

The Impact of Adversity Quotient in Perceived Academic Performance of BSA Students in Calamba City, Laguna

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Abstract

This study investigated the impact of the Adversity Quotient (AQ) on the academic performance of Bachelor of Science in Accountancy (BSA) students in Calamba City, Laguna. The research aimed to determine whether students' ability to bounce back from setbacks and adjust to new situations influenced their success in a demanding academic environment. Previous studies have highlighted the role of resilience in academic success, but the specific effects of AQ on BSA students' performance remained under-explored.

A descriptive-correlational research design was employed to explore the relationship between AQ and academic performance. Quantitative data were collected from BSA students across different demographics, including age, gender, year level, and school. The study utilized surveys to measure the students' AQ and academic performance, with data analysis focusing on correlation and regression techniques to determine the strength and significance of the relationships between these variables.

The findings revealed a moderate positive correlation between AQ and academic performance, with a Spearman's rho coefficient of 0.441, indicating that higher AQ levels were associated with better academic outcomes. Regression analysis showed that 15.6% of the variance in academic performance could be explained by variations in AQ. Additionally, the study identified that while all demographic groups exhibited very high AQ scores, certain groups, such as second and third-year students, showed slightly higher resilience levels. The study recommended implementing resilience-building programs, peer support groups, and counseling services to further enhance students' ability to overcome academic challenges.

Keywords: Adversity Quotient (AQ), Academic Performance (AP) and Relationship between Adversity Quotient (AQ) and Academic Performance (AP)

INTRODUCTION

Students' academic performance is a major area of interest and concern within the framework of education, which is the cornerstone for both individual and societal growth. Students pursuing a Bachelor of Science in Accountancy (BSA) in Calamba City, Laguna, face many obstacles in their quest for academic success that go beyond the typical barriers to learning. While study habits and cognitive skills are important for students' success, less is known about the impact of psychological elements, namely the Adversity

Quotient (AQ). This study looks at how the Adversity Quotient affects BSA students' academic performance in Calamba City. Specifically, it looks at how these students' ability to bounce back from setbacks and adjust to new situations either helps or hinders their ability to succeed in this demanding academic environment.

Academic Performance is a critical issue in education, particularly for Calamba City, Laguna, Bachelor of Science in Accountancy (BSA) candidates who face difficulties that go beyond conventional learning obstacles. Academic achievement is known to be influenced by study habits and cognitive abilities, but psychological factors—more especially, the Adversity Quotient (AQ)—are still not fully understood. This study is to look into how AQ affects BSA students' academic performance in Calamba City.

In the study of Smith et al (2008), it was mentioned that specifically, it will look at how success in this challenging academic environment is influenced by the student's capacity to bounce back from setbacks and adjust to new circumstances. Research on the relationship between psychological traits like resilience and adaptability and academic performance has been conducted all around the world. Takahashi et al. (2018) also stated that the function of resilience.

Background of the Study

There are various academic institutions that offer BSA programs in Calamba City, which is located in the province of Laguna. Such institutions guide students who want to work as accountants or be finance professionals in the future. Due to the extensive coursework and demanding exam requirements of the BSA program it is necessary to investigate non-traditional elements that affect every student's academic performance. The psychological concept known as the Adversity Quotient measures a person's capacity to face and overcome hardships. It also offers a prism that views the dynamics of student resilience in the educational setting.

This study intends to close a significant gap in the literature by investigating the influence of Adversity Quotient on the academic paths of BSA students in Calamba City. Previous research has frequently concentrated on the cognitive components of student performance. The results are expected to provide educational stakeholders with insightful information and deeper comprehension of the holistic elements influencing student achievement in the demanding field of BSA education.

Theoretical Framework / Conceptual Framework

The Adversity Quotient (AQ) Theory by Dr. Paul G. Stoltz is about how a person reacts to difficult situations in life. It assesses how people react to and deal with daily difficulties and life's obstacles being thrown at them. The Adversity Quotient is an established science, theory, and practice for being more resilient and overcoming adversity. AQ is a theory that people can keep up to pressure and be able to adapt to unexpected events. Stoltz calls it “a crisis of hope” He stated that, “Despair is sucking the vitality from people's corporations, institutions, families, children, schools from their every heart and soul. People are living in the Age of Adversity, and it is eating us alive.” Also, this will support the idea that workers may adapt to the adverse changes they face, especially the difficult ones.

Adversity Quotient Theory includes four dimensions that are characterized as control, ownership, reach and endurance. These four describe the pattern of response/s to adversity which results in the overall level of adversity quotient. On the other hand, the social skills theory provides three classes of skills which could be verbal; social and non-verbal; emotional.

These are the skills in sending (expressivity), skills in receiving (sensitivity) and skills in controlling (control). The theories will help the researcher to further evaluate the respondents and the results of the gathered data. Previous studies discovered factors that influence the formation of AQ. As mentioned in the study of Singh & Sharma, (2019), the first factor is Adversity and Competitive Quotient. Individuals dealing with pressures or work pressures will likely hold low intelligence because of a lack of competitiveness; thus, it leads to the loss of the ability to create opportunities during problems As indicated in the study of Bautista et. Al (2016) second factor is productivity positively correlated with employee performance. Thus, one's constructive reaction to a problem will help improve performance. Conversely, one's destructive response will impair performance. In the study of Susanto & Sofyani (2019), it was mentioned that third aspect involves individuals who possess a strong drive to create opportunities amidst adversity; in other words, highly motivated individuals strive to solve problems by utilizing all available skills. As cited in the study of Shohib (2013) fourth element pertains to individuals with exceptional resilience and a willingness to take risks in contrast to their undertaken activities. For example, those with a high AQ are believed to excel in generating constructive responses when faced with complex situations. As discussed in the study of Singh & Sharma (2018) fifth factor concerns having a high adversity intelligence, wherein individuals seek to address problems through tangible actions. For instance, despite adversity, individuals endeavor to modify various aspects of their lives to prevent problems from worsening and affecting other areas of their life.

According to Phoolka & Kaur, 2012; Seregig et al., (2018) sixth aspect is Perseverance, or an individual's capacity to maintain self-endurance amidst adversity, which should always be commended. In terms of learning, individuals who exhibit positive reactions tend to learn more and achieve greater success compared to those who display pessimism. Academic Performance is the outcome of education the extent to which a student, a teacher or institution has achieved their educational goals. For instance, the study of Galihier (2006) used General Point Average (GPA) to measure student' s academic performance that focuses on academic grade for the semester.

According to Hijazi and Naqvi (2006), mentioned that some other researchers used test results or results of the previous year since they were studying performance for specific subject or year. Academic success may be influenced by intellectual capacity, including cognitive abilities, according to prior studies. Additionally, pertinent studies on the academic performance of students and the variables influencing it will be discussed. Psychological beliefs about academic success and intelligence shall also be considered. The framework also considers significant research on college students' academic performance and the factors influencing their success. The goal is to create a focused student enhancement program by investigating the elements that impact college students' performance. Aside from that, Dweck's (2006) mentioned also the proposal that psychological perceptions about academic achievement and intelligence impact our approach shall be incorporated. This viewpoint places special emphasis on how students' ideas and beliefs affect their drive, toughness, and eventually, academic performance. The capacity of an individual to handle their problems is known as their adversity intelligence.

When faced with challenges at work, a person with an important level of adversity intelligence will remain upbeat and look for solutions. It will have a favorable effect that leads to success in all his or her efforts and increase the performance. Vibhavari & Uplane (2011) had conducted a study on adversity quotient among secondary school students. They found that in the selected sample most of the students are from families with good socio-economic background. The adversity quotient level of students who performed very well in the academics is found to be below world average. This study is conducted to find out the

level of academic problems and adversity quotient among student teachers. The study analyses the relationship between adversity quotient and academic problems among student teachers. This paper also studies the relationship between adversity quotient and academic problems among student teachers by eliminating the effect of self-concept of student teachers.

Statement of the Problem

The Researchers intended to investigate the impact of Adversity Quotient (AQ) on the academic performance of BSA students in Calamba City, Laguna. To describe the respondents in terms of

1. What is the level of Adversity Quotient of BSA Students in Calamba City?
2. What is the level of Academic Performance of BSA Students in Calamba City?
3. Is there a significant relationship between the Adversity Quotient (AQ) and Academic Performance of BSA Students in Calamba City?
4. Does the level of Adversity Quotient singly or in combination significantly affect the level of Academic Performance of BSA Students in Calamba City?
5. What strategies and interventions can be proposed based on the findings?
6. How do students describe their study routine and rituals?

Hypothesis

In the course of the research, the following null hypotheses will be tested for their significance:

Ho1: There is no significant relationship between the Adversity Quotient (AQ) and Academic Performance of BSA Students in Calamba City.

Ho2: The level of Adversity Quotient does not significantly impact the level of Academic Performance of BSA Students in Calamba City.

Significance of the Study

There are important ramifications for a number of stakeholders in the educational system from the study on the effect of Adversity Quotient (AQ) on the academic performance of Bachelor of Science in Accountancy (BSA) students in Calamba City, Laguna. This research study will be significant to the following:

Students. First and foremost, it is hoped that this study's conclusions will deepen the students' knowledge of the non-cognitive elements that support students' achievement in the challenging profession of accounting. Further, this research is poised to contribute to the broader academic discourse on student success and well-being, transcending the conventional emphasis on cognitive abilities.

Educators and Administrators. Educators and administrators can enhance the overall educational experience of BSA students by customizing teaching approaches and support structures to foster resilience and adaptability, as they are critical abilities by the study's insights. This study can inform the educators and administrators about the development of targeted interventions and strategies aimed at fostering a resilient academic environment. Identifying specific factors within the academic setting that significantly contribute to or hinder Adversity Quotient allows for the implementation of proactive measures, creating a supportive infrastructure that bolsters students' ability to overcome challenges and setbacks.

Policymakers. Policymakers can benefit from the study's outcomes to inform initiatives aimed at improving the overall quality of education in Calamba City, Laguna, and potentially serve as a model for similar educational contexts. Ultimately, understanding the impact of Adversity Quotient on BSA students'

academic performance aligns with the broader goal of nurturing resilient, well rounded professionals who can thrive in the dynamic landscape of the accountancy profession and contribute meaningfully to the socio-economic development of the region.

Officials. Officials can use the study's findings to guide efforts to raise Calamba City, Laguna's overall educational standards and possibly act as a model for other educational environments. Therefore, knowing how Adversity Quotient affects BSA students' academic achievement fits with the larger objective of developing resilient, well-rounded individuals who can flourish in the ever-changing accountancy field and make a significant contribution to the socioeconomic advancement of the locality.

Future Researchers. As the findings shed light on the interconnectedness of psychological factors and academic performance, future researchers may use this research as a foundation for further research and discussions on holistic approaches to education.

Scope and Limitation of the Study

This study investigates the connection between academic success and the Adversity Quotients (AQ) of Calamba City, Laguna, Bachelor of Science in Accountancy (BSA) students. The research will focus on BSA (Bachelor of Science in Accountancy) students enrolled in educational institutions within Calamba City, Laguna in the academic year 2023 - 2024.

Academic metrics like grades and participation in class for a particular academic term are included in the assessment. The emphasis of suggested interventions is on support systems and instructional techniques. Statistical analysis will be conducted to determine the correlation between adversity quotient and academic performance, considering variables such as socio-economic background and demographics.

The study only included BSA students, excluding students from other programs. The research solely concentrated on BSA students in Calamba City, Laguna, excluding students from other cities or regions. The analysis solely focused on examining the impact of adversity quotient on academic performance, excluding other factors that might influence academic achievement.

The findings and conclusions were specific to BSA students in Calamba City, Laguna, and might not be applicable to students in other cities or regions.

Definition of Terms

The following words were defined conceptually and operationally to help readers in understanding the study.

Adversity Quotient (AQ) - AQ represents an individual's ability to navigate and cope with adverse or challenging situations. In this study, AQ is considered as a factor influencing academic performance in the face of difficulties (Stoltz, P. G., 1997).

Academic Performance - Academic performance refers to a student's achievements and success in their educational pursuits, typically measured through grades, class participation, and overall accomplishment in a specific academic period (Tuckman, B. W., 2007).

Review of Related Literature

This chapter presents the related literature and studies after the thorough and in-depth search done by the researchers about the adversity quotient on academic performance among the BSA students in Calamba, City. To further understand the present study, an analysis of the related literature as well as studies are necessary. This study had made use of both local and foreign references, since the Adversity Quotient is

a rather new study in the Philippines; therefore, the researcher could not find any local literature whereas the related literature focuses on the relationship between the AQ and other issues frequently encountered in daily life.

Adversity Quotient

According to Markiewicz et al., (2020), which bonds to social actions that create influential environment. It has also been observed that the role of personality traits is very much to sway the academic performance as discussed the study of Mammadov (2022). Academic performance is regarded as crucial for job pathways, individual life trajectories, and long-term success. It is also regarded as important as a societal effect. Personality is one of the non-cognitive characteristics that have been systematically linked to academic achievement. Academic performance is defined as how successfully a student, educator, or organization has achieved their immediate or long-term learning targets. Academic performance in this study refers to the overall grade that learners receive on their half-yearly exams.

Academic performance is a complex component when we look at a student's educational life, and this encompasses not only grades but also their ability to understand and apply the concept from different subjects. According to Gonzales (2017), thought that academic performance is normally, the success or level of achievement actually attained by the students to their academic endeavors. In the study of Kpolovie et al., (2014), opens a thought that academic performance is the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average if one is to quantify the educational success, that is clearly measured through various-scales – grades, standardized tests scores. As mentioned in the study of Hernandez (2018), the academic track record is just one of many indicators of performance and activities. It also involves the development of various skills such as critical thinking, problem-solving, and effective communication. Academic success has been described in a number of ways, ranging from a student's competency level in academic work to formally acquire knowledge of a subject, which is frequently reflected by the proportion of marks they receive on exams. The information and abilities that students have gained in their academic fields are referred to as academic achievement.

According to study of Tabassum and Sheela (2020), academic success is defined as a student's performance in academic topics as measured by their cognitive learning ability or level of proficiency in school-related tasks, which is typically evaluated by standardized examinations and recorded in grades or units according to the student's performance. Moreover, Fariba, T. B. (2020), stated that with determination and a high quotient, one can surmount any obstacles to achieve one's goals. Numerous other factors are also associated with it, including but not limited to self-worth, drive, perseverance, genuineness, positivity, optimism, and emotional stability. As cited the study of Rangriz H. & Khaksar, Z. (2019) that students academic issues are also connected to the adversity quotient.

According to study of Duan, Du, & Yu (2018) discovered in their study that in environments where trust is emphasized between teachers and students, as well as between teachers and administration, academic performance is notably high. Trust enables both teachers and students to get involved in decision-making and problem solving in the school. When teachers are involved in the school reform process, they develop a sense of commitment and they can work with less supervision and pressure. Education with a high adversity quotient is crucial for success.

According to Shaukat, S., Saeed, S., & Asad, S. (2019), the significance of this perspective is particularly relevant for contemporary college students. Given the challenging circumstances faced by college students

today, it is crucial to acknowledge the importance of cultivating resilience and flexibility from both psychological and sociological viewpoints, especially considering the current state of education. Measures aimed at fostering the development of the adversity quotient in education should be implemented as institutions grapple with the intricacies of social and real-life situations.

According to Rahayu (2021), stated that preliminary research indicates that the adversity quotient influences students' adaptability, leading students with high adversity quotients to adapt quickly. As cited by Dr. Umakanth S, & Seema Sambargi. (2023), suggests that in our highly competitive world, academic achievement has come to be regarded as a predictor of a child's future. Adversity Quotient and their performance and school climate, he found students' AQ highly correlates with the academic performance of the students and the institution climate. A student's perception about his success is a contributing factor to their success and hence the teacher's role in influencing the student's positive and resilient perception cannot be underestimated.

The way the students relate with their teachers in school has a great impact on the students' academic performance. The basis for students' failure or success is founded from their experiences in class. In addition, Masten (2018) defines resilience as the capability of a system to adeptly adjust to circumstances that threaten its operation, existence, or future development. Resilience is defined as the ability to effectively negotiate, adapt to, or manage serious causes of stress and trauma using one's resources and assets. Resilience can be supported by resources and assets that are found in the environment or inside the person.

The classroom teachers have an extraordinary influence on students' academic performance all through their contact in the learning and teaching experience. Despite having comparable educational resources, students' individual differences mean that the academic achievement of students varies depending on their environment, aspirations, and even intelligence of another. Thus, in the current educational environment, academic achievement has taken on a great deal of significance framework.

As discussed by Obilor and Ikpa (2020), looked into senior secondary students' academic achievement and social intelligence pupils in schools. For this study, a correlational research design was chosen. It was discovered that there is a big correlation between students' academic success and their self-awareness, academic motivation, and academic achievement of their empathy. Given the societal context we inhabit, Safi'i et al. (2021) highlight the importance of specific talents, particularly social skills, for attaining our life goals and maintaining community cohesion. To survive, students have developed specialized skills and to procreate. One of the factor's influencing successes is how adversity affects a person's ability to succeed, since it reflects positively upon his or her performance. High performance is also achieved by people with a high level of adversity.

The people with high AQs, who see setbacks as an opportunity for growth and education, are more capable of managing them. It's been shown that men are more kinesthetic and learn better when they do something rather than be passive. The fact that boys need to be engaged in their own learning was explained by how the brain processed information. It indicates that the students with high AQ may be more likely to start their own businesses. The statement by Barbosa et al. (2019), suggests that individuals are more likely to harbor high entrepreneurial intentions when they actively confront significant challenges. This aligns with the perspective that individuals with a high adversity quotient (AQ) exhibit a tendency towards entrepreneurship. Climbers demonstrate a propensity to embrace challenges, thereby increasing their motivation and pursuing avenues for personal development and excellence within organizations. This indicates that students with a high AQ are more inclined to pursue entrepreneurial endeavors.

Furthermore, in study of Samson et al. (2022) argued that emotional intelligence (EI) is the competency of dealing with emotions and adversity quotient (AQ) of the same quality, which people should have otherwise. Despite Banarda and Seligman's (2002) theories on the same being the former concepts, their work has provided a particularly strong impact. Following the data analysis conducted by Samson et al. (2022), it is notable to mention that no significant global correlation is anticipated. However, there exists a positive relationship between the Perception of Emotions factor of Emotional Intelligence (EI) and the Endurance factor of Adversity Quotient (AQ). This finding underscores how EI and AQ emerge as the predominant psychological dimensions in the intricate educational realm, aiding students in achieving improved outcomes.

After Mesa and Manila (2019) data analysis, it is noteworthy to express that no significant correlation is expected globally. Moreover, the Perception of Emotions factor of EI and Aq emerge as the two dominant psychological dimensions in the complex educational work that helps students achieve better results. As discussed in the studies of Sigit, Suryanda, Supriyanti and Ichsan (2019), the average level of learning outcomes for male and female students is different. In terms of learning outcomes for students, however, the impact of adversity criteria and gender is not proportional to each other.

According to Xu (2018), Adversity Quotient communicates the extent to which students are able to cope with the problems they encounter. Whether these challenges can be a catalyst for improvement or even an incentive to retreat. If this statement is to be believed, students with high adversity quotient will demonstrate a favorable attitude towards the objectives that were expected from the beginning. All adversities have the potential to affect individual lives.

In the study conducted by Mohd et al (2020), states that the idea of Adversity Quotient (AQ) was proposed as a tool that would increase the workers' capacity in the organizations, but it can be as well applicable to high-tech students in polytechnic who are needed to face future challenges in the length of their studies. While the technical education changes and the job requirements increasing, intelligence mainly involving the cognitive capacity and thinking become vital. Therefore, AQ shows the possibility of becoming a predictor of the worldwide competence and performance. Model of the AQ, including the elements of control, ownership, reach, and endurance, is the most essential aspect for technical education, here the students' mastery of AQ is regarded as a guarantee of good study performance.

While the impact of academic pressure on student learning has been the subject of varied research in the past, this conceptual writing piece outlines the advantages of academic pressure to promote learning and help students overcome issues during their period of study. The research's strength lies in using AQ's principles in the SMU student self-development activities- of this most suitable starting point for Malaysia's FPK philosophical education, aimed to smooth out the bumps in the students' mental abilities. As such, the need for AQ is high for technical students to face adversities adeptly and properly. Research on AQ is worldwide and recent studies have been conducted across countries such as India, Indonesia, China, the Philippines, and Malaysia in previous researchers.

For instance, the findings of Bingquan, Weisheng, Xudong, & Wenxiu (2019), mentioned that AQ, with its high-validity and reliable items, can be utilized to enhance the testing of items, thereby advancing their usability and validity. This allows for the investigation of AQ patterns, identification of strengths and weaknesses, and the creation of high-quality AQ measures to foster a superior understanding of the construct. Making informed decisions to develop a resilient and competitive workforce is made easier with the help of this information. Howell, D.R. (2021) states that the adversity quotient significantly impacts how individuals handle daily challenges.

Academic Performance

According to studies by Farah (2021) and Latief, & Lefen (2018), showed that students encounter a range of challenges, including psychological, academic, and legal issues, as they navigate diverse environments and legal systems. These challenges underscore the necessity for educational institutions to provide comprehensive support systems tailored to students' multifaceted needs. By understanding and addressing these challenges, institutions can cultivate an environment conducive to student success and well-being. Firstly, the failure to understand the nature of the new educational stage for most beginners and the study system among all students can be serious challenges. A student may face a problem in adapting to the university system, which may differ radically from the previous education system. One of the challenges is associated to legal problems. The scholarship student may be ignorant of the laws of the universities and/or donors' conditions. For example, students who study in a foreign country can face serious challenges regarding laws. For instance, in the country where she/he studies, which may differ from the laws of his/her country in the wake of many legal violations, such as the occurrence of violations while driving, or in matters related to social and health care, and the law may differ from one state to another, or from one city to another within the same country. This makes it difficult for the student if he/she wants to move in the country of scholarship, and if the student faces any legal problem, he/she must communicate directly with the embassy or consulate of his/her country.

However, Jimenez (2019), indicated that studying habits encompass a range of activities including time management, note-taking strategies, and effective study methods. Students who cultivate good study habits gain an educational advantage as they can allocate their time efficiently and progress towards mastering unfamiliar subjects. Students who develop good studying methods have an advantage in their education because they can distribute their time wisely and move toward the end goal of brushing up on every subject which they are unfamiliar with.

According to Lara (2020), it was noticed that there is a link between motivation and academic accomplishment: students who are intrinsically motivated or simply want to learn, more often display better involvement and determination when studying. Self-efficacy, which equates to personal belief in ability to perform tasks and succeed, deals as well with another critical factor. Students who have high self-efficacy are more apt to set difficult academic goals and have a drive to overcome the obstacles, in the long run, leading to enhanced academic performance.

In addition, the difficulty of living alone is another issue. The scholarship students may find it very difficult to live alone, and manage their life at first, as he/she has to find a house, take care of its cleanliness and arrangement, take care of food matters, and manage his/her personal expenses appropriately, in addition to focusing on his/her studies. Besides, racism could create a challenge among scholarship students. Racism is a bad act, which is still prevalent in many countries, and the student may be exposed to racism during his/her university studies, so he/she must deal with it with caution and calm. If the students' motivation process was high, and there is explicit instruction, test scores increased. The study concluded that under conditions of high clarity in instruction, students who had higher motivation exhibited higher scores than those who had the lower motivation.

A similar study conducted by Isik et al. (2018) examined if the study strategy was a mediator between the type of motivation and academic performance. The study also examined whether these relations are different for students from different ethnic groups. The study hypothesized that higher autonomous motivation positively correlates with academic performance through deep and achieving study strategy while having a negative association through surface study strategy. The results showed that autonomous

motivation is positively associated with GPA by achieving ethnic minority students' strategy.

In Muraya (2018) states that looking for correlations between the academic performance of university students and psychophysiological markers that can impact their learning, showed significant results that associate the psychological profile, the ability to cope with novel situations and therefore, considered as stressors, and the adaptive behaviors that students acquire during their educational process and that will determine their academic achievement.

It was shown how academic performance is integrated by different dimensions and should be considered as a complex pedagogical construct whose purpose is learning as a result of interactions in and out of the classroom. Motivation is essential in almost every aspect of human behavior.

According to Priest and Yandell (2019), motivation continues to wield significant influence over human behavior, particularly in educational contexts. Students frequently experience motivation in their pursuit of learning or attainment of grades, with these learning-oriented and grade-oriented motivations playing pivotal roles in guiding their behavior. Thus, in her study, Lucey (2018) found that when motivation is present in adult online learners, they are most likely to attend class and complete their activities. However, lack of motivation is the primary cause of student dropout. But when reason is present, students are more likely to continue and persist with their studies. Nevertheless, Staumont (2019) study claims that having a process will help collaborate with best ideas, self-efficacy, and effective leadership, influencing students' behavior and motivation from a clearer vision of a leader.

This is why David (2018) studied how students detect and address motivational deficits using current motivational regulatory models (e.g., not enough motivation or not the correct type of inspiration). The recommendation places a major focus on how meta motivational mechanisms influence students' motivation. To fully comprehend and handle the motivational elements affecting children, it recommends integrating perspectives from the research on achievement motivation, reflection, and emotion regulation. Using the academic motivation scale researcher examines the motivation of undergraduate business students. The researcher looks into the difference in motivation between business majors and a variety of non-business majors. There were contrasts in the motivation patterns, but business majors were not less motivated than non-business students. As anticipated, business students reveal an overall robust extrinsic orientation.

According to Scifres (2021), mentioned that individuals scored notably high on the intrinsic desire for accomplishment subscale. The study by Berestova, Kolosov, Tsvetkova, and Grib (2021) focus on fostering critical thinking skills among university students, examining its correlation with motivation for learning, and its impact on students' academic performance. Results of the analysis of the questionnaires showed that among the students surveyed, the types of motivation contributing to self-development and research predominate. The hypothesis of the study that there was no contrasting between academic motivation that contributes to critical thinking was rejected. Few ways have been proposed to track and help students with low academic motivation: regular testing, student identification with Motivation and solid extrinsic Motivation, and psychological support.

Relationship between Adversity Quotient and Academic Performance

According to Raymon and Española (2019), their focus lies on Adversity Quotient (AQ), which is commonly viewed as the capacity of certain individuals not only to survive but to flourish amidst any hardships and setbacks in the domains of academic, professional, and personal-social aspects of life. This study, emphasizing on the 3rd and 4th year students of the Mindanao State University (MSU) in particular,

indulged in the description and sought for correlating to determine the relationship between AQ levels and academic performance. Supplemental Poverty Measure (SPM) is an adaptation measure of AQ done by Adversity Response Profile-Revised, whereas academic results are evaluated through the use of grade point averages.

In a study of Española (2019), the sampling technique relies on quota sampling. Results discover a connection between the AQ and academic performance, and it is particularly revealed as one of the most useful components of the AQ called Object Ownership (O2) which has great association with academic outcomes among students. These illuminations emphasize the accountability of the person in dealing with the different map of life, while also highlight the duty of the educator, counselor, and parent in this process of helping the student to build up his or her self-efficacy.

However, Fiola Kuhon (2020) states that the major goal of implementing data collection on Adversity Quotient of English students and its effects in academic performance of this subject is to verify the hypothesis that Adversity Quotient is among the most critical factors in students' academic accomplishments. Quantitative approach was applied, which involved gathering data in the form of the findings of Adversity Quotients tests and students' final grades in English classes. Nevertheless, it was the unexpected finding that unsurprisingly presented a strong relationship between a high level of Adversity Quotient and outstanding academic performance as the greater part of these academic achievers showed a high score of Adversity Quotient. In addition, the data from two different groups of students indicated that the adult ones preferably responded better in case of Adversity Quotient questionnaire compared to those who were merely fresh graduates which received the test. That is why AQ is a great tool in a context of success predicting and gives useful information for both teachers and students.

On the other hand, Wenefredo et al. (2023) had the main goal of determining the adversity quotient of teachers working in Davao City Special School. Through the process of the descriptive-comparative approach, research showed the adversity quotient levels of such teachers and compare them with demographic variables such as age, gender, marital status and service time applying ANOVA. Data collection concerned the modification of the Stoltz questionnaire (1997), created by Baog and Cagape (2022) using purposive sampling which allowed to engage only with receiving teachers. The mean scores for adversity quotient dimensions were found to be about average, which implied that the normal going individuals may be finding it hard to cope with their difficult circumstances. The most participants were female, married, aged 32-57 and had between 4 and 10 years experiences. The research failed to reveal any substantial divergence of resilience scores, depending on the cycles of adversity suffered within a demographic group.

Perception and Routine's on Academic Performance

In Crede and Kuncel (2019) it was mentioned that the study routines and rituals of students play a crucial role in their academic success. Research indicates that structured and consistent study habits significantly contribute to better academic performance and higher levels of knowledge retention. These habits are particularly important for students in demanding programs, such as Bachelor of Science in Accountancy (BSA), where the workload and complexity of subjects require effective time management and strategic studying.

In addition, the Fatemeh and Camellia's (2019) study, it was found that students exhibit a preference for divergent learning styles, which contribute to enhancing their academic performance. Learning styles encompass various methods through which individuals acquire knowledge, aiming to elucidate the process

of learning. The concept underscores the significance of individual differences, operating on the premise that no two people learn in precisely the same manner. It acknowledges that each student has their own distinctive approach to absorbing, processing, comprehending, and retaining information. Researchers have explored the correlation between students' learning styles and their academic achievements. As study conducted by Dalmolin et al. (2018), identified a positive association between learning styles and students' academic performance. The term "learning styles" describes the diverse methods by which learners acquire knowledge, aiming to elucidate the process of learning. It emphasizes the importance of individual differences, operating on the premise that no two individuals learn in precisely the same manner. It recognizes that each student learns uniquely.

Therefore, learning styles represent an individual's distinct approach to absorbing, processing, comprehending, and retaining information. Similarly, Magulod Jr. (2019) investigated this relationship and also found a significant connection between students' learning styles and their academic success. Learning styles refer to the unique characteristics, strengths, and preferences individuals exhibit in receiving and processing information. They encompass the variations among learners in utilizing one or more senses to comprehend, organize, and retain experiences.

Aside from that, Diekelmann et al. (2020) morning routines that involve activities like drinking coffee to wake up and preparing study materials set a positive tone for the day and can enhance cognitive function and concentration. Prioritizing difficult subjects during the most alert times of the day ensures that students tackle challenging material when their cognitive resources are at their peak. As cited by Toker and Biron (2021), taking breaks, especially during lunchtime, is essential for maintaining mental health and preventing burnout. Studies have shown that short breaks can improve focus and productivity by giving the brain time to rest and recharge.

Meanwhile, Cepeda et al. (2020) evening study sessions, particularly those focused on subjects with impending assessments, are crucial for reinforcing learning and improving retention. This practice aligns with the spacing effect, which suggests that information is more effectively encoded into long-term memory when study sessions are spaced out over time. Further, Born (2019) reading notes before bed can also be beneficial, as sleep has been shown to play a critical role in memory consolidation. Reviewing material before sleeping allows for the information to be processed and integrated into long-term memory during sleep.

METHODOLOGY

This chapter deals with the research methods used in the study. It includes a discussion on research design, respondents of the study including population and sampling technique, research instrument, data and gathering procedure, and statistical treatment of data.

Research Design

The researchers utilized the descriptive correlational research design to determine the Impact of Adversity Quotient on the academic performance of BSA Students in Calamba City, Laguna. The process entails gathering quantitative data, and deriving conclusions on the causal impact of one variable on another within a particular context. The aforementioned findings have the potential to provide valuable insights for students and individuals.

This study employed a descriptive-correlational research design to explore the relationship between Adversity Quotient and Academic Performance among BSA students. Descriptive research aims to

describe characteristics or behaviors within a population, while correlational research examines the relationship between two or more variables without manipulating them. The study is a quantitative type of research; thus it focuses on numerical data to measure students show their self-assurance in their capacity to overcome difficulties, showing a resilient outlook and a readiness to take on problems head-on. Descriptive-correlational design is valuable tool that helped the researchers for understanding the relationship between variables. The goal is to identify whether there is a correlation between variables.

Respondents of the Study

The respondents of the study are the BSA students from different College and University from Calamba City, Laguna. In the data gathering process, 89 respondents were involved, chosen according to the population and sampling technique in the study. College students was an ideal target for the study to know the impact of Adversity Quotient on their Academic Performance they represent a significant portion of the populations. The intended sample size was probably established by taking into consideration the goals of the study.

By collecting data from students at various institutions, the study seeks to guarantee the validity, reliability, and applicability of the findings to the research objectives while offering thorough insights into the factors influencing academic performance and adversity quotient among the overall student population

Sample table

School	Total Population	Target Sample Size	Actual Sample Size
ABC	248	22	8.99%
XYZ	122	22	21.35%
CDE	40	22	29.21%
WBC	550	23	40.45%
Total	960	89	100%

Locale

The study was conducted at selected school in Calamba City, Laguna. It was done all throughout the academic year 2023-2024. As indicated in the sample size, there are 960 student population. This place was selected for knowing the impact of Adversity Quotient in Academic Performance of the students. There are various reasons why Calamba City, Laguna was chosen

as the research site for studying the impact of Adversity Quotient (AQ) on academic performance. Students from a wide range of socioeconomic backgrounds attend many different schools in Calamba City, making up a varied population. Moreover, gathering relevant data for the study was relatively easy and convenient.

Population and Sampling Technique

Random Sampling technique was used to collect data from the respondents effectively. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.

The research aims to investigate the connection between Adversity Quotient and Academic Performance. In this case, the population was comprised of some of the students in Calamba City, Laguna being studied. The rationale for choosing Random Sampling is to capture the intricacies present within the Business Cluster student community. By ensuring each subgroup's adequate representation, the research aims to provide a holistic and nuanced understanding of how Adversity Quotient (AQ) collectively impact academic performance.

In summary, the adoption of Random Sampling in this research design was a well-justified choice. It aligns with the objective of exploring diverse dimensions within the BSA students' population, facilitating a more insightful analysis of the relationships between the Adversity Quotient and Academic performance. The findings from this Random Sampling approach are expected to significantly contribute to understanding the complex dynamics at play within the academic context and inform strategies to enhance overall student success.

Research Instrument

This study employed the use of a survey questionnaire that has been adapted from reputable articles authored by various experts. The researchers have asked three experts to validate. The result of reliability test of the questionnaire is presented in Appendix D. To test the reliability statistics of the statements, Cronbach's Alpha was used. The results showed that adversity quotient has relationship in academic performance and had a Cronbach's alpha value of 0.583. Meanwhile, the academic performance has value of 0.637. The data collected through these surveys will reinforce the research findings and is specifically aimed at gathering insights from BSA students in Calamba City, Laguna about how the Impact of Adversity Quotient in Academic Performance.

Data Gathering and Procedure

The study gathered the essential data within the school year 2023-2024. The researcher asked permission to conduct the study from the Dean's Office and in the Program Head's Office of Business Cluster. The researcher stated that the study is specifically being conducted for educational purposes and talked about the confidentiality of the information collected. The consent letter and a questionnaire were then distributed by the researcher. To inform them of the nature and goals of the study, respondents were instructed to complete the questionnaires.

Responses were collected and exported from Google Forms. Statistical analysis tools was used to quantify the relationships between motivation and retention factors. Open-ended responses was analyzed qualitatively to identify recurring themes and suggestions. Overall, data gathering through an online survey using Google Forms serves as a crucial step in understanding the impact of the Adversity Quotient in Academic Performance. The insights obtained provided

the foundation for the formulation of an effective Academic Performance Plan, tailored to the specific needs and motivations of students.

Ethical Considerations

The following ethical considerations were taken into account during the research period:

1. Informed consent was obtained from the respondents of the study. Likewise, the respondent opted to participate in the study anonymously as indicated in the research questionnaire.
2. The dignity and well-being of the respondents were always protected.
3. The research data collected were treated with confidentiality and used solely for this study. Such information would not be shared without the permission of the respondents.
4. The information obtained was not misused by the interested party in a way that could affect them.

Treatment of Quantitative Data

The information collected from the survey was tallied and given the appropriate statistical treatment. To achieve the main thrust of the study, the following statistical tools were utilized:

1. The mean and four-point Likert Scale was used to identify the impact and level of Adversity Quotient on Academic Performance of the BSA students in Calamba City, Laguna. Thereafter, the standard deviation was used to determine the scatteredness of the scores between the responses of the groups.
2. The Pearson product-moment correlation was utilized to determine the relationship between the Adversity Quotient (AQ) and Academic Performance of BSA students in Calamba City, Laguna.
3. The multiple regression analysis was employed to measure the Impact of Adversity Quotient in Calamba City, Laguna.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter analyzes the data collected on the Impact of Adversity Quotient (AQ) in Academic Performance of Bachelor of Science in Accountancy (BSA) students in Calamba City, Laguna. The Researchers intended to investigate the impact of Adversity Quotient (AQ) on the academic performance of BSA students in Calamba City, Laguna. To describe the respondents in terms of;

The Demographic Profile of Respondents in Adversity Quotient Table 1.1

Profile	Groups	Adversity Quotient	Interpretation
AGE	19	3.57	Very High
	20	3.62	Very High
	21	3.64	Very High
	22	3.59	Very High
	23	3.71	Very High
GENDER	Male	3.65	Very High
	Female	3.60	Very High
YEAR LEVEL	1st Year	3.56	Very High
	2nd Year	3.67	Very High
	3rd Year	3.67	Very High

	4th Year	3.56	Very High
SCHOOL	ABC	3.72	Very High
	XYZ	3.58	Very High
	CDE	3.48	Very High
	WBC	3.55	Very High
TOTAL		3.62	Very High

Table 1.1 presents the Adversity Quotient (AQ) scores across different demographic groups, including age, gender, year level, and school. Notably, all groups exhibit very high levels of resilience, with AQ scores consistently falling within the **"Very High"** range.

Across age groups, scores range from 3.57 to 3.71, indicating that individuals of various ages demonstrate strong abilities to overcome adversity. While there's a marginal difference in scores between genders, with males scoring slightly higher (3.65) than females (3.60), both show robust resilience. Regarding year level, second and third-year students exhibit the highest AQ scores (3.67), suggesting potential developmental gains in coping mechanisms as student progress through their academic journey.

Although there are slight variations in scores among different schools, with NU having the highest average 3.72 and CDE School has the lowest 3.48, all fall within the **"Very High"** range. These findings suggest that while students may encounter different experiences and environments, they maintain a strong capacity to handle adversity. However, further investigation into the factors contributing to resilience, such as personal experiences and support systems, is warranted to better understand and support students' adaptive skills.

It implies that students at ABC might have a strong feeling of belonging, which could create a helpful atmosphere for overcoming adversity. CDE School, on the other hand, might not have the same intimate society or supportive peer influences, which could have an effect on students' capacity to handle difficulties. It's possible that ABC has stronger support networks and a wider range of resources available to help students overcome obstacles. This can include extracurricular activities designed to build resilience, mentoring programs, and counseling services. Not all the students in CDE School are confident to handle different challenges, which could affect pupils' capacity to develop effective coping strategies.

In the study by Obilor and Ikpa (2020), it was found that a significant correlation exists between students' academic success and their levels of self-awareness, academic motivation, and empathy towards academic achievement. This suggests that students who exhibit higher levels of self-awareness, academic motivation, and empathy are more likely to achieve academic success. These findings underscore the importance of fostering not only academic skills but also emotional intelligence and interpersonal abilities in students to enhance their overall academic performance.

This study discovered a strong relationship between students' academic success and their degrees of empathy, academic motivation, and self-awareness. The results showed that students tended to have greater academic success when they displayed higher levels of self-awareness. It implies that students who have a thorough awareness of their learning preferences, areas of strength, and weaknesses are better able to use their abilities to their advantage and overcome challenges in their studies.

In essence, Resilience, as defined by Masten (2018), refers to the capability of a system to adeptly adapt to circumstances that threaten its operation, existence, or future growth. Resilience can also be

supported by resources and assets that are found in the environment or inside the person concept of resilience offers a useful framework for understanding how students are able to conquer the difficulties of the academic journey through using both their own inner strengths and outside resources to flourish in the face of hardship. Students' inherent strengths and resources are a crucial component of resilience. These could include traits like optimism, perseverance, self-efficacy, and problem-solving abilities. These internal resources help students overcome obstacles in the classroom, keep a happy attitude, and persevere in the face of failure.

1.2 What is the level of Adversity Quotient of BSA Students in Calamba City in terms of:

The following tables present the result related the problems mentioned:

Table 1.2 Adversity Quotient

Indicators	Mean	SD	Interpretation
Believes in the ability to bounce back from challenges	3.71	0.48	Very High
Perceives oneself as resilient in handling difficult situations.	3.57	0.52	Very High
Asserts staying focused and motivated when encountering obstacles	3.63	0.51	Very High
Acknowledges the capacity to learn and grow from adversity	3.66	0.48	Very High
Expresses confidence in problem solving when faced with unexpected challenges	3.53	0.55	Very High
Admits to not effectively seeking support and resources when encountering difficulties	3.51	0.62	Very High
Believes in the potential to overcome challenges and growth stronger	3.72	0.50	Very High
Composite Mean	3.62	0.32	Very High

The analysis of respondents' resilience levels, as depicted in Table 1.2, reveals a nuanced understanding of their ability to navigate challenges. With an overall composite mean of 3.62, individuals demonstrate a strong mindset geared towards overcoming adversity. Notably, the highest mean score of 3.71 underscores a profound belief in bouncing back from setbacks, showcasing a resilient outlook that views obstacles as temporary impediments rather than insurmountable hurdles. In Smith et. Al (2019) this aligns with literature emphasizing the importance of resilience in fostering mental toughness and perseverance. Conversely, the lowest mean score of 3.51 indicates a slight deficiency in effectively seeking external

support and resources during difficult times. Johnson & Lebreton (2020) suggests an area for improvement in recognizing the value of collaborative problem-solving and embracing external assistance when needed, as highlighted in previous research on the benefits of social support in enhancing resilience. Despite this, the overall resilience demonstrated by respondents signifies a robust capacity to adapt, grow, and thrive in the face of adversity, echoing findings from studies on the resilience-building process.

Their positive perspective empowers them to confront challenging circumstances with self-assurance and resoluteness. They are confident in their capacity to overcome challenges. People's capacity to overcome obstacles can be strengthened by encouraging them to take advantage of their support systems and ask for assistance when necessary.

According to the study of Isik et al. (2018), results increased when there was clear instruction and a high level of student motivation. The study found that students with more motivation scored higher than those with lower motivation when instruction was given with high clarity.

Howell, D. R. (2021) highlights the significant role of Adversity Quotient (AQ) in coping with daily challenges. Individuals with high AQ are better equipped to manage stress, failures, and difficulties, thereby making it easier for them to navigate the fluctuations of life. These attributes improve their capacity to handle problems on a daily basis by assisting them in stress management, fostering positive connections, and asking for assistance when necessary.

1.3 What is the level Academic Performance of BSA Students in Calamba City in terms of:

The following tables present the result related the problems mentioned:

Table 1.3 Academic Performance

Indicators	Mean	SD	Interpretation
Actively seeks out additional resources and support when facing academic challenges	3.76	0.43	Excellent
Consistently assesses ability to meet deadlines and complete assignments	3.71	0.46	Excellent
Consistently seeking help or feedback from teachers and peers	3.55	0.54	Excellent
Actively manage time to balance academic responsibilities and other activities	3.61	0.49	Excellent
Confident in ability to achieve your academic goals	3.69	0.49	Excellent
Students believe that lazy attitudes will not last long	3.69	0.51	Excellent
The respondents will increase the amount of study time according to their own ability.	3.70	0.46	Excellent
Students need to change bedtime to get enough sleep every day.	3.70	0.46	Excellent

Composite Mean	3.67	0.28	Excellent
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The analysis of respondents' resilience levels, as depicted in Table 1.2, reveals a nuanced understanding of their ability to navigate challenges. With an overall composite mean of 3.62, individuals demonstrate a strong mindset geared towards overcoming adversity. Notably, the highest mean score of 3.71 underscores a profound belief in bouncing back from setbacks, showcasing a resilient outlook that views obstacles as temporary impediments rather than insurmountable hurdles. In Smith et al. (2019) this aligns with literature emphasizing the importance of resilience in fostering mental toughness and perseverance. Conversely, the lowest mean score of 3.51 indicates a slight deficiency in effectively seeking external support and resources during difficult times. According to Johnson & Lebreton (2020) suggests an area for improvement in recognizing the value of collaborative problem-solving and embracing external assistance when needed, as highlighted in previous research on the benefits of social support in enhancing resilience. Despite this, the overall resilience demonstrated by respondents signifies a robust capacity to adapt, grow, and thrive in the face of adversity, echoing findings from studies on the resilience-building process data presented in the profile groups individuals based on various factors such as age, gender, year level, and school, with their corresponding academic performance scores. Across all age groups, academic performance is consistently rated as excellent, with scores ranging from 3.53 to 3.72. Notably, the highest performance is observed among 22-year-old students, scoring 3.72, indicating an excellent level of achievement.

Gender-wise, males achieve slightly higher with a score of 3.70 compared to females with 3.66, both falling within the excellent range. In terms of year level, there is a steady increase in performance from first-year 3.57 to third-year 3.72, with fourth-year maintaining a high level at 3.70. Regarding schools, ABC School leads with the highest score of 3.76, followed closely by XYZ School and WBC School, while CDE School slightly behind but still maintains an excellent rating at 3.47.

Overall, the composite mean score of 3.67 reflects an excellent academic performance across all profile groups, demonstrating consistency and proficiency in learning and achievement.

Baog and Cagape's (2022) study which utilized purposive sampling revealed that individuals within the sampled demographic exhibited average scores in adversity quotient dimensions, suggesting challenges in coping with difficult circumstances. Despite variations in demographic such as gender, marital status, age, and years of experience, resilience scores did not significantly differ based on the cycles of adversity experienced.

In conclusion, Berestova et al. (2021) investigated the connection between university students' success in school, motivation for learning, and development of critical thinking. Their results show that among the students assessed, motives for self-improvement and study are common. The relationship between critical thinking abilities and academic motivation is significantly correlated, despite the idea behind it. The study makes various recommendations for how to help students who struggle with academic motivation. These include giving them psychological support, encouraging student identification with motivation, conducting tests on a regular basis, and providing extrinsic motivation. The study also emphasizes how crucial it is to identify differences between genders in motivation and modify interventions appropriately in order to guarantee fair support for every student.

1.4 Is there a significant relationship between the Adversity Quotient (AQ) and Academic Performance of BSA Students in Calamba City in terms of:

The following tables present the result related the problems mentioned:

Table 1.4 The Relationship between Adversity Quotient and Academic Performance of BSA Students

Factors	Spearman rho	Qualitative Value	Sig. (2-tailed)	Decision	Interpretation
Adversity Quotient <-> Academic Performance	0.441	moderate positive correlation	0.000	H0 Rejected	Significant
Legend:	±1: Perfect Correlation; ±0.9: Strong Correlation; ±0.8: Strong Correlation; ±0.7: Strong Correlation; ±0.6: Moderate Correlation; ±0.5: Moderate Correlation; ±0.4: Moderate Correlation; ±0.3: Weak Correlation; ±0.2: Weak Correlation; ±0.1: Weak Correlation; 0: No Correlation				

Table 1.4 reveals the relationship between Adversity Quotient (AQ) and Academic Performance (AP) among BSA (Bachelor of Science in Accountancy) students shows a moderate positive correlation with a Spearman's rho coefficient of 0.441. This indicates that as the level of adversity quotient increases, academic performance also tends to improve. The significance value (Sig. 2-tailed) suggests that this correlation is statistically significant.

Therefore, the decision is to accept the correlation as meaningful. In interpretation, it implies that BSA students who exhibit higher levels of resilience, as measured by their AQ, tend to perform better academically. This finding underscores the importance of resilience in navigating challenges and achieving success in academic endeavors.

The study reveals a moderate positive correlation between Adversity Quotient (AQ) and Academic Performance (AP) among Bachelor of Science in Accountancy (BSA) students. Higher AQ scores indicate better academic outcomes, as students with resilience skills, such as managing stress and navigating challenges, tend to achieve better results. Coefficient of 0.441 statistical measure implies the level of AQ increases in Spearman rho, AP also tends to improve.

This highlights the importance of resilience in academics and suggests that educational institutions should incorporate resilience-building programs into their curriculum to support students in overcoming adversity and thriving in challenging academic environments.

In Stoltz's research (2020), as indicated in the segment discussing the correlation between adversity quotient and academic stress, stress is portrayed as a sensation to be subdued, representing an individual's subjective response to environmental factors. According to Shen (2022), when the level of the Adversity Quotient is higher, the level of academic stress should be lower. When dimension scores are higher, individual's lives will not be influenced by frustration; they will easily treat obstacles, and will not have negative association with adversity.

1.5 Does the level of Adversity Quotient significantly affect the level of Academic Performance of BSA Students in Calamba City in terms of:

The following tables present the result related the problems mentioned:

Table 1.5 Effect of Adversity Quotient (AQ) on the Academic Performance of BSA Students in Calamba City

Null Hypothesis	Path	Beta Coefficient	t-value	p-value	Decision
Adversity Quotient has no significant effect on Academic Performance	AQ -> AP	0.340	4.011	<.001**	Fail to REJECT the H0
R-Squared	0.156				
F (1, 87)	16.091				

Table 1.5 shows the analysis on the effect of Adversity Quotient (AQ) on the Academic Performance (AP) of BSA students in Calamba City yields the following results. The null hypothesis states that AQ has no significant effect on AP. However, based on the path analysis, the beta coefficient is 0.340, with a t-value of 4.011 and a p-value of <.001, indicating a statistically significant effect.

Thus, the decision failed to reject the null hypothesis, indicating that AQ indeed has a significant effect on AP among BSA students in Calamba City. The R-squared value of 0.156 suggests that 15.6% of the variance in academic performance can be explained by variations in adversity quotient. Additionally, the F-statistic ($F(1, 87) = 16.091$) further confirms the significance of the relationship between AQ and AP. Overall, these findings highlight the importance of resilience in influencing the academic performance of BSA students, suggesting that higher levels of AQ are associated with better academic outcomes in Calamba City.

Simple linear regression analysis was used to test if Adversity Quotient (AQ) significantly contributed to the Academic Performance (AP) of BSA Students in Calamba City. The R-squared (.156) shows that the 15.6% of the variance in the Academic performance of the BSA students is caused by their adversity quotient. The independent variable (AQ) significantly affects the AP, $F(1, 87) = 16.091$, $p < .001$, which suggests that the adversity quotient significantly affect the academic performance of BSA students.

Additionally, coefficient was further assessed to ascertain the influence of the independent variable (AQ) on the dependent variable (AP). The total number of respondents involved were 89 students and overall population 760 students. The results revealed that the adversity quotient has a significant effect on the academic performance of BSA students ($B = .340$, $t = 4.011$, $p < .001$). The results indicate that for every one-unit increase in the adversity quotient, the model predicts an increase of 34%-unit mark on academic performance of the students.

Bhatt's (2020) study showed a correlation of Adversity Quotient between self-esteem and self-efficacy. The study highlights that higher self-esteem leads to higher self-efficacy will affect on students' adversity and academic performance. The student is confident that they feel competent to any task, and it turns to motivating them and working hard to achieve high performance.

According to Safi'I et al. (2021) examining the influence of AQ alongside other factors affecting academic achievement could lead to a deeper comprehension and improved prediction of academic success. Their findings demonstrated a positive correlation between AQ and academic performance.

1.6 The strategies and interventions can be proposed based on the findings of the study:

The strategies and interventions that can be used as a result of the study are resilience-building programs, such as workshops, support groups, and counseling services, can enhance students' academic performance.

Educator training can also support emotional and academic needs. Further research should explore factors influencing resilience and suggest strategies like workshops, peer support, and fostering a growth mindset. The study in Calamba City, Laguna, found a correlation between Adversity Quotient (AQ) scores and academic performance of Bachelor of Science in Accountancy students. Higher AQ scores indicate better resilience, enabling students to overcome academic challenges. Hence, strategies like resilience workshops, peer support programs, counseling, and educator development to enhance resilience and improve academic outcomes are encouraged.

According to the study of Concepcion Payao, Meshel Balijon, Inero Ancho (2024), it strongly recommends that individuals maintain consistency in handling difficult situations over time and remain mindful of their responsibilities, particularly when facing academic tasks, as most respondents had average Adversity Quotient (AQ) scores. The more resilient a person is, the better they can navigate academic challenges. Respondents with low AQ scores should strive to be more resilient and respond to adversities constructively, as avoidance and denial can result in disappointment, poor academic performance, or even health issues.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter all the summary of findings, conclusions and recommendations based on the data gathered and presented.

Summary of Findings

The study's conclusions are given here, based on the data gathered and after careful and thorough analysis of the study, the following are the findings of the study summarized form.

1. The level of Adversity Quotient of BSA Students in Calamba City

It had a mean score of 3.71 and was verbally interpreted as **Very High**.

2. The level Academic Performance of BSA Students in Calamba City

It had a mean score of 3.67 and was verbally interpreted as **Excellent**.

3. Is there a significant relationship between the Adversity Quotient (AQ) and Academic Performance of BSA Students in Calamba City?

The null hypothesis for the significant relationship between Adversity Quotient (AQ) and Academic Performance (AP) among BSA (Bachelor of Science in Accountancy) students in Calamba City was rejected. This decision was based on the Spearman's rho coefficient of 0.441, which indicates a moderate positive correlation between AQ and AP. The correlation was found to be statistically significant, as the probability value was less than the level of significance set at 0.05.

4. Does the level of Adversity Quotient significantly affect the level of Academic Performance of BSA Students in Calamba City?

The null hypothesis or the level of Adversity Quotient and Academic Performance is to reject it, indicating that Adversity Quotient (AQ) has a significant effect on Academic Performance (AP) among BSA students in Calamba City. The R-squared value of 0.156 suggests that 15.6% of the variance in academic performance can be explained by variations in adversity quotient. Additionally, the F-statistic ($F(1, 87) = 16.091$) further confirms the significance of the relationship between AQ and AP.

5. What strategies and interventions can be proposed based on the findings?

Higher Adversity Quotient (AQ) scores are linked to better academic performance among Bachelor of Science in Accountancy (BSA) students in Calamba City. Strategies like resilience workshops and peer support can enhance academic success.

6. How do students describe their study routines and rituals?

BSA students in Calamba City, Laguna, demonstrate organized study habits, such as planning in advance, giving difficult subjects top priority, and regularly reviewing in the evening. An increase in Adversity Quotient (AQ) is correlated with more productive study practices and an increase in perceived academic success. This demonstrates the vital role that AQ plays in improving academic success.

CONCLUSIONS:

To understand and nurture the adversity quotient of students could lead to improved academic outcomes and better preparation for future challenges in their professional careers.

Based on the aforementioned findings of the study, the following conclusions may be derived:

1. **Adversity Quotient Levels of BSA Student**The study reveals that individuals with a mean resilience score of 3.72 believe they can overcome challenges effectively. Both genders show robust resilience, with second and third-year students showing the highest Adversity Quotient scores of 3.67. Schools like ABC School and CDE School have scores within the "Very High" range, suggesting students maintain a strong capacity to handle adversity. Further research is needed to understand factors contributing to resilience, such as personal experiences and support systems.
2. **Academic Performance of BSA Students:** The profile data shows consistent high academic performance across all age groups, with the highest achievement among 22-year-olds at 3.72, indicating a strong academic culture or effective educational support systems, regardless of age group.
3. **Relationship Between Adversity Quotient and Academic Performance:** The study shows a positive correlation between Adversity Quotient (AQ) and Academic Performance (AP) among BSA students, indicating that higher AQ levels improve academic performance. This underscores the importance of resilience in predicting academic success. The result shows a moderate positive correlation with a Spearman's rho coefficient of 0.441, indicating that as the level of adversity quotient increases, academic performance also tends to improve. The significance value (Sig. 2-tailed) suggests that this correlation is statistically significant.
4. **Impact of Adversity Quotient on Academic Performance:** The study confirms the significant impact of Adversity Quotient (AQ) on Academic Performance (AP) among Bachelor of Science in Accountancy students in Calamba City, with approximately 15.6% of variance attributed to AQ differences. Overall, these findings highlight the importance of resilience in influencing the academic performance of BSA students, suggesting that higher levels of AQ are associated with better academic outcomes.
5. **Strategies and Intervention**The impact of Adversity Quotient on the academic performance of BSA students suggests that students with higher AQ demonstrate better academic performance, as they are more resilient, adaptable, and better equipped to overcome challenges in their academic journey. Strategies to enhance AQ include resilience workshops, peer support programs, counseling services, promoting a growth mindset, inclusive academic support, and educator development. Understanding and nurturing the AQ of students could lead to improved academic outcomes and better preparation for future challenges in their professional careers.
6. **Study Routines and Rituals of BSA Students:** The study routines and practices of BSA students in Calamba City show a methodical and orderly way of handling their school obligations. These practices include morning preparation, prioritizing difficult courses, scheduling downtime, and evening review. These practices demonstrate how flexible and resilient students are when handling academic demands.

Analysis of AQ indicates that students with higher AQ levels typically develop more productive study habits, which improves their perceived academic achievement. This emphasizes the importance of developing resilience and flexibility to enhance academic results, suggesting that interventions aimed at increasing AQ could significantly impact students' academic success by fostering diligent study habits.

Recommendation

Based on the afore-cited findings and conclusions of the study, the following recommendations are to improve the Impact of Adversity Quotient in Perceived Academic Performance of BSA students:

1. Students need to embrace responsibility as part of building their Adversity Quotient (AQ) and Academic Performance, because it promotes growth, honesty, and responsibility. Students who take responsibility for their choices and behaviors feel more in control of their education, which enhances learning outcomes and fosters personal growth. To practice accountability in adversity and academic performance, students should regularly assess their progress, seek feedback, and take responsibility for their actions and outcomes.
2. The Teachers should also use this study to improve understanding of each individual so they can fully educate students to the extent of their capacity. Guiding students with their Adversity quotient and especially in academic performance by providing support, encouraging resilience-building activities, and fostering a growth mindset through constructive feedback and mentorship.
3. For the future researchers should increase the sample size and be more on the qualitative side of research so that the study can be broader, and analysis of data would be broader.
4. They may find useful insights into how variations in Adversity Quotient (AQ) affect academic performance by concentrating on ongoing research that monitors AQ levels among Bachelor of Science in Accountancy (BSA) students over time.
5. The impact of AQ on academic performance could be better understood by putting AQ training programs into place, offering guidance and encouragement services, incorporating AQ concepts into the curriculum, and working with psychology and education departments on collaborative research projects. This field of study could also benefit greatly from the creation of peer support networks, the analysis of case studies of resilient BSA students, the development of specialized assessment instruments for AQ measurement in BSA students, and the investigation of Adversity Quotient.

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