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Psychological Assessment and Behavior of Students: An Intervention for School Curriculum and Development Plan

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Abstract

The study aims to identify the extent of psychological assessment and behavior of students as a basis for an intervention of a school curriculum development plan program among the respondents.

Mixed methods are utilized in the study which is a triangulation of Focus Group Discussion (FGD). On the other hand, convenience sampling is used in the selection of the sample size in the study. The study consisted of Two Hundred Fifty (250) psychology students from the different Higher Education Institutions in Metro Manila.

It shows that extent of psychological assessment on the behavior of students manages and transforms difficulties that affect the persons' success and performance and the person's ability to face obstacles, problems, and situations in life opportunity and advantage, it shows that intelligent

quotient determines the ability of the person to utilize his ability on logic, essentials in getting right, and make wise prediction, it shows that emotional quotient determines the assessment based on individual responses to a situation, it shows that spiritual quotient develops self-awareness in discovering and connecting true self-image aligns with the purpose of individual souls, it shows that creative quotient is designed to measure the baseline of creativity aptitude and capability of individual person, and it shows that adversity quotient determines how people can adapt and walk to overcome situation and hardships.

Findings show that there is a significant agreement on the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan program as observed among the respondents.

Keywords: Psychological Assessment, Behavior of Students, Intelligent Quotient, Emotional Quotient, Spiritual Quotient, Creative Quotient, Adversity Quotient

Introduction

A psychological assessment can evaluate proper behavior of students in the adjustment of social and emotional well-being through thinking and learning. It assesses consultation, testing, observation, and interviews for educational resources in the process. It requires psychological explanation and assessment to obtain detailed results and behavior of students. It refers to the process and effect of the psychological assessment and awareness of professional psychometricians in particular with the behavior of students' feelings and actions. It determines the individual well-being as to physical, emotional, creativity, adversary, intelligent, spirituality quotient. It is essential in handling psychological assessment of students' behavior. It focuses on the expectation and healthy behavior of students and well-being (Mallillin, Atendido, & Tecson, 2022, pp. 189-198) ^[15]. It also identifies and focuses on the potential threats and characteristics of students. It describes and prompts the factors on psychological assessment and intervention of student behavior in teaching and learning. It predicts the psychiatric intervention on the function of psychological assessment of the learners. It evaluates the psychological assessment of student behavior issues intervention of curriculum plan. It provides a comprehensive knowledge and description assessment process through psychological processes. It highlights the process of psychological testing and potentials for students' behavior (Weisbrot, *et al.* 2023) ^[27].

On the other hand, the purpose of psychological assessment identifies and helps the strengths and weaknesses of the students and personal learning styles. It assesses the psychological conduct and interprets specific intervention, test, and advice of individual students as part of their curriculum plan. It provides access and guidelines for the code of ethics in the psychological assessment for the behavior of students. The psychological testing is based on the various domains of learning that can guide

students in their teaching and learning behaviors' academic performance. It provides and adopts skills in the learning process as to cognitive, psychomotor, and affective domain. It helps in the psychological assessment in the improved performance of students' quotient and behavior. It exploits the adjustment process based on the purpose of psychological assessment and complex transition in the process to adapt with the behavior of students. It empowers the psychological assessment and behavior of students as to motivation and performance skills and knowledge (Mallillin, 2020, pp. 1-11) ^[12]. It provides a platform framework in the psychological assessment related to behavior of students. It collects data on psychological assessment quality for the students' behavior design. It provides better insights in psychological assessment quality to strengthen behavior and address issues based on the results of the psychological assessment process. It structures stability for academic performance and behavior of students (Zou, Wu, & Zhang, 2022) ^[30].

Moreover, the evaluation of psychological assessment describes the purpose, target population, scores, and administrations. It reviews the written guidelines, expertise, and qualified professionals in all ranges of disciplines in the psychological assessment of the students. This is based on the competency skills of the psychometrician who will conduct the psychological assessment on the behavior of students. It is a part of the intervention curriculum plan and development in various educational systems. It is a skill that can be measured based on the behavior of students to have quality academic performance in the school system in general. This is to note that the teaching profession is the noblest among all where psychological assessment is the process to address the issues on the behavior of students. Teachers are involved in technical skills and challenges due to the behavior of students where they can maintain innovation among the learners. This can examine the competency of psychological assessment of students (Mallillin, & Mallillin, 2019) ^[18]. It is a broad psychological assessment relevant to the needs of students' behavior and performance inside the classroom. It is a tremendous inquiry and practice in the assessment process of students' behavior potential and power. Psychologists are expert leaders in the assessment process of students' behavior and performance which specialized in the measure and evaluation of psychological testing design. It focuses and discusses psychological assessment of students' behavior (Hanson, *et al.* 2023) ^[7].

Statement of the Problem

1. What is the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan program among the respondents?
2. How may the extent of psychological assessment and behavior of students that can be an intervention for school curriculum and development plan program among the respondents?
3. Is there a significant agreement on the extent of psychological assessment and behavior of students that can be an intervention for school curriculum development plan programs as observed among the respondents?

Hypothesis

There is a significant agreement on the extent of psychological assessment and behavior of students that can be an intervention for school curriculum development plan programs as observed among the respondents.

Research Design

The research employs the mixed methods research design which is composed of quantitative and qualitative research design in purpose and process. It deals with triangulation of Focus Group Discussion (FGD) on the psychological assessment and behavior of students as an intervention for school curriculum and development plan. The quantitative research method is used to measure the extent of psychological assessment and behavior of students' intervention for school curriculum development plan program among the respondents and the significant agreement on the extent of psychological assessment and behavior of students' intervention for school curriculum development plan program as observed among the respondents. On the other hand, qualitative research design is used to analyze the extent of psychological assessment and behavior of students' intervention for school curriculum and development plan programs among the respondents. This is done through thematic analysis where verbatim is used for the concrete analysis of the data. On the other hand, mixed methods research design establishes and develops the emerging method and process into a broader perspective in the discipline. It defines the features of mixed methods research design as a technical basis, training standard, clear scope and unique trustworthiness (Molina-Azorin, & Guetterman, 2023, pp. 234-242) ^[19].

Subjects of the Study

The subjects of the study are the students from the various Higher Educational Institutions in both public and private entities in National Capital Region (NCR) Manila, Philippines. They are chosen based on the predefined criteria set by the researcher. They are the best resources in the gathering of the data. The study comprised Two Hundred Fifty (250) Psychology students' respondents.

Sampling Techniques

The research used a non-probability convenience sampling based on the criteria and knowledge of the researcher. It is a convenience sampling technique that is well-defined based on knowledge of the researcher's expertise. It is a proximity in choosing the sample size and population of the study. These sampling techniques can be used for both quantitative and qualitative research methods and designs. This is very relevant because the research design used is a mixed method which deals on Focus Group Discussion (FGD). This is relevant in the representation of the sample and population size of the study. Convenience sampling is very accessible in the selection of the sample population size and process (Obilor, 2023, pp. 1-7) ^[22].

Results

1. What is the extent of psychological assessment and behavior of students that can be an intervention for school curriculum development plan programs among the respondents?

Table 1: Extent of Psychological Assessment and Behavior of Students

Indicators	WM	I	R
1. It connects with various ideas and assessments deemed for the purpose and objectives of an individual person.	4.07	E	8.5
2. It refers to the struggles and challenges face by individuals such hardships, and an unstable environment.	4.00	E	11.5
3. It deals with the ability of an individual to tap on spiritual aspects of life with people naturally.	3.70	E	18.5
4. It defines creative quotient and style to evaluate the strength and accelerates development and creative skills of an individual.	3.86	E	15.5
5. Spirituality develops self-awareness in discovering and connecting true self-image in aligning with the purpose of individual souls.	3.36	ME	24.5
6. It is the ability to manage and transform difficulties that affect the persons' success and performance.	4.23	HE	1.5
7. It refers to the intelligent quotient of students based on the result of their performance in the learning process.	3.63	E	20
8. Emotional quotient represents social emotion of an individual person.	4.00	E	11.5
9. It builds an innovation measurement and ideational fluency of a person in various ways.	3.40		23
10. It provides the ability to understand, manage, and uses positive emotion and ways to relieve stress, and overcome conflict and challenges.	3.57	E	22
11. It subtly practices the stillness reality of spirituality for individuals to provide space, and quiet mind from any untoward noise and movement in the world.	3.86	E	15.5
12. It determines the ability of the person to utilize logic, essentially get things right, and make wise predictions.	3.36	ME	24.5
13. It refers to an individual who can handle feelings and emotion on social interaction and cues.	3.70	E	18.5
14. It refers to a person's ability to face obstacles, problems, and situations in life, opportunity and advantage.	4.23	HE	1.5
15. Intelligence quotient determines and represents the level of educational intelligence of students.	3.60	E	21
16. It determines the assessment of individual emotional quotients based on individual responses to a situation.	4.18	E	5.5
17. It is designed to measure the baselines of creativity, aptitude and capability of individual person.	4.20	HE	3.5
18. It creates a better fuel for one soul to guide thoughts and intention of spiritual quotient behind everything.	3.90	E	14
19. It recognizes the IQ scores and assessment of the test and scales.	4.07	E	8.5
20. It determines how people can adapt and walk to overcome situations and hardships.	3.80		17
21. It is all about an individual who can control various experiences and emotions through happiness, anger, frustration, and stress.	4.20	HE	3.5
22. It prioritizes the spiritual being of human individuals to achieve meditation and spiritual wellness.	4.18	E	5.5
23. Creative quotient determines the fluency and ideation level of a person to the fullest.	4.03	E	10
24. Adversary quotient measures and handles a persons' individuals lives as to endurance, reach, ownership, and control.	3.97	E	13
25. It considers the factors of creativity and persons' intelligence.	4.11	E	7
Average Weighted Mean	3.89	E	
Standard Deviation	0.281		

Table 1 presents the weighted mean and the corresponding interpretation on the extent of psychological assessment and behavior of students as the basis for an intervention of the school curriculum development plan program among the respondents.

It shows that rank 1 is shared by the two indicators which are "It is the ability to manage and transform difficulties that affect the persons' success and performance", and "It refers to a person's ability to face obstacles, problems, and situations in life opportunity and advantage", with a weighted mean of 4.23 or Highly Extent which means that psychological assessment and behavior of students is highly observed. Rank 2 is also shared by the two indicators which are "It is designed to measure the baseline of creativity aptitude and capability of individual person", and "It is all about an individual who can control various experiences and emotion through happiness, anger, frustration, and stress", with a weighted mean of 4.20 or Highly Extent which means that psychological assessment and behavior of students is highly observed. Rank 3 is also shared by the two indicators which are "It determines the assessment of individual emotional quotient based on individual responses to a situation", and "It prioritizes the spiritual being of human individual to achieve meditation and spiritual wellness", with a weighted mean of 4.18 or Extent which means that psychological assessment and behavior of students is observed. The least in rank is also shared by the two

indicators which are "Spirituality quotient develops self-awareness in discovering and connecting true self-image in aligning with the purpose of individual souls", and "It determines the ability of the person to utilize ability on logic, essential get thing right, and make wise prediction", with a weighted mean of 3.36 or Moderately Extent which means that psychological assessment and behavior of students is limited. The overall average weighted mean is 3.89 (SD=0.281) or Extent which means that the extent of psychological assessment and behavior of students can be an intervention for school curriculum development plan program among the respondents is observed.

2. How may the extent of psychological assessment and behavior of students be an intervention for school curriculum and development plan programs among the respondents?

Thematic analysis has been formulated on the extent of psychological assessment and behavior of students' intervention for school curriculum and development plan programs among the respondents using the triangulation or Focus Group Discussion (FGD). The response of the respondents are being recorded using the following categories: 5.00-4.20=highly extent, 4.19-3.40=extent, 3.39-2.60=moderately extent, 2.59-1.80=low extent, and 1.79-1.00=not extent at all. Verbatim is provided for proper analysis of the theme as follows:

Table 2: Thematic Analysis on the Extent of Psychological Assessment and Behavior of Students

Themes	Response of the Respondents	Core Ideas
1. Intelligent Quotient	Extent	<ul style="list-style-type: none"> ▪ Level of intelligence ▪ Performance learning process <ul style="list-style-type: none"> ▪ Logic ability ▪ Assessment scale ▪ Intelligence factor
2. Emotional Quotient	Extent	<ul style="list-style-type: none"> ▪ Emotion of a person ▪ Emotional interaction ▪ Emotional control ▪ Emotional assessment ▪ Emotional stress
3. Spiritual Quotient	Extent	<ul style="list-style-type: none"> ▪ Spiritual aspect ▪ Meditation and wellness ▪ Reality of spirituality ▪ Connection of self-image ▪ Guiding thoughts
4. Creative Quotient	Extent	<ul style="list-style-type: none"> ▪ Level of fluency and ideation ▪ Connection of assessment ▪ Innovation measures ▪ Aptitude and capability ▪ Creative skills development
5. Adversity Quotient	Extent	<ul style="list-style-type: none"> ▪ Endurance and control ▪ Struggles and challenges ▪ Overcome hardship ▪ Ability to face obstacle ▪ Transform difficulties

1.) Intelligence Quotient

Intelligent quotient is derived from the assessment and design to measure the intelligent quotient assessment of students regarding behavior and academic performance. It represents the ability of the intelligent assessment obtained by students. It examines how students can be creative and to solve issues regarding intelligence quotients. Intelligent quotient is categorized in the ability to identify the relevant information and solution to issues. It classifies and solves issues and connection of intelligent quotients of students’ potentials (Ramli, *et al.* 2023, pp. 10476-10482) [25]. The participants say that:

“Intelligence quotient determines and represents the level of educational intelligence of students”. T1-P163 & P68

“It refers to the intelligent quotient of students based on the result of their performance in the learning process”. T1-P191 & P42

“It determines the ability of the person to utilize logic, essentially get things right, and make wise predictions”. T1-P207 & P31

“It recognizes the IQ scores and assessment of the test and scales”. T1-P91, P54, & P36

“It considers the factors of creativity and persons’ intelligence”. T1-P81, P63, & P42.

2.) Emotional Quotient

Emotional intelligence is also known as emotional quotient. It refers to the ability to manage, use and understand the positive ways of emotion to relieve stress, empathize and communicate effectively with others. It diffuses and challenges to overcome conflict. It assists to build a strong relationship to succeed at work, school, and achievement of personal goals and career. It connects with feelings and action for self-management, self-awareness, social awareness, and relationship management. It measures emotional quotient that influences the individual emotional

quotient (Kathirisetty, *et al.* 2023) [9]. The participants say that:

“Emotional quotient represents social emotion of an individual person”. T2-P177 & P64

“It refers to an individual who can handle their feelings and emotions on social interaction and cues”. T2-P150 & P 86

“It is all about an individual who can control various experiences and emotions through happiness, anger, frustration, and stress”. T2-P183 & P31

“It determines the assessment of individual emotional quotient based on individual responses to a situation”. T2-P197 & P41

“It provides the ability to understand, manage, and use positive emotion and ways to relieve stress, and overcome conflict and challenges”. T2-163 & P80.

3.) Spiritual Quotient

Spiritual quotient enhances to cope with growing needs for spirituality aspect of individual respondents in ever-changing spiritual intelligence as fundamental source of guidance. It is the ability to grasp the value and meaning of sense work for whatever things an individual does. It is a wholesomeness ability to think, creativity, compassion, and self-awareness. It is classified to the safety needs as to stability order, and security for belonging, affection, identification, and affection. It is a self-esteem of self-respect, success, and prestige. It determines the spiritual quotient and effect to perceive organization and effective commitment to support the psychological assessment and student behavior (Atom, Andjarwati, & Ardiana, 2023, pp. 181-193) [2]. The participants say that:

“It deals with the ability of an individual to tap on the spiritual aspect of life with people naturally”. T3-P187 & P35

“It prioritizes the spiritual being of the human individual to achieve meditation and spiritual wellness”. T3-P149 & P64

“It subtle the practice of stillness, the reality of spirituality for individuals to provide space, and quiet the mind from any untoward noise and movement in the world”. T3-P167 & P53

“Spirituality quotient develops self-awareness in discovering and connecting true self-image in aligning with the purpose of individual souls”. T23-P201 & P34

“It creates a better fuel for one soul that guides thoughts and intention of spiritual quotient behind everything”. T3-P134 & P99.

4.) Creative Quotient

The creativity quotient builds innovative measures on ideational fluency for a person in various manners in life. It is the ability to integrate processes, things and ideas or approach especially for students’ behavior in their academic performance as part of the psychological assessment. It establishes an idea to consider in the new situation to act quickly on possible outcomes. It is a method of assessing the ability for creativity in various assessments as to creativity of quotient metrics, abstraction, connection, perspective, curiosity, boldness, paradox, complexity, and persistence. It is influenced by internal and external circumstances, place, and time (Ramli, *et al.* 2023, pp. 10476-10482) [25]. The participants say that:

“Creative quotient determines the fluency and ideation level of a person to the fullest”. T4-P189 & P47

“It connects with various ideas and assessments deemed for the purpose and objectives of an individual person”. T4-P200 & P31

“It builds an innovation measurement and ideational fluency of a person in various ways”. T4-P171 & P59

“It is designed to measure the baseline of creativity, aptitude and capability of an individual person”. T4-P211 & P29

“It defines creative quotient and style to evaluate the strength and accelerates development and creative skills of an individual”. T4-P161 & P41.

5.) Adversity Quotient

Adversity quotient is the ability for the individual to face obstacles, struggles, challenges, problems, and situations in life. It is an opportunity to overcome the issues, adversity and take privilege for an advantage such as endurance, reach, ownership, and control. It provides effects for human life such as adversity quotient achievement and motivation. It deals with learning outcomes, emotional maturity, and stress management. It is the ability to transform and manage difficulties and opportunity. It is a factor that affects the adversity quotient on students’ performance and behavior. It has an impact on the achievement and performance of individuals to include perseverance, flexibility, and ability to face challenges in life. It analyzes the effect of learning motivation and self-confidence (Apriliyani, Novandari, & Kholifaturohmah, 2023, pp. 18-32) [1]. The participants say that:

“Adversary quotient measures and handles a persons’ individuals lives as to endurance, reach, ownership, and control”. T5-P199 & P42

“It refers to the struggles and challenges faced by individuals such hardships, and an unstable environment”. T5-P153 & P68

“It determines how people can adapt and walk to overcome situations and hardships”. T5-P209 & P31

“It refers to a person’s ability to face obstacles, problems, and situations in life, opportunity and advantage”. T5-P163 & P22

“It is the ability to manage and transform difficulties that affect the persons’ success and performance”. T5-P185 & P43.

3. Is there a significant agreement on the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan program as observed among the respondents?

Table 3: Test of Significant Agreement on the Extent of Psychological Assessment and Behavior of Students

Test of Variables	Computed z value	Interpretation	Decision
Extent of psychological assessment and behavior of students	67.9223	significant	rejected
Two-tailed test at 0.05 level of significant with z critical value of ±1.96			

Table 3 presents the test of significant agreement on the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan program as observed among the respondents.

It shows that when the variables are tested, it reveals that the z computed value is 67.9223 which is higher than the critical z value of ±1.96 which reveals a significant, two tailed test, with 0.05 level of significance. Therefore, it is safe to say that there is a significant agreement on the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan program as observed among the respondents.

Discussion

On the extent of psychological assessment and behavior of students as basis for an intervention of school curriculum development plan program Mallillin, (2022) among the respondents. It shows that there is an ability to manage and transform difficulties that affect the persons’ success and performance. It also refers to a person’s ability to face obstacles, problems, and situations in life, opportunity and advantage. It boosts the application and understanding of psychological assessment and extracted knowledge for the behavior of students. It evaluated the reliability and quality of psychological assessment validity instruments. It is a novel for the educational domain that is accessible for assessment (Ferreira, Costescu, & Leon-Perez, 2023) [5]. On the other hand, the extent of the psychological assessment is designed to measure the baseline of creativity, aptitude and capability of an individual person. It is all about an individual who can control various experiences and emotions through happiness, anger, frustration, and stress. It

is a comprehensive framework that represents multivariate theory of quantifying the consistency assessment that contributes to assess viability in determining the best for student behavior and measure process. It measures the psychological construct of the assessment and application technique framework. It is designed to illustrate the focus on the psychological assessment of students (Vispoel, *et al.* 2023) ^[26]. In addition, it determines the assessment of individual emotional quotient based on individual responses to a situation and prioritizes the spiritual being of human individual to achieve meditation and spiritual wellness since spirituality quotient develops self-awareness in discovering and connecting true self-image in aligning with the purpose of individual souls (Cooper, 2023) ^[3].

Nonetheless, intelligent quotient shows to determine the ability of the person to utilize ability on logic, essential get thing right, and make wise prediction where it refers to the intelligent quotient of student based on result of their performance in learning process. It is the basis of utilization related to the intelligence ability of students in the learning process. It measures the predictive and level of cognitive learning performance of students. It focuses on the academic performance Mallillin, *et al.* (2021) ^[16] and intellectual quotient of students (Nasution, & Lubis, 2023, pp. 395-410) ^[20]. On the other hand, intelligence quotient determines and represents the level of educational intelligence of students. It is estimated to determine the intellectual capacity and quotient in the academic performance of students. It indicates the intelligent quotient to comprehend the capability of students in overcoming obstacles, decision making, engaging in various reasoning forms, learning experiences, adapting efficient circumstances, and complex ideas. It is a logical step on the academic performance in teaching towards student development to synthesize the concept and ability in the learning process. It requires the ability to collect and think about integration information reflected in the academic performance of students. Intelligent quotient can contribute to learning motivation in the academic performance of students in the learning process. It ensures academic performance and intelligent quotient to recognize teaching and learning that best suit the students (Febriza, *et al.* 2022) ^[4]. Also, intelligent quotient recognizes the IQ scores and assessment of the test and scales where it considers the factors of creativity and persons' intelligence. It is characterized by creativity and intelligence in the adaptation of teaching and learning to achieve better academic performance of students to the fullest. It is also considered as an intelligent quotient in adapting general ability to new learning environments and conditions. It determines the intelligence quotient of students. It adapts the learning process in a changing world of creativity (Ismailova, 2023, pp.18-23) ^[8].

Indeed, emotional quotient determines the assessment of individual emotional quotient based on individual responses to a situation. It is all about an individual who can control various experiences and emotions through happiness, anger, frustration, and stress. This includes an emotional quotient that represents the social emotion of an individual person or students' behaviors and performance inside the classroom. It is designed to evaluate the emotional quotient and assessment of students' academic performance and behavior. It develops the principles and theory Mallillin, (2023) ^[17] of emotional quotient. It assesses the content process of emotional quotient and psychological assessment

pertaining to behavior of students and academic performance such as details to index congruence of self-awareness, self-motivation, and self-regulation. It recognizes the emotional quotient of individual students and psychological assessment. It is a skill and desired abilities to handle various issues encountered by the teachers. It is associated with emotional quotient innovation and development that sustains and controls students' behavior toward academic performance. It cultivates the school system and focuses on the human development of students as part of psychological assessment to the fullest (Yotha, *et al.* 2023) ^[28]. In addition, it provides the ability to understand, manage, and use positive emotion and ways to relieve stress, and overcome conflict and challenges. Emotional quotient also refers to an individual who can handle their feelings and emotion on social interaction and cues. It provides a better idea for psychological assessment and behavior of students. It provides lots of attention to consider in the assessment behavior of students on their intelligence quotient. It includes the recognition and capacity to control, comprehend, and make your own people emotion. It is an emotional intelligent component to measure the effect of individual function in the society as compared to student behavior and psychological assessment. Emotional quotient and perception identifies the effectiveness of understanding emotion especially among student aspects. It entails understanding on emotional comprehension and quotient (Habib, *et al.* 2023, pp. 50-55) ^[6].

In addition, spiritual quotient develops self-awareness in discovering and connecting true self-image in aligning with the purpose of individual souls. It also deals with the ability of an individual to tap on spiritual aspects of life with people naturally. It practices the subtle stillness of the reality of spirituality for individuals to provide space, and a quiet mind from any untoward noise and movement in the world. It is a higher form of intelligence and intuition. It provides a sense of value and meaning to include guidance from above. Spiritual quotient integrates and suggests intrapersonal and interpersonal that assists to reduce from any outer world and self-awareness and determination process. It helps to eradicate spiritual quotient, ill thinking, frustration, stress, and ego. Spiritual quotient or intelligence is a part of the intelligence of an individual student process. It is related to development, growth, and understanding the qualities of individual behavior in the environment. Spiritual quotient or intelligence develops self-control, patience, peace, and love. It helps to overcome stressful situations. It is the soul of intelligence. Spiritual quotients can look for a situation in a broader aspect (Pandey, 2023, pp. 52-58) ^[23]. Hence, spiritual quotient prioritizes the spiritual being of human individuals to achieve meditation and spiritual wellness. It creates a better fuel for one soul that guides thoughts and intention of spiritual quotient behind everything. It explores the connection between creative self-belief and spiritual quotient or intelligence taking into consideration the individual openness and trait. It analyzes the various parallels of social context as to personality traits. It assesses the spiritual quotient and intelligence of individuals as compared to the psychological assessment and behavior of students. It predicts spiritual quotient and intelligence and self-creative beliefs. It replicates and identifies the trait and openness to spiritual quotient and creative self-beliefs. It demonstrates spiritual quotient or intelligence of individual

psychological assessment and behavior of students (Nickitina, 2023)^[21].

Furthermore, the creative quotient is designed to measure the baseline of creativity, aptitude and capability of an individual person. It also connects with various ideas and assessments Mallillin, (2023, pp. 12-28)^[14] deemed for the purpose and objectives of an individual person. It is an opportunity to overcome the issues, adversity and take privilege for an advantage such as endurance, reach, ownership, and control. It provides effects for human life such as adversity quotient achievement and motivation. It deals with learning outcomes, emotional maturity, and stress management. It is the ability to transform and manage Mallillin, & Caranguian, (2023, pp. 131-141)^[17] difficulties and opportunity. It is a factor that affects the adversity quotient on students' performance and behavior. It has an impact on the achievement and performance of individuals to include perseverance, flexibility, and ability to face challenges in life. It analyzes the effect of learning motivation and self-confidence. It is a creative ability to identify information for students in various ideas. It classifies and connects challenges in solving potential issues as part of the psychological assessment and behavior of students. It controls and develops independence, kindness, attitude, moral and critical thinking in teaching and learning. It also innovates critical thinking and creative quotient of an individual's (Ramli, *et al.* 2023, pp. 10476-10482)^[25]. On the other hand, creative quotient determines the fluency and ideation level of a person to the fullest. It builds an innovation measurement and ideational fluency of a person in various ways. It defines creative quotient and style to evaluate the strength and accelerates development and creative skills of an individual. It examines the test design for creativity quotient thinking skills, attitude, and climate. It enhances, and expands the creative quotient of an individual pertains to psychological assessment and behavior of students. It measures the comprehensive creative quotient skills and models. It assesses the thinking tendencies and creative attitude, curves, and smooth pursuit movements. It assesses the creative quotient, pattern recognition usage, and creative thinking skills. It analyzes the creative quotient psychological assessment and behavior of students, strengths, and weaknesses such as thinking skills, attitude and climate (Kim, & Lee, 2019, pp. 465-475)^[10].

Finally, the adversity quotient determines how people can adapt and walk to overcome situations and hardships. It also measures and handles a persons' individual lives as to endurance, reach, ownership, and control. It is the ability to manage and transform difficulties that affect the persons' success and performance. It determines the adversity quotient on the service-learning effect as to trait and emotion among the respondents. It provides valuable implication and insights for adversity quotient and intervention to improve the process and ability to overcome adversity and emotion. The adversity quotient depends on the life experiences of individuals where the psychological assessment is being adapted to the behavior of students. It focuses on the cognitive ability and adversity quotient of the respondents (Pong, & Lam, 2023)^[24]. In addition, adversity quotient refers to a person's ability to face obstacles, problems, and situations in life, opportunity and advantage. It explores struggles and challenges faced by individuals

such hardships, and an unstable environment (Zhao, & Sang, 2023)^[29].

Conclusions

The extent of psychological assessment and behavior of students as basis for an intervention of school curriculum development plan program among the respondents shows the ability to manage and transform difficulties that affect the persons' success and performance and the person's ability to face obstacles, problems, and situations in life opportunity and advantage where it is designed to measure the baseline of creativity aptitude and capability of individual person who can control various experiences and emotion through happiness, anger, frustration, and stress.

It shows that intelligent quotient determines the ability of the person to utilize logic, essentially get things right, and make wise predictions where it is based on the intelligent quotient result performance in the learning process. It shows that emotional quotient determines the assessment based on individual responses to a situation where it controls various experiences and emotion through happiness, anger, frustration, and stress. It shows that spiritual quotient develops self-awareness in discovering and connecting true self-image aligns with the purpose of individual souls where it deals with the ability of an individual to tap on spiritual aspect of life with people naturally that is subtle on the practice stillness to reality of spirituality for individual to provide space and quiet mind from any untoward noise and movement in the world. It shows that the creative quotient is designed to measure the baseline of creativity aptitude and capability of an individual person where it connects with various ideas and assessments deemed for the purpose and objectives of an individual person. It shows that the adversity quotient determines how people can adapt and walk to overcome situations and hardships where it measures and handles a persons' individual lives as to endurance, reach, ownership, and control.

Finally, it shows that there is a significant agreement on the extent of psychological assessment and behavior of students as an intervention for school curriculum development plan programs as observed among the respondents.

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