



ABSTRACT

NAME OF INSTITUTION : De La Salle University- Dasmariñas

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TITLE : Emotional Quotient as a Predictor of Coping
Mechanism to stress Among Male Adolescent
in Difficult Circumstances in Don Bosco
Technical Institute-Makati

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OBJECTIVES OF THE STUDY:

A. GENERAL

This study investigated the relationship between Emotional Quotient and coping mechanism to stress among male adolescent in difficult circumstances in Don Bosco Technical Institute-Makati.

B. SPECIFIC

1. To determine the Level of Emotional quotient of male adolescent students and their coping mechanism in difficult circumstances in Don Bosco Technical Institute-Makati



2. To find out the Level of Coping Mechanism to stress of male adolescent in difficult circumstances in Don Bosco Technical Institute-Makati

3. To identify the significant relationship between EQ and coping mechanism to stress of male adolescent students in difficult circumstances in Don Bosco Technical Institute-Makati

METHODOLOGY:

Data Gathering:

The respondents were selected through a procedure of purposive Sampling who were likely to provide the most useful information for the purposes were chosen for this kind of study (Shaughnessy & Zechmeister, 1994).

From a total of 1000 up to 1,200 male students, 90 male adolescent students in Don Bosco Technical Institute-Makati were the identified respondents. The ages ranged from 17 to 20 and were Roman Catholic.

Through careful selection, valid and reliable results would be possible to obtain in order to make the research dependable.

Instruments:

The Emotional Quotient Inventory Test, which is a standard test which is consisted of 15 questions. The items were derived from Emotional Competence Inventory. The test measured the emotional skills that make up the emotional



quotient such as emotional awareness, acceptance, active awareness and empathy (Castillo et al., 2000). The scores were described based on the results of the test.

The Coping Skills Test was a non-standardized test, which was abridged with 10 questions derived from the revised 45 questions of Coping Skills test, the test could be taken within 5 minutes. It evaluated the various attitudes and strategies that contribute to good coping, such as flexibility, reaction to stress and self-reliance.

MAJOR FINDINGS:

1. With reference to Specific Problem No. 1, the percentage of respondents in the high emotional quotient was 0%; those with moderate quotient were 76.66% and poor was 23.33%. The obtained mean score was 58 which interpreted as an average level of Emotional Quotient of the respondents.
2. With reference to Specific Problem No. 2, the percentage of respondents with excellent coping mechanism was 0%; average was 84.44%; and those in the underdeveloped level was 15.55%. The obtained mean was 56 which interpreted as average level of coping mechanism.
3. With reference to Specific Problem No. 3, the computed *Pearson r* was - 0.100 and a degree of function of .205 at a .05 significant level. The regression analysis obtained was a score of .1.



CONCLUSIONS:

1. The male adolescent students obtained moderate Emotional Quotient as revealed in the test. This means that they were aware of the needs of others in the middle of one's own crisis and can feel for others without becoming like them but hardly can accept one's feelings and one's own vulnerabilities as well as cannot recognize their limits.
2. The respondents obtained moderate coping mechanism as revealed in the test. This means that the respondents were not left completely defenseless when it comes to coping with stress.
3. There was no significant relationship between the level of emotional quotient and coping mechanism of the respondents. Moreover, it was revealed that Emotional Quotient was not a predictor of coping mechanism to stress among male adolescent students of Don Bosco Technical Institute-Makati.

RECOMMENDATIONS:

1. The Don Bosco Technical Institute- Makati must continue their excellent vision in order for the students to have an excellent way of dealing with their emotions.
2. The Human Resource must provide testing documents in terms of emotional intelligence for every student to be accommodated in order for them to have proper knowledge and understanding on the profiles of the students.



3. The Administration should have continuous support for should show and encouragement to male adolescents during difficult circumstances.
4. Don Bosco must provide seminars and group processes in order for students to develop self-awareness and enhancing ones emotional capabilities through the talks they listen to.

