

Adversity and Emotional Quotient as Determinants of Adaptive Strategies of Student-Parents in a Philippine State University 246

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Abstract

This study aimed to determine how Adversity Quotient (AQ) and Emotional Quotient (EQ) affect the adaptive strategies of how student-parents enrolled in Central Philippines State University of the *CHICKS (Candoni, Hinobanan, Ilog, Cauayan, Kabankalan City and Sipalay City)* Area. This study emphasizes the importance of internal psychological resources in fostering resilience and academic persistence among student-parents. It offers practical insights for universities to develop and implement psychological support programs and interventions tailored to enhance resilience and emotional coping skills for student-parents and at-risk learners.

Using a descriptive-correlational design, purposive sampling was employed to select student-parents currently enrolled. Standardized instruments measuring AQ, EQ, and Adaptive Strategies were administered. Data were analyzed with descriptive statistics (mean, frequency, percentage) and multiple regression to examine relationships and predict adaptive behaviors

Student-parents exhibited moderate to high levels of AQ and EQ, demonstrating psychological strengths to manage academic and parental roles. Their adaptive strategies mainly involved time management, emotional regulation, and help-seeking. Significant positive correlations were found between AQ, EQ, and adaptive strategies, indicating that higher adversity and emotional quotients promote better adaptation and coping.

Keywords: Guidance and Counseling, Adversity Quotient, Emotional Quotient, Adaptive Strategies; Descriptive-Correlational

1.Introduction

Students entering formal education are commonly expected to achieve satisfactory academic outcomes and to progress toward credential completion. However, academic promise does not make students immune to environmental and social forces such as peer influence, media exposure, socioeconomic stress, and limited family or institutional supports can push even high performing students toward risky behaviors such as substance use and premarital sexual activity (which may be facilitated or normalized by peer norms and media content). Empirical studies reports that peer pressure and permissive peer norm are significant predictors or premarital sexual behavior among students, demonstrating how social context can alter decision-making even for academically capable youth (Tagegne, 2022).

When premarital sexual activity results in early and unintended pregnancy, the educational consequences are substantial. A large body of research finds that adolescent childbearing is associated with markedly lower educational attainment, reduced likelihood of completing secondary and post-secondary education, and persistent barrier to school re-enrollment for pregnant and parenting students (Hofferth & Sanberg, 2021). Those students who became parents while enrolled are often called “student-parents” or “student- mothers/fathers”, who face complex mis of role conflict, time scarcity, financial strain, and institutional barriers such as limited childcare, inflexible schedules or stigma, which can compromise academic performance and continuity. Research on student-parents documents common struggles such as missed classes, difficulty preparing for examinations, and the need to adopt multiple coping strategies (relying on family or paid help, changing study times, seeking loans or institutional supports) simply to remain enrolled and make satisfactory academic progress (Dankyi et al., 2019).

Furthermore, in the Philippines, early adult student-parent encounter difficulties juggling their two responsibilities, including time constraints, financial difficulties (Sicam et.al,2021). Their academic achievement may be impacted by these

difficulties. Additionally, 84% of the adult students in the Province of Cebu who are parent had several difficulties, including worries about their families, budgeting their cost, and finding childcare because not all of them had a support structure (Abbarrientos et.al., 2020). In Agusan del Sur, Philippines, time management is challenge for student- parents because of the frequent conflicts between their twin responsibilities of academics and fatherhood (Bustillo et al., 2024).

Student-parents at Central Philippines State University face significant challenges in balancing academic demands and parental responsibilities, including time constraints, financial pressure, emotional stress, and limited institutional flexibility. Despite existing support services such as the *Student's Admission and Facilitative Enhancement (SAFE) Center*, many student-parents remain at risk of academic difficulty and delayed completion, indicating the need for more targeted responsive interventions. There is limited empirical evidence within the CPSU context on how internal factors such as Adversity Quotient (AQ) and Emotional Quotient (EQ) influence the adaptive strategies of student-parents. Thus, this study is necessary to identify key psychological determinants of effective coping, provide evidence-based insights for strengthening institutional support programs, and promote the academic persistence and wellbeing of student-parents in higher education.

As a researcher, it is important to provide attention in examining how internal capacities such as Adversity Quotient and Emotional Quotient interact with external supports like the *Student's Admission and Facilitative Enhancement Center (SAFE Center)*, in influencing students – parent's adaptive strategies. Understanding this interaction will help identify the determinants that foster resilience, persistence, and success among student – parents. This study seeks to contribute empirical evidence that can guide the improvement of institutional services, particularly those under the *SAFE Center*, to better address the academic and emotional needs of student – parents and other at-risk students.

2.Theoretical Background

This study is grounded in several interrelated theories that explain how individuals cope with challenges, regulate emotions, adopt to demanding roles. Resilience Theory and Adversity theory emphasize how individuals recover from stress and transform difficulties into growth, highlighting the importance of the Adversity Quotient (AQ) in financial strain, academic workload, and childcare responsibilities through adaptive strategies such as time management, emotional regulation, and seeking support, allowing them to maintain balance between their dual roles.

In addition, Emotional Intelligence Theory underscores the role of Emotional Quotient (EQ) in recognizing and managing emotions, sustaining motivation, and building healthy relationships. High emotional intelligence helps student-parents cope with stress, resolve conflicts, and remain focused on their academic goals. Meanwhile, Ecological System Theory provides a broader perspective by emphasizing that adaptation is influenced not only by personal traits but also by environmental system such as family, school, and institutional support. Programs like the *SAFE Center* serve as key support mechanisms that enhance coping and resilience, demonstrating how internal capacities and external resources interact to shape adaptive behavior.

Furthermore, the study is supported by national laws and policies that promote inclusive education, mental health, and social welfare for student-parents. Laws such as Republic Act No. 8972 (Solo Parents Welfare Act), Republic Act No. 11036 (Mental Health Act), and CHED policies on student welfare ensures access to financial, psychological, and academic support. These frameworks reinforce the importance of emotional well-being, safe learning environments, and institutional assistance in student success. Collectively, they validate the study's focus on AQ and EQ as key determinants of adaptive strategies, highlighting that resilience, emotional stability, and supportive systems are essential for the academic persistence and well-being of student-parents.

3.Research Problems

This study aimed to determine the relationship between the Adversity Quotient (AQ) and Emotional Quotient (EQ) of student-parents enrolled at selected campuses of Central Philippines State University (CPSU) in Negros Occidental for the Academic Year 2025 to 2026, serving as a basis for an intervention plan. Specifically, it examined the demographic profile of the participants in terms of age, sex, parental status, campus designation, year level, source of income, and residential status. It also assessed the level of AQ of student-parents across the dimensions of control, ownership, reach, and endurance, as well as their level of EQ in terms of self-awareness, self-regulation, motivation, empathy, and social skills. Furthermore, the study identified the adaptive strategies commonly used by student-parents in balancing academic and parental responsibilities, including problem-focused, emotion-focused, and social support strategies. In addition, it investigated whether AQ and EQ significantly predict the adaptive strategies of student-parents. Finally, based on the findings, the study aimed to propose an appropriate intervention plan.

This study utilized a descriptive-correlational research design to examine the relationship between Adversity Quotient (AQ), Emotional Quotient (EQ), and the adaptive strategies of student-parents in managing academic and parental responsibilities. The descriptive component provided a profile of the respondents, including their demographic characteristics and levels of AQ, EQ, and adaptive strategies, while the correlational aspect determined the strength and direction of relationships among these variables. It is also identified which dimensions of AQ and EQ significantly predict the coping strategies of student-parents.

The respondents consisted of 125 student-parents enrolled in undergraduate programs at Central Philippines State University during the academic year 2025 to 2026. The sample size was determined using the Slovin's formula with a 5% margin of error, and purposive sampling was employed based on specific inclusion criteria, such as being an enrolled student with at least one child. Data was collected using an adapted survey questionnaire composed of standardized instruments measuring EQ, AQ and adaptive strategies, all rated on a four-point Likert scale. These instruments demonstrated acceptable to high reliability and covered key dimensions such as emotional intelligence domains, AQ CORE factors, and areas of college adjustments.

Data collection followed a systematic and ethical process, including securing permissions, orienting participants, and administering questionnaires. The gathered data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics, particularly multiple linear regression analysis, to determine the predictive influence of AQ and EQ dimensions on the adaptive strategies. Statistical significance was set at a 95% confidence level ($p < 0.05$). Findings were presented in both tabular and narrative forms, and an intervention plan was proposed to support student-parents based on the results.

5.Tables

Table 1. Level of Adversity Quotient of Student-Parents

The level of adversity quotient of student-parents across of four core dimensions. Table 2 explicitly presents the data.

Table 1. Level of Student-Parents' Adversity Quotient

Components	Weighted Mean	Verbal Description
Control	3.00	High
Ownership	3.06	High
Reach	3.5	High
Endurance	3.14	High
Grand Mean	3.06	High

Note: Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.21- 3.25), Very High (3.26-4.00)

As showcased in the Table 2, the student- parents demonstrate a high level of adversity quotient (AQ) across the four core dimensions: control, ownership, reach and endurance. The results suggests that student-parents possess strong psychological resilience and the ability to effectively manage challenges associated with balancing academic responsibilities and parental roles. Adversity quotient refers to individual's' capability to respond to difficulties, overcome obstacles, and remain persistent despite setbacks. According to Paul G. Stoltz (1997), AQ serves as a critical determinant of how individuals cope with adversity and maintain goal-directed behavior in stressful situations. The overall high AQ observed among the respondents implies that student-parents have developed adaptive strategies that enable them to function effectively despite multiple demands in their personal and academic lives.

In terms of control, the results show that student-parents generally perceive themselves as capable of influencing and managing adverse circumstances rather than feeling helpless when difficulties arise. Control reflects the extent to which individuals believe they can regulate or respond effectively to challenges (Stoltz,1997). The high level of control among the respondents suggests that they maintain a strong sense of personal agency when dealing with financial constraints, academic requirements, and parenting responsibilities. This perception of control allows them to approach problems with confidence and utilize practical coping strategies to address obstacles.

The presence of strong control beliefs among student-parents is particularly important because it encourages proactive behavior and persistence in the face of challenges. Individuals who perceive greater control over their circumstances are more likely to adopt problem- focused coping strategies, engage in self-regulated learning, and sustain motivation during periods of stress. Students with strong control belief tend to demonstrate higher levels of academic engagement and psychological well-being

(Wang et al., 2025). These findings highlight that student-parents are not merely reacting to adversity but actively managing it through deliberate and adaptive responses. 249

Regarding ownership, the results reveal that student-parents exhibit a strong sense of accountability and responsibility when confronted with difficult situations. Ownership refers to the willingness of individuals to take responsibility for improving adverse conditions rather than attributing problems entirely to external factors (Stoltz, 1997). The high level of ownership suggests that respondents are inclined to take initiative, participate in problem-solving, and contribute to solutions even when faced with challenging circumstances.

This strong sense of ownership is important characteristics of resilient individuals because it promotes active engagement rather than passive reactions to problems. Individuals who demonstrate ownership tend to show higher levels of motivation, leadership behaviors, and collaborative problem-solving skills. Students who take responsibility for addressing challenges are more likely to sustain academic engagement and demonstrate stronger adaptability in educational settings (Gradini & Noviani, 2025).

In terms of reach, the results indicate that student-parents have the ability to limit the influence of adversity so that it does not negatively affect other areas of their lives. Reach refers to the extent to which individuals allow difficulties in one to affect other aspects of their functioning (Stoltz, 1997). A high level of reach suggests that respondents are capable of compartmentalizing challenges and maintaining productivity despite encountering setbacks.

The ability to contain the effects of adversity reflects strong emotional regulation and psychological stability. Individuals who possess this ability are less likely to allow criticism, missed opportunities, or minor frustrations to disrupt their overall performance. According to Daniel Goleman (1998) emotional intelligence plays a significant role in managing stress and maintaining motivation, enabling them to undermine their confidence and effectiveness.

With regard to endurance, the findings show that student-parents generally perceive adversity as temporary rather than permanent. Endurance reflects the belief that challenges will eventually pass and that perseverance can lead to improvement over time (Stoltz, 1997). This optimistic perseverance is particularly important for individuals who must manage long-term responsibilities such as parenting while pursuing higher education.

Individuals with high endurance are more likely to persist despite setbacks remain committed to achieving their goals. Optimism and perseverance have been widely recognized as key components of resilience. Students who maintain a positive outlook during difficult circumstances are better able to sustain their academic efforts and maintain psychological well-being (Wang et al., 2025). These qualities enable student-parents to continue pursuing their education even when faced with prolonged academic and personal challenges.

Overall, the consistently high levels across control, ownership, reach and endurance indicate that student-parents possess well-developed resilience and adaptive coping mechanisms. These findings align with the resilience theory, which suggest that individuals can maintain positives functioning despite exposure to significant stressors (Richardson, 2002). The results highlight that student-parents have strong psychological resources that allow them to navigate adversity effectively while fulfilling both academic and parental responsibilities.

Furthermore, the findings emphasize the importance of recognizing the strengths of student-parents within education institutions. Rather than focusing solely on their challenges, universities can build upon these existing adaptive capacities by implementing programs that enhance resilience, emotional regulation, and problem-solving skills. Such support initiatives may further strengthen that ability of student-parents to persist academically while maintaining their well-being thereby contributing to their long-term success in both educational and family domains.

Table 2. Level of Emotional Quotient of Student-Parents

The level of emotional quotient of student-parents across five dimensions. Table 3 explicitly presents the data.

Table 2. Level of Student-Parents' Emotional Quotient

Components	Weighted Mean	Verbal Description
Self-awareness	3.23	High
Self-regulation	3.16	High
Motivation	3.11	High
Empathy	2.90	High
Social Skills	3.04	High
Grand Mean	3.04	High

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.21- 3.25), Very High (3.26-4.00)

The findings reveal that student-parents demonstrate a high level of emotional quotient (EQ) in terms of self-awareness, with an aggregate mean of 3.23. This indicates that respondents are generally capable of recognizing and understanding their

emotional experiences. Several indicators such as being aware of emotions as they occur, recognizing emotional changes, and reassessing life priorities during major events obtained very high mean, reflecting emotional consciousness. Self-awareness is considered a foundational component of emotional intelligence that supports adaptive functioning and effective coping in demanding life situations (Schlegel et al., 2021). Furthermore, higher levels of self-awareness help individuals manage stress and respond effectively to complex responsibilities such as balancing academic and parenting roles (Garcia et al., 2020). The results also show that student-parents understand the value of emotions in giving meaning to life and are aware of their non-verbal expressions, which supports interpersonal communication and emotional regulations (Li & Wang, 2023; Kumar & Lee, 2024).

In terms of self-regulation, student-parents also obtained a high level of EQ with an aggregate mean of 3.16. This suggests that they generally possess the ability to control, adjust, and manage their emotions constructively despite the pressures of fulfilling academic and parental responsibilities. Self-regulation is a critical aspect of emotional intelligence because it allows individuals to remain stable and goal oriented during stressful circumstances (Gross, 2019). The findings show that respondents can reinterpret emotional changes positively and view them as opportunities for new possibilities. Adaptive emotional regulation strategies, such as cognitive reappraisal, helps individuals transform stressful situation into opportunities for growth and resilience (Ford & Troy, 2019). Moreover, the ability of student-parents to sustain positive emotion, seek activities that bring happiness, and maintain emotional control contributes to psychological well-being and improved coping with multiple responsibilities (Quoidbach et al., 2020; Haga et al., 2022).

The results further indicate that student-parents possess a high level of emotional motivation, with an aggregate mean of 3.11. This suggests that they have a strong internal drive that encourages persistence, optimism, and goal-directed behavior despite the challenges of managing academic tasks and parenting duties. Emotional motivations play significant role in sustaining effort and resilience when individuals face demanding life circumstance (Alessandri et al., 2020). Several indicators such as remembering past successes when encountering obstacles, expecting positive outcomes, and imagining successful results when completing tasks received very high ratings, demonstrating strong optimism and future oriented thinking. Recalling the past achievements strengthen self-efficacy and helps individuals remain resilient when facing new challenges (Luszczynska, et al., 2021). Positive emotional states were also associated with creativity and idea generation, highlighting the role of emotions in any enhancing cognitive flexibility and innovations (Baas, et al., 2020). However, one indicator showed a low rating, indicating that some student-parents may feel discouraged when anticipating failure, which may be influenced by stress or emotional fatigue associated with multiple roles demands (Putwain, et al., 2020).

In terms of empathy, the findings show that student-parents demonstrate a high level of EQ with an aggregate mean of 2.90. This indicates that respondents generally possess the ability to understand and recognize the emotion of others. Indicators related to interpreting facial expressions, tone of voice, and shared emotional experiences or received high ratings, suggesting emotional sensitivity and interpersonal awareness. Empathy is considered a key dimension of emotional intelligence because it enables individuals to accurately perceived and respond to the emotional states of others (Mayer & Caruso, 2018). For student-parents, empathy may be strengthened through their experiences as caregivers and learners, as both roles require emotional responsiveness and understanding. Individuals with strong empathy skills are better able to develop meaningful relationship and effectively manage social interactions (Goleman, 1998). However, the presence of negatively worded indicator suggests that some respondents may still experience occasional difficulty interpreting deeper emotional meanings or non-verbal cues.

Similarly, the findings reveal that student-parents exhibit a high level of social skills, with an aggregate mean of 3.04. Indicators such as presenting oneself in apposite manner and giving compliments to others obtained very high ratings, indicating strong interpersonal competence. Social skills are essential in emotional intelligence because they involved the ability to build relationships, communicate effectively, and maintain positive interactions with others (Goleman, 1998).

The high level of social skills among student-parents may be influenced by their frequent interactions with multiple social groups including their family members, classmates, instructors, and community networks. Strong interpersonal abilities contribute to emotional support systems, which play an important role in maintaining psychological well-being and coping with stress (Bar-On, 2006). Furthermore, the ability of student-parents to help others feel better and openly share emotions demonstrates relational competence that can strengthen social support networks and enhance academic persistence (Mayer & Caruso, 2018).

Overall, the summary of the emotional quotient of student-parents shows a consistently high level across all components, resulting in a grand mean of 3.09. Among the five dimensions, self-awareness obtained the highest mean, while empathy recorded as the lowest, although it still remained within the high range. These results indicate that student-parents generally possess a well-developed emotional intelligence profile, enabling them to effectively manage emotions, remain motivated and maintain positive relationships despite the challenges of balancing academic and family responsibilities. The findings support of emotional intelligence framework of Mayer & Caruso (2018), which describes emotional intelligence as multi-dimensional construct essential for effective functioning in both academic and personal context. High emotional intelligence has been associated with improved stress management, psychological resilience, academic performance. However, the relatively lower score in empathy suggests a potential area for further development through programs that

strengthen emotional understanding and perspective taking among student-parents.

Table 3. Extent of Adaptive Strategies of Student-Parents

This portion shows the summary on the extent to which the student-parents utilize the adaptive strategies to balance academic and parental responsibilities in terms of problem- focused strategies, emotion-focused strategies and social support strategies

Table 3. Extent of Adaptive Strategies of Student-Parents

Components	Weighted Mean	Verbal Description
Problem-focused strategies	3.10	High
Emotion-focused strategies	2.84	High
Social support strategies	3..6	High
Grand Mean	3.00	High

Legend: Very Low (1.00-1.75), Low (1.76-2.50), High (2.21- 3.25), Very High (3.26-4.00)

The table shows the extent to which student-parents utilize adaptive strategies across the three dimensions. The results show that problem-focused, emotional-focused, and social support strategies are all utilized to a high extent, with a grand mean of 3.00. This indicates that student-parents employ a multidimensional and integrative coping approach in managing the challenges associated with academic life and parenting. The balanced used of these strategies suggest that no single coping mechanism is sufficient on its own. Instead, effective role management among student-parents requires the combined used of practical problem- solving skills, emotional regulation, and supportive social relationships. The findings reflect to high level of adaptability and resilience, as student-parents are able to respond flexibly to various academic, emotional, and social demands. Overall, the results imply that the effective utilization of adaptive strategies plays a crucial role in enabling student-parents to persist, perform and remain psychologically stable while fulfilling their dual roles.

Student-mothers adapt multiple coping strategies, including both problem focused and emotion-focused approaches, to manage the combined demands of academic responsibilities and parenting roles (Azuka & Hildayani, 2025). These strategies involve planful problem-solving (e.g., careful planning and seeking practical support) as well as emotional regulation and seeking encouragement form significant other, which together help reduce role strain and support overall well-being.

Table 4. Test on the Predictive Power of Student-Parents' Adversity Quotient on their Adaptive Strategies

The test on the predictive power of student-parents' adversity quotient on their adaptive strategies was computed. Table 5 explicitly presents the data.

Table 4. Test on the predictive power of student-parents' AQ on their adaptive strategies

	<i>R</i> square	df	<i>F</i>	Standard coefficients (β)	<i>t</i> -Stat	<i>p</i> -value
Regression	0.290	4	12.244*			0.000
Residual		120				
Total		124				
Constant					2.963	0.004
Control				-0.089	-1.109	0.270
Ownership				0.139	1.694	0.093
Reach				0.242	2.909*	0.004
Endurance				0.368	4.521*	0.000

*significant at $p < 0.05$

The table 5 presents the results of the hypothesis testing on the predictive power of the student-parents' adversity quotient specifically its dimensions of control, ownership, reach, and endurance- on their adaptive strategies. The purpose of presenting this table is to determine whether AQ significantly explains variations in how student-parents cope with and adapt to academic and life challenges. Understanding these predictive relationships is essential in identifying which dimensions of adversity management are most influential in shaping adaptive behaviors among student-parents. A multiple regression analysis was conducted to examine the combined and individual effects of the AQ dimensions on adaptive strategies. The multiple regression analysis examined the adversity quotient significantly predicts the adaptive strategies of student-parent enrolled at selected campuses of Central Philippines State University. The regressions results show that the overall model is statistically significant, with an R^2 value of 0.290, indicating that 29.0% of the variance in adaptive strategies is explained by the combined AQ dimensions. The model yielded an F- value of 12.244 with a p-value of 0.000, which is less than 0.05 level of significance, confirming the adequacy of the regression model. At the individual predictor level, control yielded a standardized beta coefficient of $\beta = -0.089$, $t = -1.1098$, $p = 0.270$, which is greater than 0.05, indicating a non-significant effect. Ownership obtained $\beta = 0.139$, $t = 1.694$, $p = 0.093$, also greater than 0.05 and therefore not significantly significant. Reach showed $\beta = 0.242$, $t = 2.909$, $p = 0.004$, which is less than 0.05, indicating a statistically significant positive effect. Endurance demonstrated the strongest effect with $\beta = 0.368$, $t = 4.521$, $p = 0.000$, signifying a highly significant positive predictor of adaptive strategies.

Based on the p-values compared to the 0.05 level of significance, the null hypothesis for control and ownership are not rejected, as these variables do not significantly predict adaptive strategies. In contrast, the null hypothesis for reach and endurance are rejected, indicating that these AQ dimensions significantly predict student-parents' adaptive strategies.

The findings revealed that AQ significantly predicts adaptive strategies, as reflected by the overall regression model which explained 29% of the variance in adaptive strategies. The results imply the relevance of AQ in understanding how student- parents cope with academic and life challenges, particularly within demanding dual roles that require continuous adjustment and resilience.

Among the four AQ dimensions, reach and endurance emerged as significant predictors of adaptive strategies. The indicates that student-parents who are able to limit the negative impact of adversity to specific areas of life (reach) and who perceive challenges as temporary rather than permanent (endurance) are more likely to employ effective adaptive strategies. These findings align with Stoltz's Adversity Quotient theory, which emphasizes that individuals who view adversity as continued and time-bound demonstrate stronger coping and problem-solving behaviors. Endurance and reach are closely associated with persistence, cognitive flexibility, and resilience, all of which are essential for adaptive functioning in higher education contexts (Datu, et al., 2023).

On the contrary, the dimensions of control and ownership did not significantly predict adaptive strategies in this study. While control and ownership reflect one's perceived influence over adversity and responsibility for outcomes, their nonsignificant effects may reflect the structural and contextual realities of student-parents. External constraint such as financial responsibilities, childcare demand, and institutional limitations may reduce the direct influence of perceived control and personal responsibility on adaptive behaviors. High stress populations, internal traits such as control may operate indirectly through mediating variables like emotional regulation, social support, or motivation rather than directly predicting adaptive strategies (Sarmiento, et al., 2022).

The significant predictive power of AQ as a whole linking adversity related competencies to adaptive and self-regulated behaviors. Learners with higher AQ tend to demonstrate greater resilience, strategic coping, and emotional regulation when faced with academic stressors (Phoolka & Kaur).

Collectively, the results suggest that interventions aimed at enhancing student- parents' adaptive strategies should prioritize strengthening AQ components related to endurance and reach. Programs that promote reframing adversity, cultivating perseverance, and managing stress perceptions may improve adaptive functioning and academic persistence. These findings provide a strong empirical basis for developing a targeted intervention plan that integrates resilience-building and emotional support mechanism tailored to the unique experiences of student-parents.

Table 5. Test on the Predictive Power of Student-Parents' Adversity Quotient on their Adaptive Strategies

The test on the predictive power of student-parents' adversity quotient on their adaptive strategies was computed. Table 6 explicitly presents the data.

Table 5 Test on the predictive power of student-parents' EQ on their adaptive strategies

	<i>R</i> square	df	<i>F</i>	Standard coefficients (β)	<i>t</i> -Stat	<i>p</i> -value
Regression	0.694	5	51.586*			0.000
Residual		119				
Total		124				
Constant					5.588	0.000
Self-awareness				-0.033	-0.380	0.705
Self-regulation				0.231	2.524*	0.013
Motivation				0.148	1.500	0.136
Empathy				0.117	1.299	0.197
Social Skills				0.467	5.957*	0.000

*significant at $p < 0.05$

Table 6 highlight the results of the hypothesis testing on the predictive power of student-parents' emotional quotient specifically self-awareness, self-regulation, motivation, empathy and social skills on their adaptive strategies. This analysis was conducted to determine whether emotional competencies significantly influence how student-parents cope with academic, parental, and personal challenges. Emotional intelligence has been widely recognized as a critical psychological resource that enhances resilience, coping and behavioral adjustment in demanding environments such as higher education (Mayer & Caruso, 2018; Schutte & Loi, 2022).

A multiple regression analysis was employed to examine the combined and individual predictive effects of EQ dimensions on adaptive strategies. The results indicate that the regressions model was highly significant, with an $R = 0.694$, $F(5, 119) = 51.586$, $p < .001$. This suggests that the EQ dimensions collectively explained 69.4% of the variance in adaptive strategies indicating a large effect size and demonstrating the strong predictive capacity of emotional intelligence in explaining adaptive behavior among student-parents (Cohen, 1988; Diaconou & Popescu, 2024).

At the individual predictor level, self-awareness did not significantly predict adaptive strategies ($\beta = .148$, $t = 1.500$, $p = .136$) and empathy ($\beta = .117$, $t = 1.299$, $p = .197$) were not statistically significant predictors, as their emotions are more likely to employ effective adaptive strategies. Social skills demonstrated that the strongest predictive influence ($\beta = .467$, $t = 5.957$, $p < .001$), suggesting that the ability to manage interpersonal relationships, communicate effectively, and seek social support plays a critical role in adaptive functioning. Therefore, the null hypothesis for self-regulation and social skills were rejected.

In contrast, self-regulation emerged as a significant predictor of adaptive strategies ($\beta = .231$, $t = 2.524$, $p = .013$). This indicates that student-parents who are better able to regulate their emotions are more likely to employ effective adaptive strategies. Social skills demonstrated that strongest predictive influence ($\beta = .467$, $t = 5.957$, $p < .001$), suggesting that the ability to manage interpersonal relationships, communicate effectively, and seek social support plays a critical role in adaptive functioning. Therefore, the null hypothesis for self-regulation and social skills were rejected.

These findings indicate that while emotional quotient as a whole significantly predicts adaptive strategies, not all EQ dimensions contribute equally. Self-regulation and social skills were found to be the most salient predictors, underscoring the importance of emotional control and interpersonal competence in managing the complex demands faced by student-parents. This result suggests that adaptive strategies are more behaviorally driven by emotion management and social interaction skills rather than by emotional awareness or empathy alone (Schutte & Loi, 2022; Wang, 2023).

Self-regulation is a key predictor of resilience, stress management, and adaptive coping in academic settings (Trigueros, et al., 2020). Similarly, social skills have been identified as a crucial determinant of academic persistence and well-being, particularly among non-traditional students who rely heavily on social support systems (Trigueros & Alvarez, 2020; Gomez-Baya, et al., 2024). These studies align with the present findings, reinforcing the importance of relational and regulatory emotional competence.

Comprehensively, the findings highlight the dominant role of EQ particularly self-regulation and social skills in shaping

adaptive strategies among student-parents. Compared with AQ, EQ explains a substantially larger proportion of variance, 254 suggesting that emotional management and interpersonal competence are central to adaptation in higher education settings involving multiple role demand. These results provide strong justification for intervention programs that focus on emotional regulation training, communication skills development, and peer support systems to enhance the adaptive capacity, academic persistence, and well-being of student-parents.

The findings of the study lead to the conclusions, that student-parents at Central Philippines State University (CPSU) possess strong and well-developed adaptive capacities that enable them to cope effectively with the demands of their dual roles as students and parents. The results revealed that student-parents consistently demonstrated high levels of adaptive strategies across problem-focused, emotion-focused, and social support dimensions. This indicates that they do not rely on a single coping mechanism; they actively plan and prioritize academic tasks, regulate their emotions during stressful situations, and seek assistance from family members, peers, and available institutional resources. These coping strategies play a crucial role in helping them sustain academic participation while fulfilling parental responsibilities.

Moreover, the study found that student-parents exhibit a high level of Adversity Quotient (AQ) in terms of control, ownership, reach, and endurance. This suggests that they generally perceive challenges as manageable, take personal responsibility in addressing difficulties, and limit the negative impact of adversity on other aspects of their lives. In addition, they demonstrate persistence and optimism despite the ongoing pressures associated with balancing academic work and family obligations. Such resilience serves as a key factor in their continued engagement and persistence in higher education

Furthermore, the results confirmed that student-parents possess a high level of Emotional Quotient (EQ), particularly in the areas of self-awareness, self-regulation, motivation, empathy, and social skills. These emotional competencies allow them to effectively manage stress, maintain positive interpersonal relationships, and make sound decisions that benefit both their academic and family lives. The strong emotional intelligence observed among the respondents complements their adaptive strategies and delivery quotient, thereby strengthening their overall ability to cope with complex life demands.

Overall, the study concludes that the high levels of adaptive strategies, adversity quotient, and emotional quotient among student-parents at Central Philippines State University reflect a multidimensional and strengths-based coping framework. The interaction of these variables enables student-parents to effectively manage adversity, maintain emotional balance, and sustain their academic performance despite their multiple responsibilities. These findings highlight the importance of recognizing student-parents as resilient and capable learners and emphasize the need for institutional policies and support programs that acknowledge and further strengthen these existing capacities.

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