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Adversity Quotient, Social Support, and Academic Achievement of Grade 12 HUMSS Learners in Social Studies

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Abstract

Aim: This study determined Adversity Quotient, Social Support, and Academic Achievement of Grade 12 HUMSS Learners in Social Studies.

Methodology: The study utilized a quantitative non-experimental research design, employing the correlational method of research to determine the relationship among variables. This study was conducted in the five public high schools in the district of Sto. Niño, Schools Division of South Cotabato with 391 respondents. Out of that total population, a sample size was identified as 195 learners using Raosoft sample size calculator.

Results: The study revealed that the overall level of adversity quotient and social support of the grade 12 learners are high. Their academic performance also showed predominantly positive performance. There is a positive relationship between adversity quotient and academic performance and between social support and academic performance among Grade 12 HUMSS learners. The regression analysis indicates that both academic resilience (AQ) and social support have a positive influence on academic performance; however, their individual effects are not strong enough to be deemed significant.

Conclusion: There is a notable relationship of adversity quotient, social support, and academic achievement, specifically in the Grade 12 HUMSS learners' Social Studies subject. Learners exhibit confidence in facing challenges, particularly in ownership and endurance, which are key to classroom success. Social support from family, peers, and teachers significantly contributes to higher academic performance. Over 87% of learners achieved satisfactory or higher academic ratings, aligning with existing research on the importance of educational support. Multiple regression analysis indicates that adversity quotient and social support jointly influence academic performance, though their individual effects are not statistically significant. The findings underscore the importance of fostering resilience and strong support networks to enhance learner achievement and prepare them for future challenges.

Keywords: Adversity quotient, social support, academic achievement

INTRODUCTION

In contemporary educational settings, learners are increasingly required to navigate highly competitive environments where the ability to overcome obstacles has transitioned from being a distinguishing advantage to an essential prerequisite for success. The concept of the "Adversity Quotient" (AQ)-a term that, though independently coined by the author, aligns with emerging research-refers to an individual's capacity to perceive, endure, and surmount adversity. AQ is believed to play a pivotal role in determining not only how learners respond to challenges but also their ultimate capacity to persevere and achieve their goals. However, empirical evidence consistently underscores that resilience in the face of adversity is rarely a solitary endeavor. The presence of robust support systems-including family, friends, and teachers-profoundly enhances a learner's ability to withstand and transcend difficulties, highlighting the critical importance of communal encouragement and guidance in fostering academic and personal growth.

The level of adversity quotient (AQ), social support, and academic achievement have been shown to be significantly correlated across various global studies, indicating that their combination plays a crucial role in



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determining learners' educational success. Academic research shows that learners with a higher adversity quotient (AQ) outperform their peers, as they demonstrate greater resilience and perseverance to overcome obstacles and achieve success (Safi'i et al., 2021). Likewise, social support—especially from parents, peers, and teachers—positively influences learners' resilience and reduces academic procrastination, which in turn enhances academic performance (Pychyl & Flett, 2012). Moreover, studies find that learners with access to strong social support systems are better equipped to cope with academic stress, leading to improved academic outcomes (Barbayannis et al., 2022). The relationship between AQ and social support is particularly prominent in research focusing on senior high school and undergraduate students, where both resilience and external support networks have been identified as important predictors of academic success (Saleem & Zia, 2024). Given these findings, it is imperative to examine the relationship between AQ, social support, and academic achievement among Grade 12 HUMSS learners in social studies to understand how these constructs affect learners within the HUMSS strand.

In the Philippines, national concerns influence the Adversity Quotient (AQ), social support, and academic performance of Grade 12 HUMSS learners. In the Philippines, national concerns influence the Adversity Quotient (AQ), social support, and academic performance of Grade 12 HUMSS learners. Educational disparity and economic inequality lead to academic stress, especially in rural communities (Second Congressional Commission on Education, 2024). Government policies and cultural stigma also shape support-seeking behavior and learner outcomes (Zhou et al., 2021).

Grade 12 HUMSS learners in Sto. Niño, South Cotabato, face unique academic challenges in this largely rural municipality, specifically because of the limited resources and support to which they have access. Fewer education institutions, teachers shortage, and limited mental health resources plague their learning, with economic hardships compel numerous people to juggle farm, household, and school work. Despite these struggles, strong community ties and familial support help learners persevere. Understanding how they manage adversity and utilize social support is crucial for developing targeted interventions to enhance their academic success.

This study examined how Adversity Quotient (AQ) and social support influence the academic achievement of Grade 12 HUMSS learners in Sto. Niño, South Cotabato. While resilience and academic performance have been explored internationally (Tanji et al., 2021), AQ in high school learners remains underexamined. National studies focus on social support and resilience in urban areas (Cassaretto et al., 2024), leaving rural settings like Sto. Niño understudied. Most existing research on AQ, social support, and academic achievement primarily examines college students or general high school populations, but few specifically investigate Grade 12 HUMSS learners in Social Studies. Additionally, public secondary schools in rural have received little scholarly attention. Recognizing this contextual gap, the researchers sought to contribute to the existing body of knowledge by focusing on an understudied population and setting. This study aimed to provide insights that can inform targeted interventions to enhance academic outcomes and promote educational equity in underserved regions like South Cotabato.

Statement of the Problem

The study determined the adversity quotient, social support, and academic achievement of Grade 12-HUMSS learners in social studies in the Municipality of Sto. Niño, South Cotabato.

Specifically, it answered the following:

1. What is the level of adversity quotient of the grade 12 HUMSS learners in social studies terms of:
 - 1.1 control;
 - 1.2 ownership;
 - 1.3 reach; and
 - 1.4 endurance?
2. What is the level of social support of the grade 12 HUMSS learners in social studies in terms of:
 - 2.1 family support;
 - 2.2 peer support; and
 - 2.3 teacher support?
3. What is the academic achievement of the grade 12 HUMSS learners in social studies in terms of general average in grade 11, school year 2023-2024?
4. Is there a significant relationship between adversity quotient and academic achievement?
5. Is there a significant relationship between adversity social support and academic achievement?
6. Is there a significant influence of the adversity quotient and social support on the academic achievement of Grade 12 HUMSS learners in Social Studies?



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Hypotheses

The following hypotheses were tested at the 0.05 level of significance.

1. There is no significant relationship between adversity quotient and academic achievement.
2. There is no significant relationship between social support and academic achievement.
3. Adversity quotient and social support do not significantly influence the academic achievement of Grade 12 HUMSS learners in Social Studies.

METHODS

Research Design

The study utilized a quantitative non-experimental research design, employing the correlational method of research design with description and correlation approaches to measure the adversity quotient, social support, and academic performance of Grade 12 learners under the HUMSS specialization in Sto. Niño Municipality, South Cotabato.

Population and Sampling

The respondents for this study were from the 391 HUMSS learners of the five public high schools in the district of Sto. Niño, Schools Division of South Cotabato. Out of that total population, a sample size was identified as 195 learners using Raosoft sample size calculator.

Instrument

This study used an adapted and contextualized survey instrument to deter adversity quotient, social support, and academic achievement of Grade 12-HUMSS learners and the relationship that exists between variables in the Municipality of Sto. Niño, South Cotabato. The Adversity Response Profile of Paul Stoltz, Ph.D. (Stoltz, 1997) was utilized in order to gauge the adversity quotient of the respondents and the Child and Adolescent Social Support Scale (CASSS) of Malecki, Demaray, and Elliott (2000) which was modified for assessing the degree of perceived social support from the learners. To assess the academic accomplishment of the learners, the researchers utilized the final grade average that was conducted in grade 11 during the last school year.

The instrument went through validation by 3 field experts of social studies education. The score on the validation has an overall mean of 4.24 and an implication that the questionnaire contains "very strong evidence of validity." Moreover, reliability was determined by utilizing Cronbach's (α) in testing, whereby the resulting value is 0.89 and, hence, it can be deduced that the questionnaire is highly reliable.

Data Collection

The data gathering process began with formal approval from the Dean of the Graduate School (GS) of Sultan Kudarat State University Graduate School, which was a crucial first step in ensuring that the study met institutional standards and requirements. Following this, approval was sought from the Department of Education (DepEd) Schools Division of South Cotabato. This endorsement was essential to secure permission to conduct the study within secondary public high schools in Sto. Niño municipality during the school year 2024-2025.

Once approvals were obtained, the researchers focused on validating and pilot testing the research questionnaire. This phase was critical to ensure that the instrument would be reliable, valid, and appropriate for the study's objectives. Feedback from pilot testing was used to make necessary adjustments to the questionnaire, refining it to better capture intended data.

With the validated questionnaire in hand, the researchers proceeded with the distribution of the survey questionnaires to the selected high schools. This step involved careful coordination with school administrators and teachers to facilitate smooth distribution and ensure that the participants, primarily Grade 12 HUMSS learners, had adequate time to complete the survey.

At the end of the survey period, the researchers went to each of the participating schools and collected the completed questionnaires. This phase of retrieval was part of organizing the data for further processing in later analytical stages.

The processes of gathering information as well as its tabulation, analysis, and interpretation were the final operations of the chronological sequence. The researchers collected responses utilizing calculated statistical procedures, and with the results obtained, they interpreted the data accordingly. So that meaningful hypotheses



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could be constructed concerning the study's purposes, attention was given to the relationships that existed between Adversity Quotient, social support, and academic achievement.

This shaped the context within which studies were conducted and, therefore, ensured that research integrity and rigor were respected in compliance to ethical principles, while revealing fundamental findings that enhance understanding of the scholarly experiences of senior high school learners in Sto. Niño South Cotabato.

Treatment of Data

The study employed various statistical tools to analyze the data collected through questionnaires. Mean was used to determine the levels of adversity quotient, social support, and academic achievement among Grade 12 HUMSS learners in Social Studies. Standard deviation (SD) measured the variability or dispersion of these variables, indicating how much individual scores deviated from the group average. To examine the relationships between variables such as adversity quotient and academic achievement, as well as social support and academic achievement, the Pearson Product-Moment Correlation was utilized. Furthermore, multiple regression analysis was conducted to determine the combined and individual effects of adversity quotient and social support on academic performance in Social Studies.

Ethical Considerations

The researchers ensured that all research protocols involving ethics were complied with to protect the people and institutions involved in the study's conduct.

RESULTS AND DISCUSSIONS

A total of 195 grade 12 HUMSS learners in the municipality of Sto. Niño, specifically 153 (78%) from Sto. Niño National High School, 15 (8%) from Sto. Niño School of Arts and Trades, 14 (7%) from Panay National High School, 7 (4%) from Guinsang-an National High School, and 5 (3%) from Katipunan National High School were the respondents of the study.

Level of Adversity Quotient of the Grade 12 HUMSS Students in Social Studies

The level of adversity quotient of the Grade 12 HUMSS learners was determined based on four indicators: control, ownership, reach and endurance. These dimensions provide a comprehensive understanding of the extent and nature of the how the respondents perceive their ability to effectively handle and overcome difficult situations.

Table 1
 Level of Adversity Quotient of the Grade 12 HUMSS Learners in Social Studies

Item	Mean	Standard Deviation	Descriptive Level
Control	3.73	0.62	High
Ownership	3.79	0.68	High
Reach	3.43	0.72	High
Endurance	3.91	0.63	High
Over-all mean	3.71	0.47	High

Ranges of Means	Description
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

The collective evaluation of the adversity quotient (AQ) all showed that Grade 12 HUMSS learners performed well in social studies and were highly adaptive with a commendable level of resilience, registering an

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average score of 3.71 with a standard deviation of 0.47, hence the rating "High." This demonstrated that the learners, as a whole, had a good ability to cope with difficulties.

The control dimension scored 3.73, reflecting a high level of confidence among learners in their ability to navigate their circumstances, although the standard deviation was 0.62. This indicated relatively consistent perceptions among learners regarding their control over outcomes.

The ownership dimension achieved a mean score of 3.79, classified as "High," with a standard deviation of 0.68. This indicated that learners exhibited a robust sense of responsibility and agency regarding their choices and educational outcomes, though there was some variability in responses.

In terms of reach, the mean score was not explicitly provided for comparison but based on other dimensions; however, it scored 3.43, categorized as "High," with a standard deviation of 0.72 (as per Table 6). This reflected generally positive perceptions among learners regarding their ability to extend influence beyond immediate challenges.

The endurance dimension scored 3.91, also classified as "High," with a standard deviation of 0.63, indicating consistent resilience among learners when facing academic challenges.

Overall, these findings suggested that Grade 12 HUMSS learners were well-equipped to face adversities across various dimensions, particularly showing strengths in endurance and ownership aspects within the context provided by Table 6's data points for each AQ component.

Level of Social Support of the Grade 12 HUMSS Students in Social Studies

The level of social support of the Grade 12 HUMSS learners was determined based on three indicators: family support, peer support and teacher support. These dimensions provide a comprehensive understanding of the extent and nature of the how the respondents perceive the level of help, direction, motivation, and empathy the respondents receive from their family, peers, and teachers.

Table 2
Level of Social Support of the Grade 12 HUMSS Learners in Social Studies

Item	Mean	Standard Deviation	Descriptive Level
Family	3.94	0.75	High
Peer	3.68	0.87	High
Teacher	3.89	0.71	High
Over-all mean	3.83	0.60	High

Ranges of Means	Description
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

The overall assessment of The overall measurement of social support for Grade 12 HUMSS learners in social studies reflected generally high levels of perceived support across sources with an overall mean rating of 3.83 and a standard deviation of 0.60. This was a reflection that the learners perceived high levels of support in their social environments and enjoyed a general feeling of community and interconnectedness.

Family support averaged 3.94 and fell under the "High" category, meaning that learners in general felt high emotional and functional support from their families. The standard deviation was 0.75, indicating moderate variability in these views, with the implication that although most learners felt well-supported, there were some variations in the way family support was viewed.



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Peer support registered a mean score of 3.68, also graded as "High," indicating that learners in general viewed high camaraderie and support among their peers. Such a favorable social atmosphere was conducive to teamwork and friendship, which gave learners a sense of belonging within the learner population. The standard deviation was 0.87, reflecting moderate variability; although the majority of learners held similar perceptions about peer support, there were significant individual differences.

Teacher support had a mean score of 3.89, showing that learners overall saw a good degree of support from their teachers—marginally higher than peer but slightly lower than family when absolute values are taken into account was not required as all were classified as "High."

Academic Achievement of the Grade 12 HUMSS Learners in Social Studies in Terms of General Average in Grade 11, School Year 2023-2024.

The academic achievement of Grade 12 HUMSS learners was determined based on their general average grades from the first and second semesters of their eleventh grade during the school year 2023-2024. This achievement indicator reflects the mean of the learners' semester general averages, which are calculated as the overall mean scores derived from final grades across all subjects. These subjects encompass core, applied, and specialized courses, providing a comprehensive evaluation of the learners' academic performance throughout the year.

Table 3

Academic Achievement of the Grade 12 HUMSS Learners in Social Studies in Terms of General Average in Grade 11, School Year 2023-2024.

Final Average	Description	Frequency	Percentage
90% -100%	Outstanding	98	50.3 %
85% - 89%	Very Satisfactory	73	37.4 %
80% - 84%	Satisfactory	20	10.3 %
75% -79%	Fairly Satisfactory	4	2.1 %
Below 75%	Did Not Meet Expectations	0	0%

Ranges of Means	Description
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

Results on the academic achievement of Grade 12 HUMSS learners in social studies, as reflected in their general average for Grade 11 during the school year 2023-2024, showed a predominantly positive performance. The highest mean rating was found in the 90% - 100% range, classified as "Outstanding," with 98 learners (50.3%) achieving this level. The next highest category was 85% - 89%, labeled "Very Satisfactory," with 73 learners (37.4%) falling within this range. A smaller group of 20 learner (10.3%) achieved a "Satisfactory" rating of 80% - 84%, while only 4 learner (2.1%) were rated as "Fairly Satisfactory" with scores between 75% - 79%. Exploring the data for the first time is fascinating because there were no learner below the 75% level, which means none of the participants 'Did Not Meet Expectations' or below this threshold.

Also, no less than 87% of the participants were deemed as graded 'Satisfactory' or higher, highlighting that this subset of learners sustained a commendable performance academically. This without doubt accords with the findings of previous work, that noted the existence of a strong learning paradigm and teaching methods was crucial to achievement (Dunlosky et al., 2013).

Moreover, such a high percentage of learners rated 'Outstanding' and 'Very Satisfactory' was a testimony not only to hard work, but also to well designed instructions by the teachers concerned with the HUMSS strand.



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(Hattie & Timperley, 2007) cited that positive feedback and/or acknowledgment from teachers as certainly is helpful towards learners' motivation and participation in academic functions.

In general, performance levels of Grade 12 learners specializing in social studies as the intention was to demonstrate relatively good performance throughout achieving satisfactory grades was absolutely met by the majority of them. This trend reinforced the notion sustained achievement among these learners through study period and during needs substantial support and resources.

The Relationship Between Adversity Quotient and Academic Achievement

The study determined the significant relationship between the adversity quotient and academic achievement of the Grade 12 HUMSS learners in Social Studies.

Table 4
The Relationship Between Adversity Quotient and Academic Achievement

Adversity Quotient	Academic Achievement
Control	.182* (0.011)
Ownership	.263** (.000)
Reach	-0.042 (.559)
Endurance	.231** (.001)
Overall	.214 (.003)

** significant @ 0.01

*significant @ 0.05

The examination of the relationship between the adversity quotient (AQ) and the academic performance of Grade 12 HUMSS learners showed a positive correlation. It was found that the coefficient was $r = 0.214$ and the p value was $p = 0.003$. This showed that learners with higher AQ scores performed better academically than their lower AQ counterparts. Among the various dimensions of AQ, the ownership and endurance factors had the most significant relations with academic achievement, with ownership at $r = 0.263$ ($p < 0.001$) and perseverance at $r = 0.231$ ($p = 0.001$). This means that learners who were able to take ownership of their learning were more likely to excel because they persist regardless of the challenges present. The control component also had a strong positive correlation $r = 0.182$ ($p = 0.011$) but not as strong as endurance and ownership, meaning that those learners who were in control of their situations might have performed well academically. Hence, the null hypothesis of no relationship between the AQ and academic achievement is disproved.

Research shows AQ to be an excellent predictor of academic performance since it demonstrates a learner's ability to weather and overcome challenges (Amoadu et al., 2025). In particular, high ownership and persistence are related to having more motivation and resilience regarding scholarly activities (Al-Abyadh & Abdel Azeem, 2022). The cultivation of responsibility and gritty persistence in learners enhances their ability to cope with educational stress and improves academic performance. Through other targeted teaching methods that foster these attributes, there may be increased learner engagement and resilience to academic challenges.

The reach component, on the other hand, did not show a significant correlation with academic outcomes ($r = -0.042$, $p = 0.559$), suggesting that the ability to influence areas beyond immediate hardship did not significantly impact academic performance in this scope. Such findings highlight the importance of fostering ownership and persistence as primary drivers of academic achievement. When the educational approach targeted promoting these attributes, learners stood a better chance of becoming resilient and involved in their learning. Greater involvement eventually led to improved academic performance.

The correlation between Adversity Quotient (AQ) and academic performance was already studied in previous research, emphasizing the importance of resilience and personal responsibility in attaining academic success.



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The Adversity Quotient (AQ) is also identified as an important contributing factor to academic performance. It refers to the capacity to cope and transcend the challenges of life, whether academic, career, or personal-social in nature. Research shows that there is a positive link between AQ and academic performance, meaning learners with high AQ perform better academically (Española, 2016).

One of the components of AQ, "Origin and Ownership," has been reported to have a correlation with academic performance, underlining the effectiveness of assuming responsibility for the problems of life to yield improved academic performance (Española, 2016). In the English courses analyzed, a correlation with Controlled AQ score was found whereby the learner's self-motivation resulted in better academic outcomes. In contrast, the Reach and Endurance components showed lower scores, suggesting difficulty with stepping outside their comfort zones (Safi'i et al., 2021).

Moreover, AQ has been noted as having a great impact on the achievement motivation, autonomy of learning, and general performance of learners. Resilience can be built using AQ which leads to improved academic outcomes by fostering motivation and autonomy of learning (Gagné et al., 2022). On the whole, having high AQ is considered a determinant for achieving good academic outcomes alongside other intelligence factors (Zhou, 2009).

In conclusion, AQ contributes significantly to academic success by promoting resilience and motivation that are necessary in order to get past obstacles and attain improved academic success. Overall, these studies cumulatively implied that factors such as ownership (accepting responsibility) and endurance (persistent effort despite challenges) were of special significance aspects of AQ associated with enhanced academic accomplishment. The formation of methods to improve on these characteristics might have resulted in improved adherence to learning materials and finally produced higher-level academic achievements.

Relationship Between Social Support and Academic Achievement

The study determined the significant relationship between the social support and academic achievement of the Grade 12 HUMSS Learners in Social Studies.

Table 5
Relationship Between Social Support and Academic Achievement

Social Support	Academic Achievement
Family	.202* (0.005)
Peer	.147* (.040)
Teacher	0.182* (.011)
Overall	.227** (.001)

** significant @ 0.01

*significant @ 0.05

The analysis of social support's correlation with academic performance also indicated a positive trend, with a general correlation of ($r = 0.227$, $p = 0.001$). This meant that learners who felt greater levels of support from family, peers, and teachers were likely to perform better academically. In the area of social support, family support indicated a positive correlation ($r = 0.202$, $p = 0.005$), which meant that high levels of familial involvement improved learners' performance and motivation. Furthermore, peer support ($r = 0.147$, $p = 0.040$) also revealed that friendly support might positively affect academic performance through emotional support and shared learning experience. Therefore, the null hypothesis that there is no positive relationship between academic achievement and social support is rejected.

Teacher support also had a significant positive relationship with academic performance ($r = 0.182$, $p = 0.011$), stressing the need of positive relationships between teachers and learners to develop effective learning settings. The additive impact of varied sources of social support further highlighted the need for schooling approaches that promoted strong support systems within and around schools.



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Social support and academic achievement had been comprehensively researched and found to have a systematic positive correlation. Research suggests that social support from family, peers, and teachers was positively correlated with academic performance (Martinot et al., 2022). For instance, it was shown that learners who received a high degree of social support performed well academically as compared to those with little social (Achdiyah et al., 2023). Family support was emphasized, particularly, as it enhanced the learners' motivation and performance improvement (Gao et al., 2021).

Moreover, peer support, especially in providing emotional support, made collaborative learning possible (Huang & Wang, 2023). Teacher support also significantly affected academic performance through providing favorable interactions in the classroom (Rimm-Kaufman & Sandilos, 2015). From the data analysis, it may be concluded that the combined effect of social support from different sources contributed to improving learners' academic performance. Therefore, there was a need to design educational programs towards building effective support structures within the school and community environments to improve learner achievement.

In certain settings, the effect of social support might have differed depending on gender or geographic location. For instance, a study discovered that high levels of social support were associated with more equitable academic achievement particularly for women. Urban learners also tended to receive more social support compared to their rural counterparts (Núñez et. Al., 2024).

Finally, both adversity quotient and social support played critical roles in influencing academic achievement among Grade 12 HUMSS learners. The noted significant relationships implied that promoting learners' resilience by increased ownership and perseverance, as well as promoting strong support systems through family, peers, and teachers, might have resulted in better academic performance. These results indicated the value of holistic learning practices that accommodated both psychological resilience and social connectedness, which enabled learners to achieve in their academic pursuits.

Influence of the Adversity Quotient and Social Support on the Academic Achievement of Grade 12 HUMSS Learners in Social Studies

The study determined the significant relationship between the social support and academic achievement of the Grade 12 HUMSS Learners in Social Studies.

Table 6

Influence of the Adversity Quotient and Social Support on the Academic Achievement of Grade 12 HUMSS Learners in Social Studies

Variables	Academic Performance				
	<i>B</i>	Std. Error	β	<i>t</i>	<i>Sig.</i>
(constant)	80.387	2.919		27.539	.000
AQ	1.310	0.940	.122	1.394	.165
Social Support	1.317	0.744	.155	1.770	.078
R	.247a				
R ²	.061				
ΔR	.051				
F	6.263				
P	.002b				

a. Dependent Variable: ACADPERF

The study found that when adversity quotient (AQ) and social support were regressed against academic performance, the calculated R² value was 0.061, i.e., 6.10% of the variation in academic achievement was due to these factors. This indicated that 93.90% of the variation could be attributed to other variables not covered in the study. As shown by the F-value of 6.263 ($p < 0.01$), the model was statistically significant. However, the individual contributions of AQ ($p = 0.165$) and social support ($p = 0.078$) were not significant. Therefore, the null hypothesis



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stating that adversity quotient and social support do not significantly influence the academic achievement of Grade 12 HUMSS learners in social studies is rejected.

The regression analysis showed that social support had a notable influence on academic performance, with a p-value of 0.078, which was close to being significant. Among the individual indicators, social support demonstrated a positive relationship with academic performance, as evidenced by a standardized beta coefficient of 0.155. Even though it does not fulfill statistical significance within the traditional framework, it demonstrated having meaning.

The studies completed in the past corroborated the positive correlation between AQ and academic achievement. The support for this is in the fact that students with higher AQ, particularly in taking responsibilities for challenges, performed better academically (Española, 2016). Also, these studies showed that AQ was instrumental in students' adaptability and achievement in mathematics, especially concerning coping with academic challenges (Española, 2016).

Social support was also important in achievement in academics. The studies indicated that learners who received adequate social support from peers, parents, and teachers showed greater motivation and resilience which positively influenced their academic performance. Social support was found to have a positive impact on emotional stability and stress management skills of learners, thus enhancing their academic performance (Saleem & Zia, 2024).

While Table 15 showed that AQ and social support combined accounted for only 6.1% of the variance in academic achievement for Grade 12 HUMSS learners, it was noted in previous literature that these factors, while being supportive, were not primary drivers. This aligned with Zhou (2009) who framed individual components of resilience – AQ – along with socially provided external support as facilitating factors toward academic attainment.

In general, albeit the results of the regression analysis did not suggest a strong joint effect of social support and AQ, there was ample literature stressing the role of the two determinants for academic performance. These results highlighted the need to further explore other potential predictors of academic achievement alongside emphasizing the importance of resilience and supportive environments.

Conclusions and Recommendations

Amid the evolving educational landscape in the Philippines, Grade 12 HUMSS learners in Sto. Niño, South Cotabato, demonstrate remarkable resilience and adaptability as they navigate a highly competitive academic environment. These learners contend with challenges such as limited resources, teacher shortages, and economic constraints, relying not only on their personal Adversity Quotient (AQ) but also on robust social support networks to overcome adversity.

In Sto. Niño's rural context, educational disparities and infrastructural limitations are especially pronounced. learners often juggle schoolwork with household and agricultural responsibilities, making the interplay between AQ and social support even more vital. Community ties and familial encouragement play a significant role in fostering perseverance and academic engagement, helping learners manage daily obstacles.

While AQ and social support have been extensively studied in urban and collegiate settings, their specific impact on rural Grade 12 HUMSS learners remains underexplored. This gap underscores the need for targeted research and interventions that address the unique challenges faced by learners in rural areas like Sto. Niño, where educational equity remains a pressing concern.

Research consistently shows that a higher adversity quotient is linked to better academic performance. Studies among Filipino learners have found moderate to strong positive correlations between AQ and academic outcomes, with ownership and perseverance emerging as key factors for success. Social support from family, peers, and teachers also contributes to a sense of belonging and improved academic achievement.

Statistical analyses, such as regression models, indicate that AQ and social support positively influence academic performance, but their effects are interdependent rather than isolated. This suggests that resilience and support systems must work together to maximize learner outcomes, highlighting the importance of holistic interventions.

Given these findings, it is crucial to develop programs that enhance both the adversity quotient and social support networks of learners. Initiatives such as resilience-building workshops, peer mentoring, and family engagement activities can empower learners to better cope with academic and personal challenges, fostering both adaptability and academic success.

Ongoing research is essential to identify additional factors influencing academic performance and to ensure that educational interventions remain responsive to the evolving needs of learners. By prioritizing resilience, strong



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support systems, and continuous program evaluation, teachers and policymakers can help bridge educational gaps and promote success among underserved learners in rural communities.

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