

“The Relationship Between the Level of Self-esteem and Adversity Quotient® of BEEd III-D Students of Bulacan State University-Bustos Campus A.Y 2017-2018”

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APPROVAL SHEET

In partial fulfilment of the requirements for the subject Educ 323d Introduction to Research, this thesis entitled **“The Relationship between the Level of Self-esteem and Adversity Quotient® of the Third Year BEEd students of Bulacan State University-Bustos Campus”** has been prepared and submitted by Kishia Mae S. Fernando, Darielyn DR. Perez, Roselle S. Pelominos, Mel Antony L. Rabor, and Maica Joy M. Tubo.

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Dedication

With our humble effort, we dedicate this research study to our sweet, loving, and supportive parents. Who never fail to cheer us and give us affection, love and encouragement until the end of this study.

To our friends and classmates who motivates us all throughout.

And lastly to our loving Almighty Father.

Abstract

Self-esteem refers to an individual's beliefs and views of his or her own self-worth and adversity quotient® tells how well a person handles adversity and his ability to surpass it.

This study aimed to identify the relationship between self-esteem and adversity quotient® of BEd III-D students of Bulacan State University-Bustos Campus. The population of the study consists of 50 students from BEd III-D. Thirty five (35) females and fifteen (15) males.

The specific objectives of this study are sought to: find out the level of self-esteem and adversity quotient® of the BEd III-D students; and identify the relationship between the level of self-esteem and adversity quotient® of the respondents.

To satisfy the objectives, the study used the descriptive survey research. The researchers used Rosenberg self-esteem scale (RSES) and AQ Profile®. Data was gathered on the feelings and perceptions about their self-esteem and resilience.

The researchers concluded that: majority of the respondents have a normal level of self-esteem; majority of the respondents possessed below average level of adversity quotient®; the level of self-esteem has no relationship and does not affect the adversity quotient® of the respondents.

The school as an institution and the teachers as a positive force, play an essential role in creating students with self-esteem and resiliency. The student's ability to effectively handle and manage adversity within an educational setting will greatly

influence their success. They need love, support, and faith in themselves and their world,
all of which builds resilience.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The simplest definition of self-esteem is satisfaction with oneself. Smith and Mackie (2007) defined self-esteem by saying that it is what we think about the self. It is the positive or negative evaluations of how we feel about it. Self-esteem reflects an individual's overall evaluation of his or her own worth. It encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame. It is a judgment and attitude toward one's self.

According to Morris Rosenberg, self-esteem is a feeling of self-worth. He stated that high self-esteem makes an individual respect and considers himself worthy. As Baumeister (2000) said, a person with high self-esteem considered himself or herself worthy. An individual with high self-esteem is confident that they can do the things successfully because they believe on their selves.

Sedikides and Gress (2003) stated that self-esteem refers to an individual's beliefs and views of his or her own self-worth, feelings of self-respect and self-confidence and the expanse to which the individual holds positive or negative views about self.

One of the major sources of the development of self-esteem is based on his or her life's experiences. The level of self-esteem is reflected in the adolescent's attitude and behavior, both at home and at school. In the early years of a child's life, parents have an important role on self-esteem and they are also considered the main source of positive and negative experiences a child will have. Mogonea (2014) states that the period of

adolescence is important for the process of self-esteem formation. Unconditional love from parents helps a child develop a sense of being cared for and respected. These feelings will later on affect self-esteem as the child grows older. Students who tend to have high self-esteem, often have authoritative parents who set standards for them and allows them to voice their opinion when it comes to decision making.

Abraham Maslow states that psychological health is not possible unless an individual is accepted, loved and respected by others and by her or his self. Self-esteem is related to personal beliefs about skills, abilities, and social relationships. Self-esteem allows people to face life with more confidence, goodness and positivity.

In predicting success in life, there is a reliable quotient called the “A.Q.” or the Adversity Quotient®. Dr. Paul Stoltz defines Adversity Quotient as human resilience. It is the capacity of a person to deal with the adversities of life. Adversity quotient® tells how well a person handles adversity and his ability to surpass it. By understanding the adversity quotient®, we can better understand how all of us react to challenges in our lives. Just like self-esteem, adversity quotient® also plays an essential role in one’s life. The learner’s level of AQ® affects his/her personal and academic life. In student’s daily life, there are lots of situations and challenges. And adversity quotient® is require to overcome face these problems. The higher the AQ® is, the more tolerance and endurance we have for adversities that we are about to face. A student who has the ability to face and overcome adversities can easily attain his/her goals in life. This ability is important for students to solve their daily problems. Unfortunately, education test assessors are more likely to prefer intelligence quotient assessments over the adversity quotient.

Moksnes and Espnes (2012) states that high self-esteem serves as being resilient. According to Luthar (2006), the most common definition of resilience is the positive adaptation despite adversity. On the other hand, Lavoie (2012) states that individuals with high level of self-esteem are capable of facing situations positively and confidently; they have high tolerance when it comes to frustration; they accept early responsibilities, they assess situations correctly; they communicate positive feelings about themselves; they have a good self-control and they believe that the things they are going through, are the effects of their own actions and behaviors. High level of self-esteem gives individuals the ability to cherish happy moments, ability to handle difficult situations and to effectively cope with challenges in life.

Ha (2006) states that people with low self-esteem suffer from feelings of not having worth, lowness, and unstable emotions, leading to unhappiness with life. According to Mackinnon (2015) individuals with low self-esteem scores has a tendency to have negative attitude toward people, things and personal circumstances. Moreover, Stavropoulos (2015) states that depression, aggression and less ability to overcome difficulties has been linked to low self-esteem.

The World Health Organization (2000) states that positive self-esteem protects children and adolescents from mental distress and enables them to easily cope and adapt with difficult and stressful life situations.

Statement of the Problem

The general problem of this study is the relationship between the levels of self-esteem and adversity quotient of BEEd III-D students of Bulacan State University-Bustos Campus. The sub problems are:

- 1.) What is the profile of the respondents in terms of;
 - 1.1 age
 - 1.2 gender
 - 1.3 address
- 2.) What is the level of self-esteem of the respondents?
- 3.) What is the level of adversity quotient® of the respondents?
- 4.) Is there any significant relationship between the levels of self-esteem and adversity quotient® of the respondents?

Significance of the Study

The school as an institution and the teachers as a positive force, play an essential role in creating students with self-esteem and resiliency. The student's ability to effectively handle and manage adversity within an educational setting will greatly influence their success. They need love, support, and faith in themselves and their world, all of which builds resilience. That is why, the researchers believe that students, particularly in Bulacan State University Bustos Campus, will be benefited from the findings of this study since the study provides basis for awareness, deeper knowledge and better understanding on the relationship of levels of self-esteem and adversity quotient®. And on how the levels of self-esteem associate with the adversity quotient®.

College life is typically stressful and difficult. Therefore, this awareness gives much deeper understanding of their selves as students.

To the Students. They will be given information on how the level of their self-esteem and their ability to handle difficult situations, associated with them being students.

To the Teachers. They could use this as a motivation to work on their students' different abilities and to boost their self-esteem. The findings will help teachers provide resiliency by enhancing students' strengths rather than just focusing on their weaknesses. And the way they are going to approach a student without degrading their self-esteem and on how they will going to cope with their students way of learning. They can also use this research to know what kind of techniques and methodology they will use.

To the Future Researchers. They can use this as a basis if they will have the same research for them to obtain some information. And can help them to easily understand the relationship between the levels of self-esteem and adversity quotient®.

Scope and Delimitation

This study focused on the relationship between the level of self-esteem and adversity quotient® of BEED III-D students of Bulacan State University-Bustos Campus.

The questionnaire that the researchers used was the Rosenberg self-esteem scale (RSES), developed in year 1965 by sociologist Dr. Morris Rosenberg. The self-esteem measure is widely used in social-science research and AQ Profile® from Dr. Paul G. Stoltz of PEAK Learning, Inc.

The RSES is designed similar to social-survey questionnaires. It is a ten-item scale with items answered on a four-point scale; from strongly agree to strongly disagree. Five of the items have statements with positive words and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The original sample for the scale was developed from 10 randomly selected schools in New York State which consisted of 5,024 high school juniors and seniors. The Rosenberg self-esteem scale is considered to be reliable and valid self-esteem assessment quantitative tool.

The RSES has been translated and adapted to various languages, such as Persian, French, Chinese, Italian, Portuguese, and Spanish. The scale is extensively used in cross-cultural studies in up to 53 different nations.

The test used to measure adversity quotient is the AQ Profile®, developed by Dr. Paul G. Stoltz. It is designed to measure an individual's way of responding to adverse situations. The AQ Profile®, describes fourteen scenarios, only ten of which are actually scored. Each situation is followed by four questions, answered on a bipolar scale. Each of the four answers is scored on a different scale called CO2RE (Control, Ownership, Reach, Endurance). Therefore, there are four scales with ten questions each. The sum of the four scores gives the person's adversity quotient. These scales may be parallel but they measure different aspects of AQ.

Endnotes in Chapter I

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CHAPTER II

THEORETICAL FRAMEWORK

This chapter come out with the relevant theories, the related literature and studies, the conceptual framework and the definition of terms used in the study.

Relevant Theories

The following theories help in the development of this study.

Morris Rosenberg's Self-esteem Theory

Rosenberg's theory proposed that self-esteem developed more during the doubt of adolescence. Rosenberg claims that during this developmental stage, self-esteem is built on an evaluation of the self in comparison with others. This means an adolescent compares his or her self to peers they see around them to assess their value while thinking about how others might see them.

Clive Naylor's Value of Self-esteem

One of the common beliefs is that people need to feel good about their selves and seek to boost and maintain their positive self-view. Self-esteem is "a good opinion of oneself where 'good feelings' are preferred over 'bad'. High self-esteem feels good, whereas low self-esteem doesn't.

Self-esteem is often viewed as the most significant indicator of mental well being and good adjustment. High self-esteem is also related to positive life skills and low self-esteem is connected to aggression, poor academic achievement, depression, and eating disorder.

Review of Related Literature

Abraham Maslow (2000) an American psychologist, included self-esteem in his hierarchy of human needs. He described esteem in two different forms; the need for respect from others through attention, victory, and appreciation, and the need for self-respect through self-love, self-confidence, experience, and aptitude. It was believed that respect from others is more fragile than the inner self-esteem. According to Maslow, individuals will be driven to find self-esteem and incapable to grow and obtain self-actualization without the satisfaction of the self-esteem need. Modern theories of self-esteem explore the reasons why humans are motivated to keep a high recognition for themselves. Sociometer theory preserves that self-esteem evolved to check one's status and acceptance in a social group. Self-esteem is important because it shows the way how we view ourselves and our personal value. Thus, the way we are and how we act in the world and the way we are related to everybody else, is affected.

An advocate of humanistic psychology, Carl Rogers, (2003) theorized the origin of people's problems is that they dislike themselves and consider themselves worthless and they feel that they are not capable of being loved. That is why he believed it is important to give unconditional acceptance to a person because it could improve one's self-esteem. In Carl's therapy sessions with his clients, no matter what, he always offered positive concern.

Coopersmith (2001) in "The Antecedents of Self-Esteem" defined self-esteem as "the limit to which an individual believes that he is capable, important, successful and worthy". Therefore, it brings together James's definition of self-esteem as competence based, and Rosenberg's definition of self-esteem as an evaluation of oneself.

Coopersmith also added that self-esteem is important to the identity of a person and his awareness. And that the levels of self-esteem can influence one's behaviour in positive and negative ways.

Adversity strikes without warning. Every day we face difficulties in life. Adversity reveals the truth about oneself, own weakness, strengths, willingness to forgive, and shows where one stand in faith. We experienced trials, hardship and sometimes heartaches that give us or lead us to be a stronger person that we can be. Without adversity there is no story to tell (Hewitt, 2002).

According to Stoltz, (2000), an individual's Adversity Quotient® (AQ) is consists of four dimensions which is the CO2RE. The acronym CO2RE stands for Control; Ownership and Origin; Reach; and Endurance. CONTROL, begins with the belief that something and anything can be done. It determines how and up to what extent, an individual takes action during difficult events. ORIGIN and OWNERSHIP refer to how an individual finds the cause of difficult events in his or her life and to what extent an individual is responsible for the effect of the difficulties. REACH refers to how an individual can control a difficult event to being just a problem or how an individual lets the difficult event affect other areas of his or her life as well. ENDURANCE refers to how an individual perceive the difficulty or its cause, may it be permanent or temporary. Those four elements are combined to form a person's Adversity Quotient® and their response to a given adversity. AQ® gives us an understanding on how we respond to life's events. To optimize these patterns we must understand how they are formed.

Review of Related Studies

Zhou Huijuan (2009) came along with the study on “Adversity Quotient® and Academic Performance among college students at St. Joseph’s College”. Two hundred and eighty (280) male and female college students from the College of Arts and Sciences and the Institute of Nursing were included in this study through randomized sampling technique. The major instrument used in the assessment of the adversity quotient of the student respondents was the Adversity Response Profile (ARP) Version 8.1: Student version. A minor tool, the Respondent Profile Data Sheet was designed to obtain from the respondents’ brief demographic information necessary for this study. Their GPA during the first semester of the present school year was used in order to determine their academic performance. The profile variables of the respondents were also investigated to find out if their adversity quotient and academic performance would be influenced by such factors. There is a significant relationship between adversity quotient of the respondents as measured by the major instrument ARP Version 8.1 of the study and their academic performance as reflected in their GPA during the first semester of the school year 2008-2009.

A research done by Mullis and Chapman (2000) on association among gender, age, self-esteem and found that adolescents having high self- esteem focused on problem solving and emotion focused strategy was used by those adolescents having low self-esteem. The participants were U.S. adolescents (215 male, 146 female) from Grades 7 through 12 in four schools in a southern state (age range = 12-19 years; $M = 15.50$, $SD = 2.32$). They were primarily from lower to middle-class families residing in rural and semirural communities. He measured self-esteem with the Coopersmith Self-Esteem

Inventory and coping strategies with the adolescent Coping Orientation for Problem Experiences. The latter is a 54-item self-report questionnaire designed to identify the coping strategies that adolescents find helpful in managing problems or difficult situations. The adolescents with higher scores for self-esteem used more problem-focused coping and less emotion-focused coping strategies than did the adolescents with lower scores for self-esteem. He found no other main effects or interactions.

A research conducted by Amparo (2015) aims to determine the relationship between the level of Adversity Quotient® and Social Skills of student leaders at De La Salle Lipa. 105 college student leaders, aged 15 to 21 years old, of which 38 were males and 67, were females. Most of the respondents were from BS Business Administration course. In addition, most of the respondents got a low level of Adversity Quotient in terms of Control and Reach while below average level in terms of Ownership and Endurance. Moreover, most of the respondents got an average level of Social Skills in terms of Emotional Expressivity (EE), Emotional Sensitivity (ES), Emotional Control (EC), Social Expressivity (SE), Social Sensitivity (SS) and Social Control (SC). The results also show that the relationship of the overall level of Adversity Quotient® of the respondents and overall Social Skills of the respondents with demographic profiles are not significant. In conclusion, the results show that there was a significant relationship between the overall level of Adversity Quotient® and Social Skills. This means that when the level of Adversity Quotient increases, the level of Social Skills also increases and vice versa. The ability of an individual to adapt to social interactions helps an individual to overcome different challenges in life.

A study by Iniama (2004) examined the relationship between self-esteem and academic performances of freshman students at the University of the Virgin Islands, St. Thomas campus in 2004. The researcher used clustered sampling to acquire the sample from the total population. The sample consisted of 48 individuals, 10 males and 38 females. The results of the research design employed and the chi-squared test show that there is no significant relationship between high school grade point average and self-esteem index score.

Conceptual Framework

This part of the documentation discusses the conceptual framework of the studies. The conceptual framework was used in research to outline possible courses of action or to present a preferred approach to project. The researchers use the theoretical framework of the study as the basis of designing the conceptual framework.

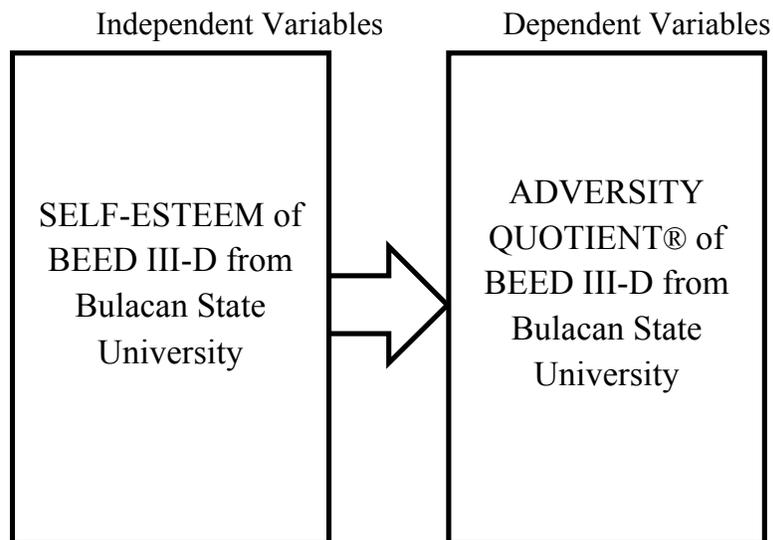


Figure1. Conceptual Framework of the Study

This research study relies mainly on the dependent and independent variables. The independent variable is the Self-esteem of BEED III-D students from Bulacan State

University. The dependent variable is the Adversity Quotient® of BEED III-D students from Bulacan State University.

Hypothesis

1. There is a relation between the levels of self-esteem and adversity quotient® of the third year BEED in Bulacan State University-Bustos Campus.

Definition of Variables

The following terms were defined conceptual and/or operationally for clarity and understanding:

Self-esteem- refers to an individual's beliefs and views of his or her own self-worth, feelings of self-respect and self-confidence and the expanse to which the individual holds positive or negative views about self.

Adversity Quotient®- it is the capacity of a person to deal with the adversities of life. It also tells how well a person handles adversity and his ability to surpass it.

Bulacan State University Bustos Campus- refers to the place where the respondents spend time for education.

End Notes in Chapter II

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CHAPTER III

METHODS OF RESEARCH

This chapter presents the methods and techniques of the study, the population and sample of study, the research instrument, the data collection procedure, the data processing and the statistical treatment.

Methods and Techniques of the study

To be able to find out the relationship between the levels of self-esteem and adversity quotient® of the BEED III-D students, the researchers used a standardized test for self-esteem and adversity quotient of the respondents. And to see the relationship of both variables the result is analyzed by a statistician.

The first questionnaire that the researchers used was Rosenberg self-esteem scale (RSES), developed by Dr. Morris Rosenberg, a sociologist, in year 1965. The self-esteem measure is widely used in social-science research.

The RSES is designed similar to social-survey questionnaires. It is a ten –item Likert-type scale with items answered on a four-point scale from strongly agree to strongly disagree. Five of the items are positive statements while the other five are negative. The scale measures state self-esteem by asking the respondents to reflect on their current feelings.

The test used to measure adversity quotient is the AQ Profile®, developed by Dr. Paul G. Stoltz. The AQ Profile® is an online test which describes fourteen scenarios, only ten of which are actually scored. Each situation is followed by four questions,

answered on a bipolar scale. It is designed to measure an individual's way of responding to adverse situations.

Population and Sample of the Study

Table 1
Distribution of the Respondents

Respondents	Female	Male	Total No. of Respondents
Bachelor of Elementary Education III-D of Bulacan State University-Bustos Campus, Bustos, Bulacan	35	15	50
Total Number of Respondents			50

Research Instruments

The instrument that was used in the study consists of two set of questionnaires for the third year BEED students. The first questionnaire that the researchers used was Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg year 1965, a self-esteem measure widely used in social-science research and the second questionnaire was the online AQ Profile®, developed by Dr. Paul G. Stoltz of PEAK Learning, Inc. The Rosenberg self-esteem scale (RSES) is based on Michigan State University Undergraduate University Division. Michigan State University (MSU-UUD) is a public research university located in East Lansing, Michigan, United States. It is considered to be one of America's Public Ivy Universities in the United States (H. Greene, 2001).

Data Collection Procedure

First of all, the researchers requested the permission from Dr. Paul G. Stoltz through electronic mail to use the AQ Profile®. Next, the researchers requested the permission from the Campus Dean and the Area Chair of the College of Education, in order to administer both instruments. After getting their approval, the researchers approached the respondents and let them take the AQ Profile® online and then distributed the second instrument which is the Rosenberg self-esteem scale (RSES). The researchers read and explained carefully the instructions on both questionnaires; then, the researcher requested the participants to answer honestly and to finish it within the time allotted as soon as possible. After completing 50 questionnaires of Rosenberg self-esteem scale (RSES), the researchers collected all the test data and encoded them. Finally, after the researcher had worked out all the respondents' AQ® scores, she began the statistical analysis used for this study with the help of SPSS software. The data the researchers have used were collected from the results of the standardized self-esteem and adversity quotient® test of the respondents. The scores of both variables had been computed by a statistician.

Data Processing and Statistical Treatment

The data gathered in Rosenberg Self-Esteem Scale (1965) was organized and collected manually using the scoring system while the data gathered in AQ Profile® was collected and encoded online.

Descriptive statistic using the percentage method, mean, median, and mode was utilized to see the levels of self-esteem and adversity quotient of the respondents.

The statistical treatment used was Pearson r . The correlation method is named after Karl Pearson who developed it in an agricultural research. The product moment part of the name comes from the way in which it is calculated, by summing up the products of the deviations of the scores from the mean. A correlation is a number between -1 and +1 that measures the linear association of two variables (call them X and Y). A positive value for the correlation implies a positive association; hence a negative value for the correlation implies a negative or inverse association.

Endnotes in Chapter III

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CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents, analyses, and interprets the data gathered in order to answer the problems raised in Chapter I. This chapter is composed of five parts.

Part 1 describes the profile of the respondents in terms of age, gender and municipality.

Part 2 presents the level of self-esteem of respondents.

Part 3 presents the level of adversity quotient® of the respondents.

Part 4 presents the relationship between the level of self-esteem and CO2RE of the respondents.

Part 5 presents the relationship between the level of self-esteem and adversity quotient® of the respondents.

Part I. Profile of the Respondents

Table 2
Distribution of Respondents According to Age

Age	Frequency	Percentage
18-19	29	58%
20-21	15	30%
22-23	2	4%
24-25	2	4%
26-27	2	4%
Total	50	100%

It can be gathered from the table 2 or the majority age of the respondents is 18-19 years old garnering the 58% of the total number of the respondents. 30% of the

respondents are 19 years garnering the 30% of the total number of respondents. Furthermore, 4% of the total number of respondents is 22-23 years old. Another 4% is 24-25 years old. Completing the total percentage of the number of respondents is the remaining 4% of the respondents who are 25-26 years old.

Rahman et al, in the research “Effect of Stress among KMPH Students”, consists of 20 KMPH students from each course. Most of them are among 18-19 years old.

Ciesynski (2013) study on The Impact of Media on Teen Sexual Health was limited to teenagers 18-19 years old and out of high school.

Amparo (2015) in the study “The Level of Adversity Quotient® and Social Skills of Student Leaders at De La Salle Lipa” most number of the respondents are 18 and 19 years old as represented by 72 or 68.57%.

Table 3
Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	15	30%
Female	35	70%
Total	50	100%

Table 3 presents the distribution of respondents according to gender.

The table reveals that the female BEED III-D students are greater than the male BEED III-D students by a difference of 20. To wit, there are 70% of the total number of respondents who are females and the remaining 30% are males.

Gebauer (2008) in his research *The Relationship between Self-Esteem and Psychological Health*, has 190 undergraduate students from Cardiff University. 14 males are dominated by 170 females.

Doodman, et al. (2017) in his research *The Relationship between Self-Esteem and Academic Achievement*, consisted of 300 students in Lamerd both male and female. 169 students were selected as statistical sample randomly, 73 males and 96 females.

Iniama (2004) study examined the relationship between self-esteem and academic performance of freshman students at the University of the Virgin Islands. The sample consisted of 48 individuals, 10 males and 38 females.

Table 4
Distribution of Respondents According to Municipality

Municipality	Frequency	Percentage
Angat	5	10%
Baliwag	5	10%
Bustos	15	30%
Pampanga	3	6%
Plaridel	2	4%
Pulilan	2	4%
San Ildefonso	2	4%
San Rafael	16	32%
Total	50	100%

Table 4 presents the distribution of respondents according to their municipality.

The table presents the respondents distribution according to their municipalities. Most of the respondents are from San Rafael that rates 32% of the total number of respondents. In addition, 30% of the total number of respondents is from Bustos. 10% of the respondents are from Angat and another 10% are from Baliwag. 6% of the

respondents are from Pampanga. Meanwhile, 4% of the respondents are from Plaridel. Another 4% is from Pulilan, and the remaining 4% is from San Ildefonso.

Part II. Level of Self-esteem

**Table 5
Level of Self-Esteem of the Respondents**

Raw Scores	F	Percentage	Level of Self-esteem
1-14	5	10%	Low
15-25	42	84%	Normal
26-30	3	6%	High
TOTAL	50	100%	

Table 5 describes the level of self-esteem of the respondents.

The table describes that most of the respondents have the normal level of self-esteem that gathered 84%. 10% of the respondents have low self-esteem and only 6% or 3 of them got the high level of self-esteem.

Pineiro (2016) in the study “Social Media Use and Self-esteem in Undergraduate Students” was composed of 92 participants. Majority of participants had self-esteem scores in the normal range.

A study conducted by Manalo et al, (2016) “Street Harassment as a Determinant of Self-esteem and Self-objectification among Selected Female Students” shows that most of the respondents got an average or normal level of self-esteem with a frequency of 196 and a percentage of 49.

Part III. Level of Adversity Quotient®

Table 6
Level of Adversity Quotient® of the Respondents

Raw Scores	F	Percentage	Level of Adversity Quotient®
40-118	6	12%	Low AQ®
119-135	26	52%	Below Average AQ®
136-157	18	36%	Average AQ®
158-175	0	0	Above Average AQ®
176-200	0	0	High AQ®
TOTAL	50	100%	

Table 6 describes the level of adversity quotient® of the respondents.

The table number 6 describes that 12% of the respondents has a low level of adversity quotient®. 52% of the total respondents were found to possess below average level of adversity quotient® while 36% were in the average level. And according to our research, there is no respondent with above average and high adversity quotient®.

Engada et al., (2016) conducted a research on Adversity Quotient® and Perceived Academic Stress as Predictors of the Academic Performance of CDU-CRS Internship Candidates. The results indicated that half of the respondents (50.9%) had a below average adversity quotient®.

Part IV. Relationship between the Level of Self-Esteem and CO2RE of the respondents.

Table 7
Correlation between CO2RE and Self-esteem of the Respondents

Sub dimensions of AQ®	Mean	SD	Correlation between CO2RE and Self-esteem
Control	33.48	3.547	-0.05
Ownership	36.02	5.073	0.10
Reach	27.44	5.414	0.11
Endurance	32.08	4.698	0.15

Table 7 describes the correlation between CO2RE and self-esteem.

Ownership and Endurance gave out a 0.10 and 0.15 value on the test which shows minimal association with Self Esteem. Since the value is closer to 0 than on \pm , the null hypothesis is accepted. Therefore, no significant relationship is seen between these factors and the student's Self Esteem. Control and Reach didn't satisfy the assumption of a normally distributed data hence, it's Pearson's R test is invalid.

Part V. Relationship between the Level of Self-Esteem and Adversity Quotient® of the respondents.

Table 8
Correlation between Self-esteem and Adversity Quotient® of the Respondents

Variables	Mean	SD	Correlation between Self-esteem and Adversity Quotient®
Self-esteem	18.76	3.444	0.05

Adversity Quotient®	129.02	11.748	very weak relationship
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Table 8 shows the relationship between the level of self-esteem and adversity quotient® of the respondents.

As seen in the table, the variables of the researchers are self-esteem and adversity quotient®, wherein the self-esteem of the of the respondents has a mean of 18.76 and a standard deviation of 3.444, while the adversity quotient® on the other hand, has a mean of 192.02 and a standard deviation of 11.748. The Pearson's R test reflected a 0.05 value which means that the linear relationship between the variables Self Esteem and Adversity Quotient® shows a very weak association. Since the resulting value is nearer to zero than to ± 1 , the null hypothesis is accepted or to simply put, the self-esteem of the BEED III-D students has no relationship and does not affect its adversity quotient®.

In contrast to the result of our study, based on the findings of Bautista et al, (2016), adversity quotient® and leadership style of the student leaders has a significant relationship.

A study by Huijuan (2009) showed that there is a significant relationship between adversity quotient of the respondents and their academic performance as reflected in their GPA during the first semester of the school year 2008-2009.

And another study by Arshad (2015) “Self-Esteem & Academic Performance among University Students” found that there is a significant relationship between self-esteem and academic performance.

End Notes in Chapter IV

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions and recommendations made by the researchers in this study.

The general problem in this research is the relationship between the level of self-esteem and adversity quotient of the BEEd III-D students of Bulacan State University-Bustos Campus.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of;
 - 1.2 age
 - 1.3 gender
 - 1.4 address
2. What is the level of self-esteem of the respondents?
3. What is the level of adversity quotient of the respondents?
4. Is there any significant relationship between the levels of self-esteem and adversity quotient of the respondents?

The respondents of this study were BEED III-D of Bulacan State University-Bustos Campus. The questionnaire that the researchers used was Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg year 1965, a self-esteem measure widely used in social-science research and the AQ

Profile®, developed by Dr. Paul G. Stoltz. It is designed to measure an individual's way of responding to adverse situations.

Summary of Findings

The significant findings of this study are as follows:

Part I. Profile of the Respondents

There are 50 students in Bachelor of Elementary Education, III-D who participated on our research. The respondents were dominated by thirty five (35) females and the remaining (15) are males.

The 58% of the total number of the respondents is 18-19 years old. 30% of the respondents are 20-21 years old. Furthermore, 4% of the total number of respondents is 22-23 years old. Another 4% is 24-25 years old. Completing the total percentage of the number of respondents is the remaining 4% of the respondents who are 25-26 years old.

Most of the respondents are from San Rafael that rates 32% of the total number of respondents. In addition, 30% of the total number of respondents is from Bustos. 10% of the respondents are from Angat and another 10% are from Baliwag. 6% of the respondents are from Pampanga. Meanwhile, 4% of the respondents are from Plaridel. Another 4% is from Pulilan, and the remaining 4% is from San Ildefonso.

Part II. Level of Self-esteem of the respondents

Most of the respondents have the normal level of self-esteem that gathered 84%. 10% of the respondents have low self-esteem and only 6% or 3 of them got the high level of self-esteem.

Part III. Level of Adversity Quotient

12% of the respondents has a low level of adversity quotient. 52% of the total respondents were found to possess below average level of adversity quotient while 36% were in the average level. And according to our research, there is no respondent with above average and high adversity quotient.

Part IV. Relationship between the Level of Self-Esteem and CORE of the respondents.

Ownership and Reach gave out a 0.10 and 0.15 value on the test which shows minimal association with Self Esteem. Since the value is closer to 0 than on \pm , the null hypothesis is accepted. Therefore, no significant relationship is seen between these factors and the student's Self Esteem. Control and Reach didn't satisfy the assumption of a normally distributed data hence, it's Pearson's R test is invalid.

Part V. Relationship between the Level of Self-Esteem and Adversity Quotient of the respondents.

The self-esteem of the of the respondents has a mean of 18.76 and a standard deviation of 3.444, while the adversity quotient on the other hand, has a mean of 192.02 and a standard deviation of 11.748.

The Pearson's R test reflected a 0.05 value which means that the linear relationship between the variables Self Esteem and Adversity quotient shows a very weak association. Since the resulting value is nearer to zero than to ± 1 , the null hypothesis is accepted or to simply put, the self-esteem of the BEED III-D students has no relationship and does not affect its adversity quotient

Conclusions

On the basis of the findings of this study, the researchers' conclusions are:

1. In terms of gender, the male respondents are dominated by female respondents.
2. In terms of age, majority of the respondents are 18-19 years old.
3. In terms of municipality, most of the respondents are from San Rafael.
4. Majority of the respondents have normal level of self-esteem.
5. Most of the respondents possessed below average level of adversity quotient.
6. There is no significant relationship between the level of self-esteem and CO2RE.
7. There is no relationship between the level of self-esteem and adversity quotient.

Recommendation

On the basis of findings and conclusion drawn from the data, the following recommendations are presented:

1. Parents should motivate and encourage their children to do better in school, it will help them to have self-confidence.
2. The teachers should encourage their students in some curricular activities that may help the students to improve their self-esteem.
3. The teachers should treat each of his/her students fairly for them to have self-confidence and build their self-esteem.
4. Schools should provide seminars and counselling on how the students can enhance their self-esteem.
5. The school should prioritize the needs or necessity of their students in order to become a better individual and enrich their capabilities.

6. Development and evaluation of a guidance program that will improve, enrich, and strengthen the students' adversity quotient.

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