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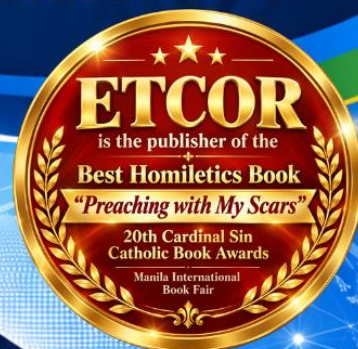
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## Adversity Quotient, Emotional Quotient, and Psychosocial Skills as predictors of teaching readiness among Early Childhood Education pre-service teachers

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### Abstract

**Aim:** This study examined the relationships among Adversity Quotient, Emotional Quotient, psychosocial skills, and teaching readiness among Early Childhood Education pre-service teachers in selected higher education institutions in Region X and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

**Methodology:** A predictive correlational research design was employed. The participants were 206 fourth-year Bachelor of Early Childhood Education students determined through total enumeration sampling from six higher education institutions: Salay Community College, Pangantucan Community College, Mindanao State University–Marawi City, Pilgrim Christian College, Cagayan de Oro College–PHINMA, and Liceo de Cagayan University. Data were collected using researcher-modified and validated questionnaires measuring Adversity Quotient, Emotional Quotient, psychosocial skills, and teaching readiness.

**Results:** The participants demonstrated high levels of Adversity Quotient ( $M = 4.36$ ,  $SD = 0.53$ ), Emotional Quotient ( $M = 4.50$ ,  $SD = 0.54$ ), psychosocial skills ( $M = 4.49$ ,  $SD = 0.54$ ), and teaching readiness ( $M = 4.46$ ,  $SD = 0.54$ ). Significant relationships were found between teaching readiness and Adversity Quotient ( $R = 0.87$ ,  $R^2 = 0.76$ ,  $p < .001$ ), Emotional Quotient ( $R = 0.92$ ,  $R^2 = 0.85$ ,  $p < .001$ ), and psychosocial skills ( $R = 0.97$ ,  $R^2 = 0.94$ ,  $p < .001$ ). Multiple regression analysis showed that Emotional Quotient ( $\beta = 0.239$ ,  $p < .001$ ) and psychosocial skills ( $\beta = 0.724$ ,  $p < .001$ ) significantly predicted teaching readiness, whereas Adversity Quotient did not significantly predict teaching readiness ( $p = .598$ ). The overall regression model was significant,  $F(3, 202) = 956$ ,  $p < .001$ , explaining 93.4% of the variance in teaching readiness.

**Conclusion:** Teaching readiness among Early Childhood Education pre-service teachers is multidimensional and extends beyond technical and pedagogical competence to include emotional, psychosocial, interpersonal, and resilience-related competencies. The findings underscore the importance of strengthening emotional and psychosocial competencies within teacher education programs through curriculum development, reflective activities, mentoring, and other preparation strategies that support pre-service teachers' readiness for classroom practice.

**Keywords:** *adversity quotient, emotional quotient, psychosocial skills, teaching readiness, early childhood education, pre-service teachers*

### INTRODUCTION

Pre-service teacher preparedness is increasingly recognized as a multidimensional construct requiring pedagogical knowledge, emotional competence, resilience, and interpersonal skills. In a changing educational environment, teacher education must develop competencies that enable future educators to respond effectively to diverse learners and classroom demands. Recent research emphasizes the importance of practical preparedness, self-efficacy, and emotional classroom readiness in preparing pre-service teachers for teaching placements (Klassen et al., 2021). In the Philippine context, readiness among Early Childhood Education (ECE) pre-service teachers has been examined across areas such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment, professional engagement, and personal development (Bajan et al., 2025). These studies establish that teaching readiness encompasses multiple domains of professional competence rather than pedagogical knowledge alone.



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The literature on non-cognitive and psychosocial competencies further suggests that pre-service teacher preparedness is influenced by characteristics that extend beyond academic and pedagogical knowledge. Research on Emotional Quotient (EQ), for example, has examined its relationship with teacher self-efficacy, work engagement, emotional competence, and professional functioning (Wang, 2022; Geraci et al., 2023; Acquah, 2026). Similarly, research involving pre-service teachers has highlighted the relevance of emotional intelligence, resilience, and psychosocial characteristics to their personal and professional development (García-Martínez et al., 2022). These studies indicate that emotional and psychosocial capacities are important resources for managing emotional demands, establishing positive relationships, and responding effectively to classroom challenges. However, the focus of this body of research has generally been on the relationships of these individual competencies with outcomes such as self-efficacy, professional functioning, resilience, well-being, or broader teacher development, rather than on their combined contribution to teaching readiness.

A similar distinction can be observed in research concerning Adversity Quotient (AQ). Existing AQ-related studies have examined its associations with outcomes such as mindset or grit, academic performance, and internship or related developmental experiences. These findings suggest that the capacity to respond constructively to adversity may be relevant to students' persistence and development. Nevertheless, examining AQ in relation to these outcomes is conceptually different from determining whether AQ contributes to the prediction of teaching readiness. Thus, while previous research provides a basis for considering AQ as a potentially relevant competency, it does not establish its predictive contribution to the multidimensional readiness of ECE pre-service teachers.

Research on psychosocial and social-emotional competencies likewise provides evidence of their importance to teacher competence, well-being, interpersonal functioning, and classroom-related outcomes. Such findings support the view that future teachers need interpersonal, emotional, adaptive, and self-regulatory capacities to function effectively in educational settings. However, these studies have not necessarily examined psychosocial skills as a specific predictor of teaching readiness, particularly when considered alongside AQ and EQ. Consequently, the literature provides evidence for the relevance of psychosocial competencies but leaves open the question of whether they independently and collectively contribute to pre-service teachers' readiness to undertake teaching responsibilities.

Taken together, the existing literature reveals a more specific research gap. Previous AQ studies have primarily connected adversity-related capacities with mindset, grit, academic performance, internship, or related developmental outcomes; they have not sufficiently examined AQ as a component of a multivariable model predicting teaching readiness. EQ studies have established relationships with self-efficacy, emotional competence, work engagement, and professional functioning, but have not adequately examined EQ together with AQ and psychosocial skills as predictors of teaching readiness. Research on psychosocial or social-emotional competencies has demonstrated associations with teacher competence, well-being, and classroom outcomes, yet has not clearly established psychosocial skills as a predictor within a broader teaching-readiness model. Meanwhile, readiness studies, including those involving ECE pre-service teachers, have identified important dimensions of teacher readiness but have not integrated AQ, EQ, and psychosocial skills into a combined predictive framework.

Thus, the gap is not simply the absence of studies on AQ, EQ, psychosocial skills, or teaching readiness individually. Rather, the underexamined area lies in the integration of these constructs within a single predictive framework of teaching readiness among ECE pre-service teachers. This gap is particularly relevant in the context of Region X and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where contextual and educational demands may shape the competencies required of future early childhood educators. Accordingly, this study examines the levels of Adversity Quotient, Emotional Quotient, psychosocial skills, and teaching readiness; determines the relationships among these variables; and investigates the extent to which AQ, EQ, and psychosocial skills predict teaching readiness among ECE pre-service teachers.

By addressing these relationships within an integrated model, the study sought to extend existing research from examining individual competencies and their separate outcomes toward understanding how multiple personal and psychosocial resources may contribute to professional readiness. Its findings may provide an empirical basis for teacher education institutions and curriculum developers to strengthen pre-service preparation through resilience-building, emotional regulation, interpersonal development, reflective practice, and targeted support programs. Ultimately, the study sought to contribute to the preparation of competent, resilient, adaptable, and classroom-ready Early Childhood Education teachers.

## Review of Related Literature and Studies

This section presents a review of literature and studies on Adversity Quotient (AQ), Emotional Quotient (EQ), psychosocial skills and teaching readiness among Early Childhood Education (ECE) pre-service teachers. It explores



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resilience, emotional competence, interpersonal skills, self-management and professional competencies. It highlights research gaps which are supportive of the present study.

## **Adversity Quotient in Pre-Service Teacher Training**

Adversity Quotient (AQ) is the capacity to respond positively to challenge, to overcome difficulty, and to focus on goal attainment. This is especially pertinent for pre-service teachers who face academic pressures, practicum commitments, classroom unknowns and interpersonal challenges. Yazon et al. (2021) found a significant relationship between AQ, mindset and grit among pre-service teachers in the Philippines and Hong Kong, with a growth mindset correlating with persistence and positive reactions to difficulties. In a similar vein, Mohd Adnan and Mohd Matore (2022) proposed an AQ index for pre-service teachers with emphasis on its importance during the teaching practicum. Bartolome et al. (2025) did not find a significant relationship between AQ and academic performance among early childhood education pre-service teachers, suggesting resilience and academic achievement might be different developmental aspects. Similarly, Gabasa (2025) also studied AQ regarding a teaching internship achievement. AQ is often described in terms of control, ownership, reach, and endurance, and provides an important resilience-related dimension of teacher preparation.

## **Emotional Quotient in Pre-Service Teacher Training**

Emotional Quotient (EQ) is the capacity to recognize, understand, manage and use emotions effectively. It is especially important in early childhood education, where teaching needs patience, empathy, communication, and sensitivity to children's developmental needs. Emotional competence has been shown to be associated with preschool teachers' self-efficacy and performance, indicating its importance in effective early childhood teaching (Ye et al., 2024). Pre-service teachers can also consciously develop their emotional intelligence. Özdemir Cihan and Dilekmen (2024) found that pre-service teachers' emotional intelligence was improved through emotional intelligence training and that it can be strengthened through structured teacher education. Empathy is another important aspect of emotional competence. Aldrup et al. (2022) pointed to its relevance for the teacher-student relationship and educational outcomes. Emotional competence therefore contributes not only to personal well-being but also to positive relationships in the classroom, professional relationships and appropriate responses to children's needs and behavior.

## **Psychosocial skills in Pre-Service Teacher Training**

Psychosocial skills are personal and interpersonal skills that enable people to manage themselves, relate to others, make responsible decisions and adjust to changing situations. These skills are self-awareness, self-management, communication, cooperation, empathy, relationship skills, responsible decision making, adaptability. These are particularly important in ECE as teachers are in interaction with children, families, colleagues and school leaders. Teacher professional competence and development are an important area of social-emotional skills (Scheirlinckx et al., 2023). Likewise, Xu et al. (2024) found in a three-level meta-analysis that social-emotional competence of early childhood educators was positively related to teacher well-being, classroom management, social-emotional learning, and organizational outcomes. The results suggest that psychosocial skills are a factor in effective teaching practice and may help ECE pre-service teachers to manage classroom demands, develop positive relationships and respond appropriately to learners and colleagues.

## **Pre-Service Early Childhood Teachers' Readiness to Teach**

Readiness to teach is a multidimensional form of professional preparedness involving the knowledge, skills, attitudes, and practical capacities needed for effective teaching. It integrates subject-matter and pedagogical knowledge, teaching skills, assessment, classroom management, communication, and the ability to apply these competencies in authentic settings. Readiness develops through theoretical preparation, practice, feedback, and reflection. Atjonen et al. (2024) emphasized the importance of allowing pre-service teachers to practice formative assessment during teaching practice, highlighting the need to apply instructional principles effectively in classrooms.

Teaching readiness is particularly important in Early Childhood Education (ECE), where teachers must combine content knowledge with developmentally appropriate pedagogy, classroom management, assessment, and responsiveness to diverse learners. Bajan et al. (2025) found that ECE pre-service teacher readiness in the Philippines covers content knowledge and pedagogy, learning environment, learner diversity, curriculum planning, assessment, professional engagement, and personal development. Their study at Central Mindanao University found generally satisfactory readiness, with strengths in learning environment and professional development but concerns regarding learner diversity. They also found no significant relationship between readiness and academic achievement, suggesting that academic performance alone may not reflect practical teaching competencies.



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The present study measures teaching readiness through six dimensions: content knowledge, pedagogical skills, classroom management, assessment and evaluation, technological competence, and communication skills. Content knowledge concerns mastery of subject matter, while pedagogical skills involve applying appropriate instructional strategies. Classroom management focuses on maintaining a supportive learning environment, and assessment and evaluation involve monitoring learner progress to guide instruction. Technological competence concerns the appropriate use of digital tools, while communication skills involve exchanging information and building productive relationships with learners, colleagues, and other stakeholders.

Literature emphasizes resilience, emotional competence, psychosocial skills, and practical preparedness in teacher education, although their contributions to teaching readiness remain unclear. Previous studies have examined AQ, EQ, and psychosocial competencies separately or in relation to academic performance, self-efficacy, and internship experiences. Three gaps remain: limited research on AQ among ECE pre-service teachers beyond academic and internship outcomes, the separate examination of emotional and psychosocial competencies, and insufficient evidence on their combined contribution to teaching readiness. This study addresses these gaps by examining the levels, relationships, and predictive influence of AQ, EQ, and psychosocial skills on teaching readiness among ECE pre-service teachers. The findings may help teacher education institutions strengthen resilience, emotional regulation, interpersonal competence, and practical teaching readiness.

## Theoretical Framework

The study is informed by four complementary perspectives: Resilience Theory, Emotional Quotient Theory, Erikson's Psychosocial Development Theory, and the Teacher Readiness Framework. Taken together, these perspectives provide a theoretical explanation of how resilience, emotional competence, psychosocial development, and professional competencies may contribute to teaching readiness among pre-service teachers of Early Childhood Education (ECE). Specifically, Resilience Theory explains the capacity to manage adversity, Emotional Quotient Theory explains emotional regulation, empathy, and interpersonal functioning, while Erikson's Psychosocial Development Theory explains the development of self-management, relationships, and professional identity. These competencies are ultimately expressed through the Teacher Readiness Framework, in which pre-service teachers apply their personal, emotional, interpersonal, and professional resources to the demands of teaching. Thus, the framework proposes that stronger AQ, EQ, and psychosocial skills should be associated with higher levels of teaching readiness.

Resilience Theory explains how people respond to, adapt to, and recover from problems and challenging circumstances. Personal resources, supportive relationships, and effective coping strategies can contribute to resilience among pre-service teachers (Fokkens-Bruinsma et al., 2023). AQ further describes the capacity to manage adversity, take responsibility, regulate its effects, and persevere despite difficulties (Mohd Adnan & Mohd Matore, 2022). In the context of teacher preparation, these capacities may enable pre-service teachers to cope with classroom challenges, adjust to demanding teaching situations, and persist in developing their professional competencies. Therefore, AQ is theoretically expected to contribute to teaching readiness by strengthening the capacity to manage adversity and sustain effective functioning when confronted with challenges in teaching practice.

Emotional Quotient Theory emphasizes the ability to identify, understand, regulate, and express emotions appropriately. Emotional competence is essential for ECE teachers, who must respond sensitively to young children's needs and foster positive classroom interactions. Training may enhance pre-service teachers' emotional intelligence (Özdemir Cihan & Dilekmen, 2024). In this study, EQ comprises emotional awareness, self-regulation, motivation, empathy, and social skills. These competencies may strengthen teaching readiness by helping pre-service teachers manage emotions, understand learners, sustain motivation, and build positive relationships.

Erikson's Psychosocial Development Theory highlights identity, relationships, and social experiences in personal and professional development. Psychosocial processes underpin pre-service teachers' professional identity and self-authorship (Herdianny et al., 2024). This study examines self-awareness, self-management, communication, relationship skills, adaptability, and responsible decision-making. These competencies support effective professional practice. The Teacher Readiness Framework further conceptualizes readiness through pedagogy, learning environments, learner diversity, curriculum planning, assessment, professional engagement, and personal development (Bajan et al., 2025). Together, these theories suggest that AQ, EQ, and psychosocial skills may help pre-service teachers translate resilience, emotional competence, and interpersonal abilities into teaching readiness. This integration guides the examination of their relationships with and predictive influence on teaching readiness among ECE pre-service teachers.

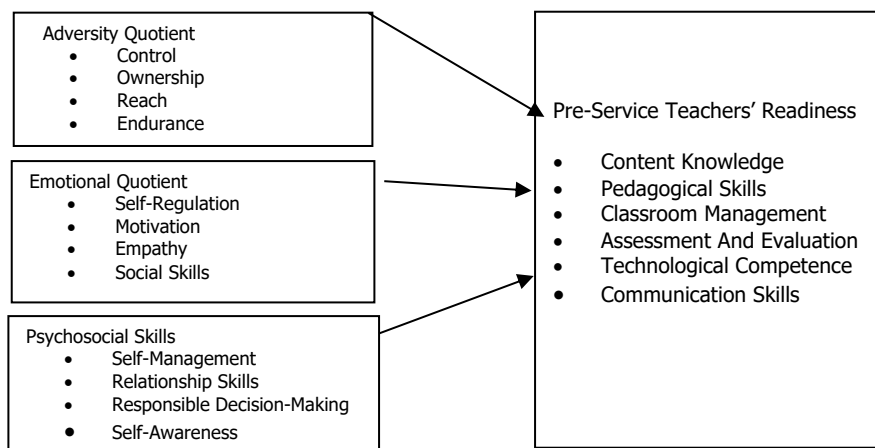


### Conceptual Framework

The conceptual framework of this study is grounded in the relationships between the independent variables, Adversity Quotient (AQ), Emotional Quotient (EQ), and Psychosocial Skills, and the dependent variable, Teaching Readiness. This conceptual model posits that higher levels of resilience in managing adversity, emotional competence, and psychosocial functioning, both individually and in combination, can significantly contribute to the teaching readiness of pre-service Early Childhood Education teachers.

**Figure 1**

*Schematic presentation showing the relationship between the independent and dependent variables*



### Statement of the Problem

Teaching readiness among Early Childhood Education (ECE) pre-service teachers is a multidimensional concern that extends beyond pedagogical knowledge and technical teaching competencies. Effective preparation for early childhood teaching also requires the development of resilience, emotional competence, interpersonal skills, self-management, responsible decision-making, and the capacity to respond constructively to classroom and professional challenges. These competencies may influence how pre-service teachers translate their academic preparation into effective teaching practices. Although previous studies have examined adversity quotient, emotional intelligence or emotional competence, psychosocial skills, and teaching readiness separately or in limited combinations, there remains limited empirical evidence concerning their combined relationships and predictive contributions to teaching readiness among ECE pre-service teachers. This gap is particularly relevant in selected higher education institutions in Region X and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where teacher education programs prepare future early childhood educators for diverse educational contexts.

The present study therefore addresses the need to examine the levels of adversity quotient, emotional quotient, psychosocial skills, and teaching readiness among ECE pre-service teachers and to determine whether these personal and psychosocial competencies are significantly associated with and predictive of teaching readiness. Establishing these relationships may provide evidence that can inform teacher education programs, curriculum development, student support initiatives, and professional preparation activities.

### Research Objectives

#### General Objective

The study generally examined the relationships and predictive contributions of adversity quotient, emotional quotient, and psychosocial skills to the teaching readiness of Early Childhood Education pre-service teachers in selected higher education institutions in Region X and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) during Academic Year 2025–2026.



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## Specific Objectives

Specifically, the study aimed to:

1. determine the level of adversity quotient of ECE pre-service teachers in terms of control, ownership, reach, and endurance;
2. determine the level of emotional quotient of ECE pre-service teachers in terms of self-regulation, motivation, empathy, and social skills;
3. determine the level of psychosocial skills of ECE pre-service teachers in terms of self-management, relationship skills, responsible decision-making, and self-awareness;
4. determine the level of teaching readiness of ECE pre-service teachers in terms of content knowledge, pedagogical skills, classroom management, assessment and evaluation, technological competence, and communication skills;
5. examine the significant relationship between teaching readiness and adversity quotient, emotional quotient, and psychosocial skills among ECE pre-service teachers;
6. determine which among adversity quotient, emotional quotient, and psychosocial skills significantly predict the teaching readiness of ECE pre-service teachers.

## Research Questions

This study assessed the relationships between the teaching readiness among early childhood pre-service teachers' adversity quotient, emotional quotient, and psychosocial skills. The primary objectives of this study were encapsulated in the following critical inquiries. The study sought to answer the following questions:

1. What is the level of adversity quotient of Early Childhood Education pre-service teachers in terms of:
  - 1.1 control;
  - 1.2 ownership;
  - 1.3 reach; and
  - 1.4 endurance?
2. What is the level of emotional quotient of Early Childhood Education pre-service teachers in terms of:
  - 2.1 self-regulation;
  - 2.2 motivation;
  - 2.3 empathy; and
  - 2.4 social skills?
3. What is the level of psychosocial skills of Early Childhood Education pre-service teachers in terms of:
  - 3.1 self-management;
  - 3.2 relationship skills;
  - 3.3 responsible decision-making; and
  - 3.4 self-awareness?
4. What is the level of teaching readiness of Early Childhood Education pre-service teachers in terms of:
  - 4.1 content knowledge;
  - 4.2 pedagogical skills;
  - 4.3 classroom management;
  - 4.4 assessment and evaluation;
  - 4.5 technological competence; and
  - 4.6 communication skills?
5. Is there a significant relationship between teaching readiness and adversity quotient, emotional quotient, and psychosocial skills among Early Childhood Education pre-service teachers?
6. Which among adversity quotient, emotional quotient, and psychosocial skills significantly predict the teaching readiness of Early Childhood Education pre-service teachers?

## Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between teaching readiness and adversity quotient, emotional quotient, and psychosocial skills among Early Childhood Education pre-service teachers.

H<sub>02</sub>: Adversity quotient, emotional quotient, and psychosocial skills do not significantly predict the teaching readiness of Early Childhood Education pre-service teachers when considered individually and collectively



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## METHODOLOGY

### Research Design

A predictive correlational research design was employed to examine the relationships among adversity quotient, emotional quotient, psychosocial skills, and teaching readiness among Early Childhood Education pre-service teachers. The design was appropriate because the study examined naturally occurring variations among the variables without manipulating participant conditions. Descriptive statistics were used to determine the levels of the study variables, while correlational and regression analyses were employed to examine their statistical relationships and predictive contributions. Because the study used a nonexperimental design, the findings were interpreted as statistical predictive relationships rather than causal effects.

### Research Setting and Participants

The study was conducted in six selected higher education institutions in Region X and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), namely Salay Community College, Pangantucan Community College, Mindanao State University–Marawi City, Pilgrim Christian College, Cagayan de Oro College–PHINMA, and Liceo de Cagayan University.

The participants were fourth-year Bachelor of Early Childhood Education students enrolled during Academic Year 2025–2026. A total of 206 students participated in the study.

For inclusion, participants were fourth-year Bachelor of Early Childhood Education students officially enrolled in the selected higher education institutions during Academic Year 2025–2026 and willing to participate in the study. Students who were not enrolled as fourth-year BECED students during the study period, were from other year levels or programs, or declined to participate were excluded.

### Sampling Procedure

Total enumeration was employed in the study. The participants were fourth-year Bachelor of Early Childhood Education students enrolled during Academic Year 2025–2026 across six higher education institutions. A total of 206 students participated in the study. Specifically, Salay Community College contributed 80 participants, Pangantucan Community College contributed 86, Mindanao State University–Marawi contributed 25, Liceo de Cagayan University contributed 2, Pilgrim Christian College contributed 4, and Cagayan de Oro College–PHINMA contributed 9.

### Research Instruments

Four researcher-modified questionnaires were used: Adversity Quotient (AQ), based on Stoltz's Adversity Quotient Profile Questionnaire and Baog and Cagape (2022) ( $\omega = 0.890$ ); Emotional Quotient (EQ), based on Narong (2015) ( $\omega = 0.912$ ); Psychosocial Skills, based on Samsudin et al. (2024) ( $\omega = 0.901$ ); and Teaching Readiness, based on Çemçem et al. (2024) ( $\omega = 0.903$ ). The instruments were modified in terms of item wording and contextual appropriateness for fourth-year ECE pre-service teachers while retaining their relevant dimensions. All instruments used a five-point Likert scale. The modified questionnaires were reviewed and validated by three experts, and internal consistency was assessed using McDonald's Omega, with  $\omega \geq 0.70$  considered acceptable. Where applicable, permission to adapt the instruments was obtained from the original authors.

### Data Collection Procedure

The researchers coordinated with the participating higher education institutions to arrange the administration of the validated questionnaires to eligible fourth-year Bachelor of Early Childhood Education students. The completed questionnaires were retrieved, coded, and organized for statistical analysis. The resulting dataset was prepared for analysis, with access restricted to the researchers.

### Statistical Treatment of Data

Descriptive statistics, specifically the mean and standard deviation, were used to summarize the levels of Adversity Quotient, Emotional Quotient, psychosocial skills, and teaching readiness. Canonical Correlation Analysis (CCA) was employed to examine the multivariate relationships between the dimensions of the predictor variables (AQ, EQ, and psychosocial skills) and the dimensions of teaching readiness. Multiple Linear Regression (MLR) was used to determine the unique predictive contribution of AQ, EQ, and psychosocial skills to teaching readiness. Statistical significance was evaluated at the 0.05 level of significance. Prior to inferential analyses, appropriate assumptions and diagnostics, including normality, linearity,



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independence of observations, multicollinearity, homoscedasticity, and influential observations, were assessed to determine the suitability of the data for CCA and MLR.

## Ethical Considerations

Ethics clearance was secured from the Liceo Ethics Board (LREB) before data collection. Participation was voluntary, and informed consent was obtained before participants completed the research instruments. Participants were informed of the study's purpose and procedures, their right to decline or withdraw without penalty, and the measures implemented to protect their privacy and confidentiality. No personally identifying information was included in the dataset used for statistical analysis. All information was used solely for academic and research purposes and handled in accordance with the study's confidentiality and data-protection safeguards.

## RESULTS AND DISCUSSION

The findings present the levels of Adversity Quotient, Emotional Quotient, Psychosocial Skills, and Teaching Readiness among the early childhood pre-service teachers. The results further describe the relationships among these variables and their contributions to Teaching Readiness based on the statistical analyses.

**Table 1**

*Level of Participants' Adversity Quotient*

| Sub-variables | Mean | SD   | Interpretation               |
|---------------|------|------|------------------------------|
| Control       | 4.19 | 0.62 | High Adversity Quotient      |
| Ownership     | 4.46 | 0.54 | High Adversity Quotient      |
| Reach         | 4.27 | 0.59 | High Adversity Quotient      |
| Endurance     | 4.51 | 0.56 | Very High Adversity Quotient |
| Overall       | 4.36 | 0.53 | High Adversity Quotient      |

Table 1 shows that the ECE pre-service teachers had a high overall Adversity Quotient, with a mean of 4.36 (SD = 0.53). Endurance ranked highest at 4.51 (SD = 0.56), indicating strong persistence in facing challenges, followed by Ownership at 4.46 (SD = 0.54), reflecting responsibility in addressing difficulties. Reach obtained 4.27 (SD = 0.59), while Control had the lowest mean of 4.19 (SD = 0.62), although both remained high. The relatively small standard deviations indicate consistent responses. Overall, the findings suggest that participants demonstrate persistence, responsibility, and the ability to manage adversity while sustaining their academic and professional responsibilities.

The high overall Adversity Quotient suggests that the ECE pre-service teachers possess personal resources that may help them remain persistent and responsible when confronted with academic and professional challenges. The particularly high Endurance and Ownership scores indicate that participants tend to sustain effort and take responsibility for managing difficulties, while the relatively lower Control score may suggest that, although they generally perceive themselves as capable of coping, some challenging situations may be experienced as less controllable. This finding is consistent with Anju and Sahoo (2023), who emphasized that Adversity Quotient reflects individuals' capacity to manage adversity, assume responsibility, and persist despite difficulties. The present finding therefore reinforces the view that AQ is an important personal resource for pre-service teachers as they navigate the demands of teacher preparation and develop the capacity to respond constructively to challenging situations.

**Table 2**

*Level of Participants' Emotional Quotient*

| Sub-variable    | Mean | SD   | Interpretation               |
|-----------------|------|------|------------------------------|
| Self-Regulation | 4.39 | 0.59 | High Emotional Quotient      |
| Motivation      | 4.52 | 0.57 | Very High Emotional Quotient |
| Empathy         | 4.53 | 0.57 | Very High Emotional Quotient |
| Social Skills   | 4.56 | 0.56 | Very High Emotional Quotient |
| Overall         | 4.50 | 0.54 | High Emotional Quotient      |

Table 2 indicates that the ECE pre-service teachers demonstrated an overall high Emotional Quotient, with a mean of 4.50 (SD = 0.54). Social Skills obtained the highest mean of 4.56 (SD = 0.56), followed by Empathy at 4.53 (SD = 0.57) and Motivation at 4.52 (SD = 0.57), all interpreted as very high. Self-Regulation had the lowest mean of 4.39 (SD = 0.59), although it remained high. The relatively low standard deviations indicate consistent responses. Overall, participants



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demonstrated strong social interaction, empathy, and motivation, suggesting emotional competencies that support positive relationships, professional commitment, and effective teaching engagement.

The high Emotional Quotient indicates that ECE pre-service teachers possess strong emotional competencies that support positive relationships, empathy, motivation, and teaching engagement. The highest scores in Social Skills and Empathy suggest effective interpersonal functioning, while the high Self-Regulation score indicates adequate emotional management. This finding aligns with Garcia et al. (2025), who highlighted the importance of emotional intelligence in pre-service teacher development, and Olayiwola-Adedola and Naidoo (2026), who emphasized the role of emotional and psychosocial competencies in supporting pre-service teachers' professional development.

**Table 3**  
*Participants' Psychosocial Skills*

| Subvariables                | Mean | SD   | Interpretation                |
|-----------------------------|------|------|-------------------------------|
| Self-Management             | 4.41 | 0.58 | High Psychosocial Skills      |
| Relationship Skill          | 4.54 | 0.57 | Very High Psychosocial Skills |
| Responsible Decision-Making | 4.50 | 0.57 | High Psychosocial Skills      |
| Self-Awareness              | 4.52 | 0.58 | Very High Psychosocial Skills |
| Overall                     | 4.49 | 0.54 | High Psychosocial Skills      |

Table 3 shows that the ECE pre-service teachers demonstrated an \*\*overall high level of psychosocial skills, with a mean of 4.49 (SD = 0.54). Relationship Skills obtained the highest mean of 4.54 (SD = 0.57), followed by Self-Awareness at 4.52 (SD = 0.58) and Responsible Decision-Making at 4.50 (SD = 0.57), all indicating very high levels. Self-Management had the lowest mean of 4.41 (SD = 0.58), although it remained high. Overall, participants demonstrated strong psychosocial competencies, particularly in building relationships and self-awareness, supporting effective interaction, responsible decisions, and management of teaching responsibilities.

The high level of psychosocial skills indicates that ECE pre-service teachers possess strong competencies for effective interaction, self-awareness, and responsible decision-making. The highest scores in Relationship Skills and Self-Awareness suggest strengths in building positive relationships and understanding oneself, while Self-Management, although lowest, remained high. This finding aligns with Marcia (2021), who emphasized psychosocial skills in supporting interpersonal and personal development, and Chen et al. (2026), who highlighted the importance of self-awareness, relationship skills, and responsible decision-making in effective social and personal functioning.

**Table 4**  
*Level of Participants' Teaching Readiness*

| Teaching Readiness        | Mean        | SD          | Interpretation                 |
|---------------------------|-------------|-------------|--------------------------------|
| Content Knowledge         | 4.41        | 0.56        | High Teaching Readiness        |
| Pedagogical Skills        | 4.48        | 0.57        | High Teaching Readiness        |
| Classroom Management      | 4.48        | 0.58        | High Teaching Readiness        |
| Assessment and Evaluation | 4.45        | 0.56        | High Teaching Readiness        |
| Technological Competence  | 4.42        | 0.58        | High Teaching Readiness        |
| Communication Skills      | 4.51        | 0.58        | Very High Teaching Readiness   |
| <b>Overall</b>            | <b>4.46</b> | <b>0.54</b> | <b>High Teaching Readiness</b> |

Table 4 reveals that the ECE pre-service teachers demonstrated an overall high level of Teaching Readiness, with a mean of 4.46 (SD = 0.54). Communication Skills obtained the highest mean of 4.51 (SD = 0.58), indicating very high readiness in communicating with learners, parents, and colleagues. Pedagogical Skills and Classroom Management both had a mean of 4.48, reflecting strong readiness in instruction and classroom organization. Assessment and Evaluation obtained 4.45 (SD = 0.56), while Technological Competence recorded 4.42 (SD = 0.58). Content Knowledge had the lowest mean of 4.41 (SD = 0.56), although it remained high. Overall, the findings indicate broad teaching readiness across all dimensions.

The high level of Teaching Readiness indicates that ECE pre-service teachers generally feel prepared to perform essential teaching responsibilities. The highest score in Communication Skills suggests strong confidence in interacting with learners, parents, and colleagues, while the high ratings in Pedagogical Skills and Classroom Management reflect readiness for instruction and classroom organization. This finding aligns with Bajan et al. (2025), who reported generally satisfactory readiness among Philippine ECE pre-service teachers, and Langelaan et al. (2024), who emphasized the importance of practical preparation, assessment practice, feedback, and guided teaching experiences in developing teacher readiness.



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**Table 5**

*Canonical Correlation Analysis Between Adversity Quotient and Teaching Readiness*

| Variable                  | Cross loading | R    | R <sup>2</sup> | F(24, 685) | P     |
|---------------------------|---------------|------|----------------|------------|-------|
| Adversity Quotient        |               |      |                |            |       |
| Control                   | -0.71         |      |                |            |       |
| Ownership                 | -0.81         |      |                |            |       |
| Reach                     | -0.79         |      |                |            |       |
| Endurance                 | -0.82         |      |                |            |       |
| Teaching Readiness        |               | 0.87 | 0.76           | 15.962*    | <.001 |
| Content Knowledge         | -0.83         |      |                |            |       |
| Pedagogical Skills        | -0.84         |      |                |            |       |
| Classroom Management      | -0.83         |      |                |            |       |
| Assessment and Evaluation | -0.83         |      |                |            |       |
| Technological Competence  | -0.77         |      |                |            |       |
| Communication Skills      | -0.77         |      |                |            |       |

*\*Significant at 0.05 two-tailed alpha level.*

Table 5 shows a significant, strong canonical relationship between Adversity Quotient and Teaching Readiness,  $F(24, 685) = 15.962$ ,  $p < .001$ , with a canonical correlation of  $R = 0.87$  and a squared canonical correlation of  $R^2 = 0.76$ . This indicates a strong association between the AQ variable set and the Teaching Readiness variable set, with the squared canonical correlation indicating that the two canonical variates share 76% of their variance. Ownership (-0.81) and Endurance (-0.82) were the strongest contributors to Adversity Quotient, while Pedagogical Skills (-0.84), Content Knowledge (-0.83), Classroom Management (-0.83), and Assessment and Evaluation (-0.83) were among the strongest Teaching Readiness dimensions.

The findings indicate a strong and significant multivariate relationship between Adversity Quotient and Teaching Readiness, suggesting that pre-service teachers with stronger capacity to manage adversity tend to demonstrate higher readiness across multiple teaching competencies. The strong contributions of Ownership and Endurance highlight the importance of taking responsibility and persisting through challenges, while the strong teaching-readiness loadings suggest that these AQ characteristics are strongly associated with the canonical dimension represented by pedagogical skills, content knowledge, classroom management, and assessment. The finding supports Saxena and Rathore (2025), who emphasized that AQ involves taking responsibility and persevering despite difficulties, and is consistent with Fokkens-Bruinsma et al. (2023), who found that resilience-related personal resources and coping capacities support pre-service teachers in managing challenges during professional preparation.

**Table 6**

*Canonical Correlation Analysis Between Emotional Quotient and Teaching Readiness*

| Variable                  | Cross loading | R    | R <sup>2</sup> | F(24, 685) | P     |
|---------------------------|---------------|------|----------------|------------|-------|
| Emotional Quotient        |               |      |                |            |       |
| Self-Regulation           | -0.91         |      |                |            |       |
| Motivation                | -0.95         |      |                |            |       |
| Empathy                   | -0.94         |      |                |            |       |
| Social Skills             | -0.96         |      |                |            |       |
| Teaching Readiness        |               | 0.92 | 0.85           | 24.666*    | <.001 |
| Content Knowledge         | -0.95         |      |                |            |       |
| Pedagogical Skills        | -0.98         |      |                |            |       |
| Classroom Management      | -0.97         |      |                |            |       |
| Assessment and Evaluation | -0.95         |      |                |            |       |
| Technological Competence  | -0.91         |      |                |            |       |
| Communication Skills      | -0.94         |      |                |            |       |

*\*Significant at 0.05 two-tailed alpha level.*



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Table 6 shows a strong and statistically significant canonical relationship between Emotional Quotient and Teaching Readiness, with a canonical correlation of  $R = 0.92$ ,  $R^2 = 0.85$ ,  $F(24, 685) = 24.666$ , and  $p < .001$ . The squared canonical correlation indicates that the paired canonical variates share 85% of their variance. Among the EQ dimensions, Social Skills ( $-0.96$ ) had the strongest cross-loading, followed by Motivation ( $-0.95$ ), Empathy ( $-0.94$ ), and Self-Regulation ( $-0.91$ ). For Teaching Readiness, Pedagogical Skills ( $-0.98$ ) had the strongest cross-loading, followed by Classroom Management ( $-0.97$ ), Content Knowledge and Assessment and Evaluation (both  $-0.95$ ), Communication Skills ( $-0.94$ ), and Technological Competence ( $-0.91$ ).

These findings indicate a strong multivariate association between Emotional Quotient and Teaching Readiness among ECE pre-service teachers. Social Skills, Motivation, and Empathy showed the strongest associations with the canonical relationship on the EQ side, while Pedagogical Skills and Classroom Management showed the strongest associations on the Teaching Readiness side. The results suggest that emotional and interpersonal competencies are closely related to instructional and classroom-management competencies. However, the canonical correlation does not establish causation or indicate that EQ alone explains 85% of the total variance in Teaching Readiness. Overall, the findings underscore the relevance of emotional and interpersonal competencies in pre-service teacher preparation.

**Table 7**

*Canonical Correlation Analysis Between Psychosocial skills and Teaching Readiness*

| Variable                    | Cross loading | R    | R <sup>2</sup> | F(24, 685) | P     |
|-----------------------------|---------------|------|----------------|------------|-------|
| Psychosocial Skill          |               |      |                |            |       |
| Self-Management             | -0.88         |      |                |            |       |
| Relationship Skill          | -0.94         |      |                |            |       |
| Responsible Decision Making | -0.93         |      |                |            |       |
| Self-Awareness              | -0.91         |      |                |            |       |
| Teaching Readiness          |               | 0.97 | 0.94           | 38.990*    | <.001 |
| Content Knowledge           | -0.92         |      |                |            |       |
| Pedagogical Skills          | -0.95         |      |                |            |       |
| Classroom Management        | -0.94         |      |                |            |       |
| Assessment and Evaluation   | -0.91         |      |                |            |       |
| Technological Competence    | -0.86         |      |                |            |       |
| Communication Skills        | -0.91         |      |                |            |       |

\*Significant at the 0.05 two-tailed alpha level.

Table 7 shows a strong and statistically significant canonical relationship between Psychosocial Skills and Teaching Readiness, with a canonical correlation of  $R = 0.97$ ,  $R^2 = 0.94$ ,  $F(24, 685) = 38.990$ , and  $p < .001$ . The squared canonical correlation indicates that the paired canonical variates share 94% of their variance. Among the psychosocial dimensions, Relationship Skills ( $-0.94$ ) had the strongest cross-loading, followed by Responsible Decision-Making ( $-0.93$ ), Self-Awareness ( $-0.91$ ), and Self-Management ( $-0.88$ ). For Teaching Readiness, Pedagogical Skills ( $-0.95$ ) had the strongest cross-loading, followed by Classroom Management ( $-0.94$ ), Content Knowledge ( $-0.92$ ), Assessment and Evaluation and Communication Skills (both  $-0.91$ ), and Technological Competence ( $-0.86$ ).

These findings indicate a strong multivariate association between Psychosocial Skills and Teaching Readiness among ECE pre-service teachers. Relationship Skills and Responsible Decision-Making showed the strongest associations on the psychosocial side, while Pedagogical Skills and Classroom Management showed the strongest associations on the teaching-readiness side. This suggests that interpersonal and self-management competencies are closely related to the professional competencies required for teaching. Among the three predictor sets examined in Tables 5–7, Psychosocial Skills showed the strongest canonical association with Teaching Readiness ( $R = 0.97$ ), followed by Emotional Quotient ( $R = 0.92$ ) and Adversity Quotient ( $R = 0.87$ ). However, these results indicate associations rather than causal effects, and the squared canonical correlation should not be interpreted as the percentage of variance explained in the entire Teaching Readiness construct.



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**Table 8**

*Regression Analysis of Adversity Quotient, Emotional Quotient, and Psychosocial skills on Teaching Readiness*

| Predictor           | Unstandardized Coefficients |                        | B                               | 95% CI          |       | t       | p     |
|---------------------|-----------------------------|------------------------|---------------------------------|-----------------|-------|---------|-------|
|                     | B                           | SE                     |                                 | Lower           | Upper |         |       |
| Constant            | 0.03                        | 0.09                   |                                 | -0.14           | 0.20  | 0.320   | 0.749 |
| Adversity Quotient  | 0.02                        | 0.04                   | 0.021                           | -0.06           | 0.10  | 0.528   | 0.598 |
| Emotional Quotient  | 0.24                        | 0.06                   | 0.239                           | 0.13            | 0.35  | 4.315*  | <.001 |
| Psychosocial skills | 0.72                        | 0.05                   | 0.724                           | 0.63            | 0.82  | 15.526* | <.001 |
| Model Summary       |                             |                        |                                 |                 |       |         |       |
|                     | R = 0.967                   | R <sup>2</sup> = 0.934 | Adjusted R <sup>2</sup> = 0.933 | F(3,202) = 956* |       | p<.001  |       |

Note. B = unstandardized beta coefficient, SE = standard error,  $\beta$  = standardized beta coefficient, 95% CI = 95% confidence interval, t = t statistic, p = probability value. \*Significant at 0.05 two-tailed alpha level.

Model Equation:  $R = 0.24E + 0.72P$

Legend: R = Teaching Readiness, E = Emotional Quotient, P = Psychosocial skills

Table 8 presents the multiple regression analysis of Adversity Quotient, Emotional Quotient, and Psychosocial skills as predictors of Teaching Readiness. The model was statistically significant,  $F(3, 202) = 956$ ,  $p < .001$ , with  $R = 0.967$ ,  $R^2 = 0.934$ , and adjusted  $R^2 = 0.933$ , indicating that the three predictors collectively accounted for 93.4% of the variance in Teaching Readiness. Based on the unstandardized coefficients, the regression equation is: Predicted Teaching Readiness =  $0.03 + 0.02(AQ) + 0.24(EQ) + 0.72(\text{Psychosocial skills})$ . However, the individual predictors did not contribute equally when considered simultaneously. Adversity Quotient was not a significant predictor, with  $B = 0.02$ ,  $\beta = 0.021$ ,  $t = 0.528$ , and  $p = .598$ , despite its strong relationship with Teaching Readiness in the canonical analysis.

Emotional Quotient significantly predicted Teaching Readiness, with  $B = 0.24$ ,  $\beta = 0.239$ ,  $t = 4.315$ , and  $p < .001$ , while Psychosocial skills also significantly predicted Teaching Readiness, with  $B = 0.72$ ,  $\beta = 0.724$ ,  $t = 15.526$ , and  $p < .001$ . Psychosocial skills had the largest standardized contribution, followed by Emotional Quotient, whereas Adversity Quotient did not make a significant unique contribution when the three predictors were considered simultaneously. Overall, the findings indicate that AQ, EQ, and Psychosocial skills collectively showed a strong association with Teaching Readiness, but only EQ and Psychosocial skills demonstrated significant unique predictive contributions in the combined model.

## Conclusions

The study found that Early Childhood Education pre-service teachers demonstrated high levels of Adversity Quotient, Emotional Quotient, Psychosocial skills, and Teaching Readiness across the dimensions examined. The findings further showed statistically significant relationships between Teaching Readiness and each of the three predictor variables.

When the three variables were considered simultaneously, Emotional Quotient and Psychosocial skills significantly predicted Teaching Readiness, whereas Adversity Quotient did not make a statistically significant unique contribution to the regression model. Thus, although Adversity Quotient was significantly associated with Teaching Readiness, its contribution was not statistically significant after Emotional Quotient and Psychosocial skills were taken into account.

The findings provide evidence that teacher preparation may benefit from attention not only to pedagogical and professional competencies but also to emotional and psychosocial dimensions of pre-service teacher development. The results may provide a basis for teacher education institutions and curriculum developers to consider these dimensions in coursework, practicum preparation, mentoring, and developmental activities. These implications, however, are limited to the population, measures, and research design used in the present study and do not establish causal effects.

## Recommendations

Based on the findings of the study, the following recommendations are offered:

1. Teacher education institutions may consider integrating structured activities addressing emotional regulation, psychosocial competence, resilience, reflective practice, and interpersonal skills within existing Bachelor of Early Childhood Education courses and practicum preparation.
2. Teacher education program administrators may consider strengthening mentoring and support activities that provide pre-service teachers with opportunities to develop emotional regulation, relationship skills, responsible decision-making, and strategies for managing academic and practicum-related challenges.



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3. ECE instructors may integrate reflective activities, case-based learning, collaborative tasks, mentoring, and other developmentally appropriate learning activities that provide opportunities for pre-service teachers to practice emotional and psychosocial competencies in educational contexts.
4. ECE pre-service teachers may engage in reflective practice, mentoring, peer collaboration, feedback activities, and resilience-building exercises to further develop competencies relevant to their professional preparation.
5. Teacher education institutions may use the findings as a basis for reviewing existing mechanisms for assessing pre-service teacher readiness, particularly the extent to which emotional and psychosocial competencies are represented alongside pedagogical and professional competencies.
6. Future researchers may conduct longitudinal, intervention-based, or mixed-method studies to examine how adversity quotient, emotional quotient, and psychosocial skills develop over time and how these constructs relate to teaching readiness during practicum and transition into professional teaching.
7. Future studies may replicate the investigation using larger and more diverse samples and, where appropriate, objective or multi-source measures of teaching readiness to determine whether the relationships observed in the present study are consistent across institutions and educational contexts.

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