalling objective information. Thus, it also becomes potential intelligence within human being. He also emphasized that Intelligence Quotient standard could be a requirement in educational institution. And this consistently supported by the perspective of Nachiappan and Colleagues (2013) in which the author identified that Intelligence Quotient is a term that explains the composition of mind including, related abilities, such as abstract thinking capacity, understanding, reasoning, learning, learning from the past experiences, planning and problem solving. Hence, Intelligence Quotient plays a vital role in achieving good academic performance because it also requires cognitive abilities. Likewise, Kiss et al., (2014) concluded that education cannot indicate individual cognitive differences at higher levels of intelligence, but lower Intelligence Quotient will hinder good Academic performance.

Table 10. Relationship of Emotional Quotient and Academic Performance

Variable	Regression P-Value	Interpretation
Emotional Quotient on Academic Performance	0.003	Reject Ho ₂

Table 10 shows the regression statistical analysis that test the relationship between Emotional Quotient and the Academic Performance of Student.

The P-value of Emotional Quotient and Academic Performance is 0.003 which is lesser than the significance value of 0.05, hence there is a significant

relationship between Emotional Quotient and the Academic Performance of Student in this Study. This confirms the findings of (Yahaya et al., 2012), in which the researcher concluded that the high level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. Thus, it contribute to the academic performance as a result, and emotional intelligence should not only be observed in Academic Performance but also on the future success in life. Manley (2009) also agreed that Emotional Intelligence/Quotient is important in the world of education and in society in general, and Academic Achievement without emotional intelligence does not indicate future success.

In addition, Ogundokun et al., (2010) attested that there is a significant relationship between Emotional Intelligence and Academic Achievement and the researcher articulated that emotional intelligence competences such as ability to regulate one's feeling, problem solving, interpersonal skills are highly relevant to academic success, and interpersonal skills will help the students to seek for academic help from teachers, peers and other resource person. Likewise, Petrides et al., (2002), revealed that trait emotional intelligence is relevant to the academic performance of student at the same time it also determine the deviant behavior of student at school, especially for those who are vulnerable student.

Thus, Emotional Quotient is also important in achieving good academic performance; because proper regulation of emotion helps students strengthen their perseverance and adjustment on their studies, especially in adjusting from high school to college for first year students, adjusting in different school

environment such students, instructors and others, adjusting from unexpected family problems, financial problems and personal problems that might possibly affect the academic performance of student.

Table 11. Relationship of Spiritual Quotient and Academic Performance

Variable	Regression P-Value	Interpretation
Spiritual Quotient on Academic Performance	0.147	Accept Ho ₃

Table 11 shows the Regression statistical analysis that test the relationship between Spiritual Quotient and the Academic Performance of Student.

The P-value of Spiritual Quotient and Academic Performance is 0.147 which is higher than the significant value of 0.05, hence there is no significant relationship between Spiritual Quotient and the Academic Performance of Student on this study. Hence, the result fails to reject the Null Hypothesis 3. This study confirms the study of Smartt (2012) in which the author articulated that there is no statistically significant relationship between spiritual intelligence as measured by the total score on the Spiritual Intelligence Self-Report Inventory–24 (SISRI-24) and academic achievement as measured by the composite score on the American College Test (ACT) in secondary students based on the findings of the study. However, the result of present study, contradicts the study of Azizi and Zamaniyan (2013) wherein the author found that, there was a significant correlation between

Students' Spiritual Intelligence and metacognitive strategies and social strategies as related to the academic performance.

Table 12. Relationship of Adversity Quotient® and Academic Performance

Variables	Regression P-value	Interpretation
Adversity Quotient® on Academic Performance	0.451	Accept Ho ₄

Table 12 shows the Regression Statistical Analysis that test the relationship between Adversity Quotient® and the Academic Performance of Student.

The P-value of Adversity Quotient® and Academic Performance is 0.451 which is higher than the significance value of 0.05, hence there is no significant relationship between Adversity Quotient® and the Academic Performance of Student on this study. The present study confirms the study of (Khairani et al., 2015) wherein the authors found that Adversity Quotient is not the only predictor variable to the academic achievement of the polytechnic students, hence the result of their study indicates that Adversity Quotient of the students did not much influence the academic achievement but positively associated. The authors also articulated that Adversity Quotient may not tend to be linked with cognitive elements such elements such as academic achievement and Intelligence Quotient. Likewise, Maiquez et al., (2015) also have the same point of view, in which the authors found that emotional Intelligence and Adversity Quotient do not

predict nor correlate with academic performance using grade point average as basis.

However, the result of the present study contradicts the existing study of Huijuan (2009) in which the author found that there was a significant relationship between Adversity Quotient and the Academic Performance among college students at St. Joseph College. It becomes consistent with the study of Cornista and Macasaet (2013) wherein the authors had also found the there is a significant relationship between the Adversity Quotient and Achievement motivation of selected third year and fourth year psychology students of De La Salle Lida AY : 2012 – 2013.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter presents the summary of the major finding that identifies the relationship between Intelligent Quotient, Emotional Quotient, Spiritual Quotient and Adversity Quotient and the Academic Performance of Student.

Summary of the Findings

Based on the results of statistical analysis of the data, the findings may be summarized as follows:

- a. Majority of the respondents are female with the highest percentage of 74 and male with the lowest percentage of 26; Most of the respondents are 19 years of age with the highest percentage of 31 and 16 years of age with the lowest percentage of 7. And the year level of the respondents had been divided into equal size of 25 per year.
- b. Majority of the respondents score ranges 88 to 111 with a highest frequency of 55 which was interpreted as Average and the lowest frequency of 1 with the score ranges 112 to 119 which was interpreted

as Superior in Intelligence Quotient. In Emotional Quotient, most of the respondents scored ranges 131 to 140 with the highest percentage of 39 and the lowest percentage of 2 respondents scored ranges 151 to 160. In Spiritual Quotient, the highest percentage of 34, respondents scored ranges 60 to 69 and the lowest percentage of 1 respondent scored ranges 90 to 99. In Adversity Quotient, majority of the respondents scored ranges 40 – 118 with the highest percentage of 59 which was interpreted as Low, and the lowest percentage of 1 the respondent scored 158 – 175 which was as Above Average.

- c. In Academic Performance, the highest percentage of 30, respondents belong in general point average ranges from 80 to 84 which was interpreted as Fair, and the lowest percentage of 2 respondents belong in general point average ranges from 95 to 100 which was interpreted as excellent.
- d. Based on the Regression Statistics Analysis, Intelligent Quotient and Emotional Quotient and the Academic Performance of Student were found to be significantly related to each other. However, Spiritual Quotient and Adversity Quotient and the Academic Performance of Student were found to be not significantly related to each other in this study.

Conclusion

On the basis of the findings, the following conclusions are made:

1. There is a positive significant relationship between Intelligence Quotient and the Academic Performance of selected student in this study
2. There is a high significant relationship between Emotional Quotient and the Academic Performance of selected student in this study.
3. There is no significant relationship between Spiritual Quotient and the Academic Performance of selected student in this study.
4. There is no significant relationship between Adversity Quotient and the Academic Performance of selected student in this study.

Recommendations

In line with the findings of the study, the conclusion reached, and their various implications, the following recommendation are hereby made:

1. Development of school programs that will strengthen and enrich the Intelligence of student such as seminar-workshop, psychological Education or therapy.
2. Development of Filipino Version tools in assessing or measuring Emotional Quotient.

3. A similar study that will be generated with the use of different tool in measuring Intelligence Quotient.
4. The future researchers are encouraged to conduct further study on the subject matter and a comparison of societal status is also recommended.

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