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The Relationship Between Adversity Quotient (AQ) and Emotional Quotient (EQ) and Teaching Performance of College PE Faculty Members of CIT University

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Abstract

This study establishes a descriptive profile on the Adversity and Emotional Quotients of the college PE faculty members of the Cebu Institute of Technology – University, and determines if there is a significant relationship that exists between the Adversity Quotient (AQ) and Emotional Quotient (EQ) ratings and faculty evaluation performance rating made by the students. It uses a descriptive method of research, with survey questionnaire and student evaluation form as data gathering instruments, and Microsoft Excel for statistical analyses. Since the study is profiling, means were taken and presented using tables and figures, while Pearson product moment correlation (r) was used in determining if there is a significant relationship between faculty members' AQ and EQ scores and their teaching performance. Findings revealed a mean Adversity Response Profile score of 124.4, which has a descriptive equivalent of Average, and a closer look at the individual scores for the four (4) CORE dimensions of AQ present Mid-Range scores for all respondents. As for the seven (7) scales of the EQ test, results somewhat varied among the respondents, but noteworthy were the Intuition and Motivation scales, where one faculty member obtained a perfect 10 STEN score for Intuition, and a low 1 STEN score for another faculty member for the Motivation scale.

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Nevertheless, a mean EQ STEN score of 5 was obtained for all respondents, which is given an Average descriptive equivalent as well. Faculty Evaluation by the Students / Teaching Performance presented a mean rating of 4.21, which had a Very Good descriptive equivalent. Lastly, Pearson r of 0.3509 for AQ and Teaching Performance showed a low relationship between the two variables, and a negligible relationship for EQ and Teaching Performance with a Pearson r of -0.05815; thus, findings in this study proved that AQ and EQ ratings of the respondents were not associated with their teaching performance.

Keywords: adversity quotient; emotional quotient; teaching performance.

1. Introduction

The way by which a teacher measures his or her effectiveness in teaching may be determined by the amount of knowledge he or she has imparted to his or her students. Evaluation results may either be in a form of a written test or a practical activity. Whatever evaluation form is used, the amount of knowledge transferred to the students may be one determinant of how successful a teacher is in performing his or her job responsibilities.

Evidently, success in teaching is the same as success in every profession, wherein this success may somehow contribute to an individual's feeling of happiness and contentment in life. It is quite imperative to note that career success in all professions, including teaching, is a desired goal in every working professional as this leads to happiness. Inevitably, pursuit of success may be tantamount to pursuit of happiness.

The question lies therefore in understanding what contributes to a teacher's success, specifically in the academe, or in the world where teachers exercise their duties and responsibilities? This begins with the understanding of what success is all about. Success is simply an attainment of a desired outcome and since being successful is something that favours an individual's state of being, it may then be considered therefore as a lifetime pursuit, or to be consistently successful in every endeavour. Thus, factors that may lead to succeeding in life are taken into consideration and put into practice.

But what really predicts success is a bit of a confusing idea, if not an intriguing thought. According to Bocchino, since the late 19th century, IQ test scores have been used to predict whether a person might succeed in his or her education, and therefore in his or her entire life [1] Conversely, a high IQ score was never enough to succeed as proven by the fact that kids who excelled in their school exams were not always the ones who had the greatest careers [2]. Add to this is the fact that there are widely known individuals who did not earn degrees or did not go to schools, but still became popular in their fields and even created marketable businesses. Benjamin Franklin is a known inventor, scientist, author and entrepreneur but is primarily home-schooled, while Joyce C. hall, founder of Hallmark, started selling greeting cards at the age of 18, but did not attend college [3].

Thus, if it is not the IQ, then what leads or predicts success in terms of job performance or success in the working life?

In 1990, Peter Salovey and John D. Mayer coined the term Emotional Intelligence and described it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to

discriminate among them, and to use this information to guide one's own thinking and action" [4] . Furthermore, a science writer, specializing in brain and behavior research, and psychologist, who trained in Harvard, by the name Daniel Goleman, became aware of the Salovey's and Mayer's work, which then led to his creation of a book "Emotional Intelligence". Goleman sees EI as having five (5) domains, namely: Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills [5]. "What Goleman, and Salovey and Mayer, and hundreds of other academics, business school professors, and managers agree on is that emotional intelligence is hugely important for success at work" [6]. As a result, an emotionally intelligent individual is one who is very keen in observing, controlling, and motivating both his emotions, as well as the emotions of other people, thereby increasing chances of success in every endeavor, and in life in general. And since emotions change from time to time, EI may also change, may be improved, so that an individual will have greater chances of succeeding in life.

However, EI is not the sole predictor of success. As many researchers are bent on finding ways of succeeding, being happy and contented in life, another breakthrough in understanding ways to success was introduced in [7] by Dr. Paul Stoltz in 1997, the Adversity Quotient (AQ). Dr. Stoltz defines Adversity Quotient as "the capacity of the person to deal with the adversities of his life, and as such is the science of human resilience" [7]. This is a new concept that tells how well one withstands an adversity and his ability to triumph over it. Overcoming an adversity begins as people ascendin life, which means moving one's purpose in your life forward no matter what the goals are. The three (3) categories of people based on how they respond to challenges are: Quitter (abandons aspirations because it is too difficult), Camper (grows weary of the hike and finds a comfortable plateau on which to hide from adversity) and Climber (possibility thinkers who never allow obstacles to get in their way of achieving their aspirations, never forgets the power of the journey over the destination, and embraces the challenge) [9]. Adversity Quotient therefore is a method by which a person's brain is rewired to achieve success; the difference that exists between optimism and pessimism. Moreover, researches have shown that measurement of AQ is a better index in achieving success than IQ education or even social skills [10]. Hence, a better and deeper comprehension of the concepts of AQ will allow for a better understanding of how people react to challenges and adversities in life, and is fittingly another clear indicator of success in everyday endeavours.

Academicians' role in society is to help equip students with sufficient knowledge that will surely be useful in their attempt to succeed in the real world; that is when they start applying practically theoretical concepts that they have learned in schools. Students, on the other hand, evaluate teachers based on how well they were able to come across and impart their knowledge to them. This is made possible with the use of Faculty Evaluation by the Students, which are forms/tools by which a teacher is graded numerically on the basis of several factors like personal characteristics, instructional competence, and classroom management. Thus, a higher evaluation rating would signify a greater chance of success on this particular endeavour, which is teaching.

This study is therefore aimed at establishing a descriptive profile on the Adversity and Emotional Quotients of the college PE faculty members of the Cebu Institute of Technology – University and in determining if there is a significant relationship that exists between the Adversity Quotient and Emotional Quotient ratings and faculty evaluation performance made by the students. This is to provide an accurate and detailed data on the PE faculty

members' descriptive AQ and EQ profile and clearly see whether AQ and EQ are in close relationship with their teaching performance.

2. Methods

2.1 Setting and respondents

A total of five (5) Physical Education faculty members teaching at the college level of Cebu Institute of Technology – University completed the Adversity Response Profile, a valid and reliable assessment instrument created by Dr. Paul Stoltz [7], which was given on June 2012. Each faculty member computed his / her own AQ score. Likewise, an Emotional Intelligence Test, WPQei, was requested to be conducted to the same respondents on August 2012. Since the testing schedules for both AQ and EQ tests were conducted in June and August of 2012, the average ratings from the Faculty Evaluation by the Students from the previous academic year (1st and 2nd Semesters 2011- 2012) were the ones used in testing for significant relationships.

2.2. Instrument

The study utilized a descriptive method of survey using the Adversity Response Profile, a valid and reliable assessment instrument created by Dr. Paul Stoltz [7] and Work Profile Questionnaire – emotional intelligence version (WPQei), designed and developed by Allan Cameron who is a Chartered Psychologist. This test, which has a reliability of ∞ 0.6 – 0.8 for all the 7 scales (Innovation, Self-Awareness, Intuition, Emotions, Motivation, Empathy and Social Skills), and a face and content validity, is aimed at assessing a person's emotional intelligence, personality and team role preference.

Student-respondents' motivation for physical activity participation was examined using a five-point Likert scale.

2.3 Data Gathering Procedure

Five (5) college PE faculty members completed the two (2) sets of questionnaires from the Guidance Centre of the University and were interpreted by the centre's Head. Results were then provided for and discussed individually.

2.4 Statistical Treatment

Treatment and presentation of data for the profiling included computation of means and inclusion of descriptive equivalencies of scores taken from the AQ profile, EQ profile, and the Faculty Evaluation by the Students. Pearson product moment correlation (r) is utilized in determining if there is a significant relationship between AQ and EQ scores and their teaching performance.

3. Results and Discussion

Table 1 shows the overall Adversity Response Profile (ARP) of the five (5) members of the college PE Department who participated in this study. As the ARP presents, all five (5) instructors obtained a numerical

ARP of 136, 134, 122, 121, and 122 respectively, where all of these are given a descriptive equivalent of Average, hence, an average ARP score of 124.4 would automatically give a descriptive rating of Average as well.

Table 1. Overall Adversity Response Profile of the respondents

Respondents	Numerical Result	Descriptive Equivalent
Instructor 1	136	Average
Instructor 2	132	Average
Instructor 3	122	Average
Instructor 4	121	Average
Instructor 5	122	Average
Average	124.4	Average

A Superior overall ARP is indicative of having a strong ability to withstand significant adversity and continues to move forward and upward in life. On the other hand, an Above Average overall ARP presents a fairly good job of persisting through challenges and tapping a good portion of one's growing potential on a daily basis. Therefore, an Average ARP is suggestive of the fact that it is highly possible to still be more effective in handling life's adversities by improving certain aspects of one's own ARP. To be able to do this, the four (4) dimensions of ARP must be taken into consideration to determine which part of one's AQ needs to be fine-tuned. The 4 dimensions are known to be an acronym called CO_2RE, which is individually described as the following: C = control, O_2 = origin and ownership, R = reach and E = endurance. Control in this aspect is about perceived control, where resilience, or strong determination to make things happen, will most likely create a positive and beneficial effect on the actions that may follow. Origin is about finding the cause of the adversity from which lessons may be learned, and Ownership is about accountability as to the results of the adversity. Reach is how far adversity will have an effect on the other facets of life. Endurance, the last dimension, deals with how long adversities or its causes will last.

3.1 Respondents' CO_2RE dimensions

Figure 1 presents the CO_2RE dimensions of the respondents of this study. Instructor 1's respective dimensions show that except for the Origin and Ownership dimension where the score is 38, which is described as a HighRange dimension, all other dimensions fall under the Mid-Range classification. Instructor 2 exhibits quite a high score of 43 in the Reach dimension while the rest of the dimensions are in mid-range. A high Reach dimension score presents an objective way of handling a current problem at hand that the result of which, no matter how bad, will not affect other factors in life. Instructor 3 likewise presents a high score of 41, this time for the Origin and Ownership dimension, while the other dimensions are kept in the Mid-Range. A high score in this dimension talks about the ability to not put all the blame in one's self when adversity strikes. This prevents feeling of being demoralized that may even be destructive to one's feeling of self-worth. Instructor 4 likewise

exhibits a high score in the Reach dimension with a 41 score but is low in the Endurance dimension with a 21 score.

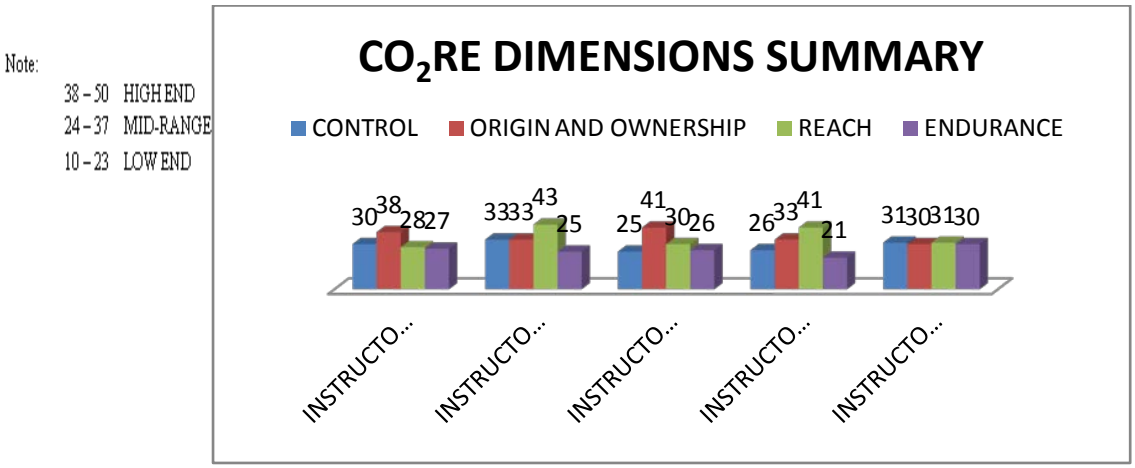

Figure 1. CO_2RE dimensions of the respondents

A low score in this dimension shows that it is likely for a person to perceive an adversity as something that will last for quite a long time. This may be alarming in the sense that if the cause of the adversity is related to intelligence, or the ability of an individual to think innovatively, and he /she is low in the Endurance dimension, then there is a tendency to simply give up and possibly lose the chance of succeeding. Instructor 5 generally exhibits an entire Mid-Range classification for all dimensions. Clearly, although there were few various dimensions that the respondents were able to get High End scores, their scores were generally classified as belonging to Mid-range scores. Therefore, it may be said that there is still a room for them to improve on their respective CO_2RE dimensions to better be more effective with the way they handle their everyday adversities, specifically those that may be related to teaching.

Table 2. Summary of faculty evaluation by the students (SY 2011 – 2012)

INSTRUCTOR	2011 – 2012		Teaching Performance	
	1ST	2ND	Average	Descriptive Equivalent
1	4.07	3.98	4.03	Good
2	4.21	4.48	4.35	Very Good
3	3.94	4.05	4.00	Very Good
4	4.20	4.53	4.30	Very Good
5	4.25	4.51	4.38	Very Good
MEAN	4.13	4.31	4.21	Very Good

3.2. Faculty evaluation by the students (SY 2011 – 2012)

Moving on, Table 2 presents a summary of the Faculty Evaluation by the Students / Teaching Performance for the period SY 2011 -2012. Even if Instructors 1 and 3 obtained an average of 4.03 and 4.00 respectively, with a descriptive equivalent of Good, still the group as a whole obtained a mean rating of 4.21, which is given a Very Good descriptive equivalent. This shows that students still view overall performance of PE instructors as something that is effective and quality teaching.

3.3 Respondents' overall ARP and faculty evaluation scores

Table3. College PE Faculty Members' Adversity Response Profile Scores and Faculty Evaluation by the Students' Ratings

INSTRUCTOR	ADVERSITY RESPONSE PROFILE SCORE		FACULTY EVALUATION BY THE STUDENT	
	SCORE	DESCRIPTIVE EQUIVALENT	AVERAGE	DESCRIPTIVE EQUIVALENT
1	123	Average	4.03	Good
2	134	Average	4.35	Very Good
3	122	Average	4	Good
4	121	Average	4.3	Very Good
5	122	Average	4.38	Very Good
MEAN	124.4	Average	4.21	Very Good

An overall mean ARP score of 124.4 with a descriptive equivalent of Average still matches the overall mean performance evaluation rating of 4.21 with a descriptive equivalent of Very Good as shown in Table 3. This shows that the way the instructors handle their personal adversities in life do not actually interfere with the way they carry on with their respective job responsibilities, specifically in the aspect of quality teaching to their students.

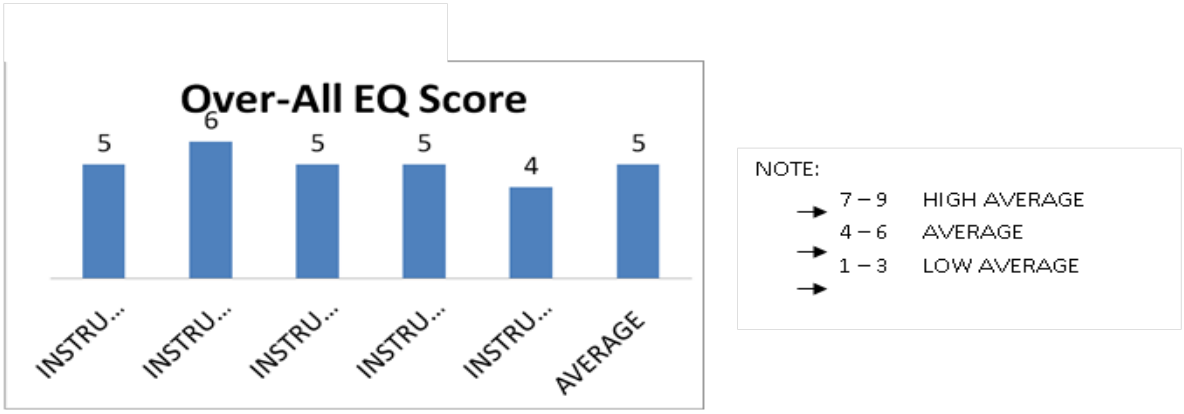

Figure 2. Emotional Intelligence profile of the respondents

3.4 Respondents overall emotional intelligence profile

On the aspect of Emotional Intelligence (EI), Figure 2 shows the EI profile of the PE instructors. Instructors 1, 3 and 4 all had a 5 STEN score, while Instructor 2 had a 6 STEN score, and Instructor 5 had a 4 STEN score. Based on the EI scale interpretation, a STEN score of 5 – 6 is given a descriptive equivalent of Average, while a 4 STEN score is low average. However, getting the average of all of their STEN scores would still give an overall score of 5 that gives them a general descriptive equivalent of Average.

Table4. College PE Faculty Members' Emotional Intelligence Scores and Faculty Evaluation by the Students' Ratings

INSTRUCTOR	EMOTIONAL INTELLIGENCE SCORE		FACULTY EVALUATION BY THE STUDENT	
	SCORE	DESCRIPTIVE EQUIVALENT	AVERAGE	DESCRIPTIVE EQUIVALENT
1	5	Average	4.03	Good
2	6	Average	4.35	Very Good
3	5	Average	4	Good
4	5	Average	4.3	Very Good
5	4	Low Average	4.38	Very Good
MEAN	5	Average	4.21	Very Good

An overall mean EQ score of 5 with a descriptive equivalent of Average, just like what is presented in Table 3, still matches the overall mean performance evaluation rating of 4.21 with a descriptive equivalent of Very Good. This shows that the way the instructors are knowledgeable in handling their emotions, as well as that of the others, specifically their students, matches the way they handle their professional lives, the one in line with quality teaching.

3.5 Respondents emotional intelligence profile per domain

However, Emotional Intelligence is similar to Adversity Quotient where it has its specific domains or dimensions as presented by Goleman, and these are Innovation, Self-Awareness, Intuition, Emotions, Motivation, Empathy and Social Skills. It is therefore essential to point out the EI scores of the subjects per domain.

Figures 3.1 – 3.7 present the EI STEN scores per domain of the five (5) PE instructors who participated in this study, while 4.8 shows the comparative distribution of scores of all instructors in all seven (7) domains. STEN scores is an abbreviation for “Standard Ten”, which indicates an individual’s approximate position (as a range of values) with respect to the population of values and therefore to other people in that population.

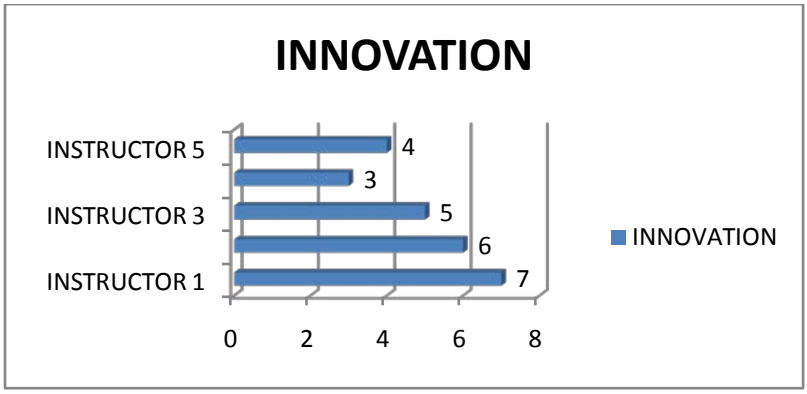

Figure 3.1. EMOTIONAL INTELLIGENCE: Innovation

Figure 3.1 presents the Innovation domain of the 5 subjects of this study. From the graph, it is clearly seen that Instructor 1 got the highest STEN score of 7, while Instructor 4 got the lowest at 3. A high average STEN score of 7 indicates that Instructor 1 is open to new ideas and approaches and considered as a risk-taker, prepared to bend rules just to overcome obstacles. On the other hand, a low STEN score of 3 indicates that Instructor 4 simply follows rules to reduce risks.

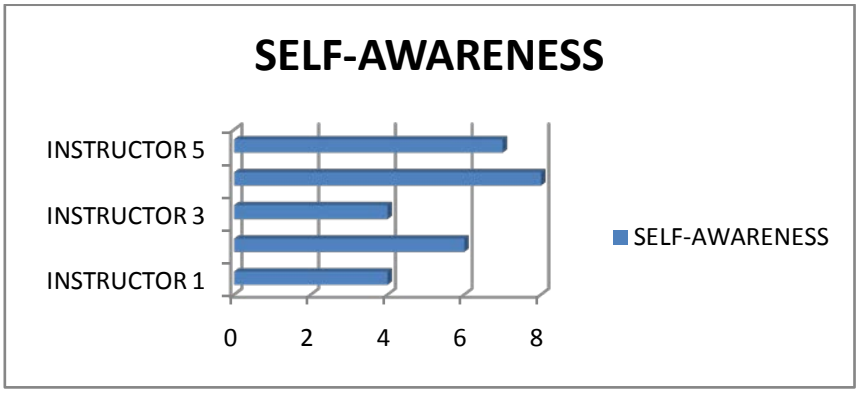

Figure 3.2. EMOTIONAL INTELLIGENCE: Self-Awareness

Figure 3.2 presents the Self-Awareness domain. As opposed to Figure 4.a, this time it is Instructor 4 who scores a high STEN score of 8 and Instructor 1 a low average of 4. Instructor 4 understands what he/she is good at and is aware of his/her weaknesses as well. Consequently, Instructors 1 and 3 prove that a low average of 4 tells that they find it hard to admit their weaknesses, tend to reject criticisms, and are slower in terms of learning from their experiences.

Figure 3.3 shows the subjects' EI domain on Intuition. A very high score of 10 is given to Instructor 2, while the remaining 4 instructors scored an average of 5 – 6. A high score in this domain proves that instincts and feelings, coupled with facts and information, are the best guides in the decision-making of Instructor 2 who considers more the feelings of other people.

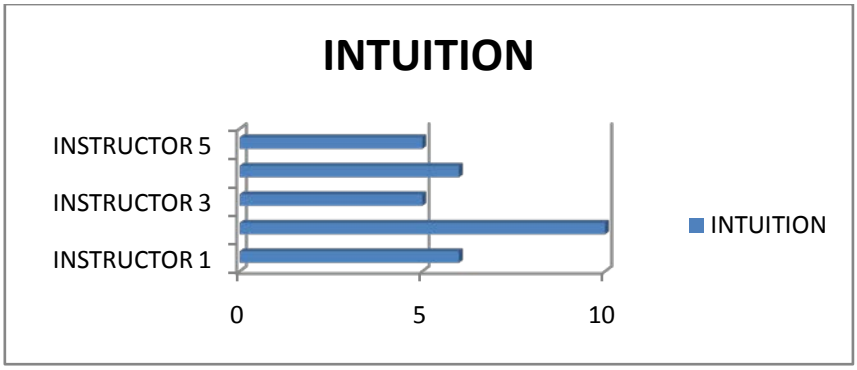

Figure 3.3. EMOTIONAL INTELLIGENCE: Intuition

Figure 3.4. EMOTIONAL INTELLIGENCE: Emotion

Figure 3.4 illustrates the domain with the lowest general scores for all the subjects, the domain on Emotions. Except for Instructor 4 who obtained an average score of 5, Instructors 1 and 2, 3 and 5 scored a low average score of 4 down to a lowest score of 1. Not being fully aware of one's mood states may cause the subjects to easily lose self-control, may easily get irritated, and may have difficulty in relaxing and unwinding.

Moreover, Figure 3.5 explains the domain on Motivation. The desire to achieve set goals and to excel in work by producing quality results is all about being motivated. However, Instructors 2, 3, and 4 only obtained a STEN average scores of 5 – 6, while Instructor 1 is low average in his / her 4 STEN score, and a very low score of 1 for Instructor 5. A very low score in this domain is indicative of the fact that Instructor 5 only does the job-at-hand because it is seen as a requirement, but is not actually driven and committed into doing it.

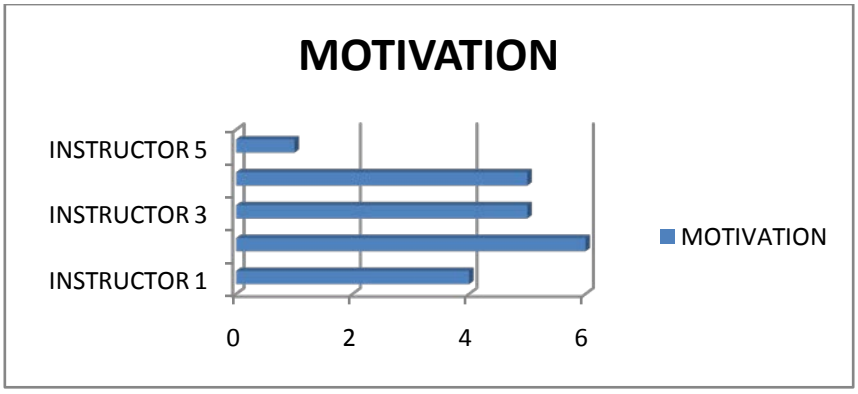

Figure 3.5. EMOTIONAL INTELLIGENCE: Motivation

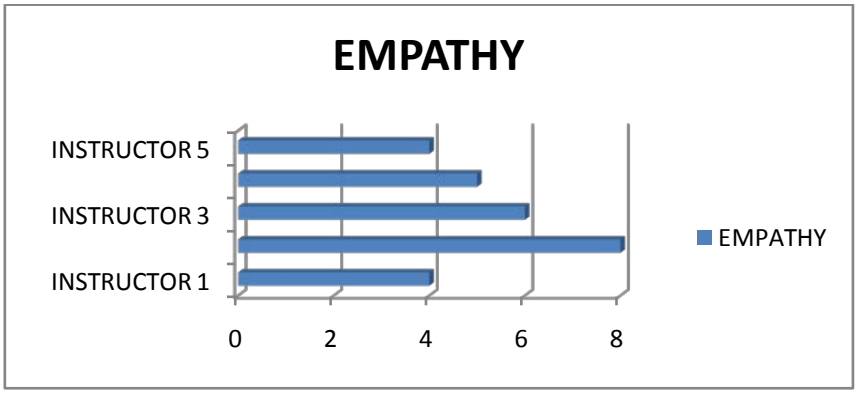

Figure 3.6. EMOTIONAL INTELLIGENCE: Empathy

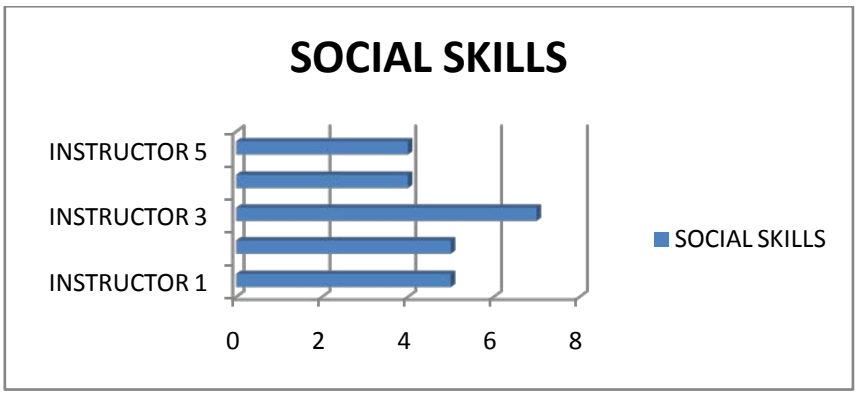

Figure 3.7. EMOTIONAL INTELLIGENCE: Social Skills

Interest in people and their welfare by listening to their views and concerns is the domain that deals on Empathy. Figure 3.6 presents the subjects' ability to exhibit such interest. Instructor 2 was able to get a high

STEN score of 8, Instructors 3 and 4 got average scores of 6 and 5 respectively, while Instructors 1 and 5 both obtained a STEN score of 4, which is a low average in meaning. A high score in this domain proves that showing interest in other people's views and concerns would allow for their involvement and commitment as well, while low scores would demonstrate a "close" relationship with other people, an implication that they are more of self-absorbed and find it hard to listen to what other people would say.

Figure 3.7 is more of an interpersonal domain; the domain that involves building relationships with other people known as Social Skills. This domain is fairly exhibited by Instructor 3 who has a high average STEN score of 7, while the remaining four instructors fall on the average to low average scores in terms of their ability to develop relationships with others, to the point of working fittingly in groups. This is a domain that speaks well of good leaders where qualities are innate or natural.

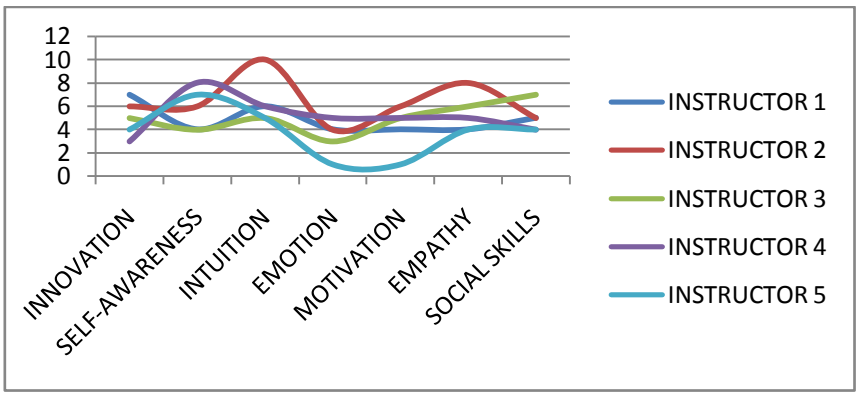

Figure 3.8. EMOTIONAL INTELLIGENCE: Overall EI score per domain

The overall Emotional Intelligence profile of the PE instructors is clearly shown in Figure 3.8. Mostly, all of their lines pass to the 5 – 6 STEN score, which are pinpointing to a generalization that inspite of bits and pieces of differences in the instructors' STEN scores as regards the seven (7) scales, they are all likely to belong in the average level. This means that their EQ may still change, and if the change is something that is positive, then likely that the subjects will be able to better observe, control and motivate their own emotions, as well as that of the others, to assure themselves of more successful outcomes as they face their everyday endeavors, specifically those that concern teaching.

3.6 Relationship between AQ and EQ and instructors' teaching performance

Table5. Relationship between AQ and PE teachers' teaching performance and EQ and PE teachers' evaluation performance

VARIABLE	MEAN	PEARSON r	INTERPRETATION
AQ	150.4	0.3509	small relationship
TEACHERS' PERFORMANCE	4.21		
EQ	5	-0.05815	negligible relationship
TEACHERS' PERFORMANCE	4.21		

The relationships that exist between AQ and EQ and the instructors' teaching performance are now presented in Table 5. Utilizing Pearson Product Moment Correlation (r) as the tool in determining if there is a significant relationship between the variables given, the table shows an almost the same outcome. An (r) of .3509 for AQ and Teacher's Performance is seen as a low relationship, while an (r) of -0.05815 for EQ and Teacher's Performance is seen as an insignificant or negligible relationship. The result shows that both AQ and EQ scores of the subjects for this study are not associated with the ratings of their teaching performance. This result indicates the fact that even if AQ is a predictor of success, the AQ results in this study do not affect the outcome of the teaching performance. In the same manner that EQ scores are not directly associated with the result of the respondents' teaching performance.

4. Conclusion

Adversity Quotient (AQ), as a predictor of success, is highly useful in allowing an individual to determine how he / she would manage in the face of an adversity. However, overall AQ does not pinpoint weak areas that would need improvement; therefore, understanding the four (4) CO2RE dimensions of AQ must be strongly considered in the evaluation of one's AQ. Likewise, Emotional Quotient (EQ), just like AQ, must also consider its individual domains because career success, in this case, success in teaching, comes from an accurate understanding of how an individual should observe and control both his / her emotions as well as that of others. Lastly, that there is a small relationship that exists between AQ and teaching performance of the respondents and that there is a negligible relationship that exists between EQ scores and teaching performance of the respondents.

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