College of Education Arts and Sciences

THE LEVEL OF ADVERSITY QUOTIENT® AND SOCIAL SKILLS OF STUDENT LEADERS AT DE LA SALLE LIPA

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ABSTRACT

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

Keywords: adversity quotient®, social skills, student leaders

DEDICATION

The researcher dedicates this research work to her family and friends. Her deepest appreciation and gratitude to her loving parents, Tatay Cornelio and Inay Lorna, for those words of encouragement and who never withdrew their support until this paper was completed. Furthermore, to her brother Kuya Gerard and two little sisters, Belle and CJ, who have never left her side in the process.

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1.0 Introduction

As the saying goes, “Life has never been easy. Grow up and accept it.” Adversity comes to every individual’s life, this will either keep you going or simply quit. As what Feldman (2009) states, “many adolescents struggle to meet their own and society’s demands as they traverse the challenges of the teenage years.” In our day-to-day living, these adversities or challenges will always be a part and every now and then, a person will decide on how they will respond to each adversity. There may be instances that it is uncontrollable, meaningless, unworthy and painful, yet, they come about for a reason. It is up to us whether to take it negatively or positively. Just like what Brunkhorst (2005) stated, “The more difficult the adversity, the more valuable will the lesson it offers” (as cited by Cornista and Macasaet, 2013).

Adversity Quotient® as defined by Dr. Paul G. Stoltz, “is about how an individual respond to life, especially the tough ones. It measures how the individual respond and deal with everything, from everyday hassles to the big adversities that life can spring on us.” Also, “it is an established science, theory and approach for becoming more resilient.”

Social Skills enable an individual to know what to say, how to make good choices and how to behave in diverse situations. The extent to which adolescents possess good social skills can influence their academic performance, behavior, social and family relationships, and involvement in extracurricular activity. It is also about being able to flexibly adjust the behavior,

to be able to fit in a particular situation and ably meet personal needs and desires.

College students are one example of individuals who often experience adversities or challenges in life. They may feel disappointed most of the time due to failure in academic performance, achievements or even extracurricular activities. While, leaders, are also one of the individuals that experiences adversities especially in decision making and meeting deadlines. Accordingly, what more if a student is also a leader? Student Leaders are the elected individuals in school who are responsible for leading activities in the school community or in a certain organization. With that, they must develop skills that could help them face not only challenges but individuals as well who might give them a feelings of disappointment and the likes. There are leaders who are good in practical matters but not in others. They assume/take on the role that they must have good communication skills, the ability to manage one's image and create a good impression to others. The possession of social skills is related to perception of a leader's charisma, persuasiveness, and self – confidence.

The researcher's goal is to determine the relationship between the overall level of Adversity Quotient® and Social Skills of student leaders (S.Y. 2015-2016) at De La Salle Lipa. In this regard, the researcher would like to answer the following:

1. What is the demographic profile of the respondents in terms of:
    a. Age;

b. Gender; and

c. Course?

2. What is the level of Adversity Quotient® of the respondents in terms of:

a. Control;

b. Ownership;

c. Reach; and

d. Endurance?

3. What is the level of Social Skills of the respondents in terms of:

a. Emotional Expressivity;

b. Emotional Sensitivity;

c. Emotional Control;

d. Social Expressivity;

e. Social Sensitivity; and

f. Social Control?

4. Is there a significant relationship between the overall level of Adversity Quotient® and demographic profile of the respondents?

5. Is there a significant relationship between the overall level of Social Skills and demographic profile of the respondents?

6. Is there a significant relationship between the overall level of Adversity Quotient® and the overall level of Social Skills?

Theoretical Framework

To support the study, the researcher used the Adversity Quotient® Theory by Dr. Paul G. Stoltz and the Social Skills Theory by Ronald Riggio.

Adversity Quotient® Theory by Dr. Paul G. Stoltz. Adversity Quotient® as defined by Dr. Paul G. Stoltz, “is about how an individual respond to life, especially the tough ones. It measures how an individual respond and deal with everyday hassles to big adversities that life can spring on them. It is also an established science, theory and approach for becoming more measurably resilient.”

Adversity Quotient® has four dimensions that describe the pattern of response to adversity. These are Control, Ownership, Reach and Endurance (CORE). Control is the extent to which someone perceives they can influence whatever happens next. It is how much control a person perceives to have over the adverse event. Ownership is the likelihood that someone will actually do anything to improve the situation, regardless of their formal responsibilities. It is who or what the origin of the adversity is or the degree the individual owns the outcomes. Reach is the extent to which someone perceives an adversity will “reach into” and affect other aspects of the situation or how far it will go beyond. It is how far the outcome will affect the other areas of the person’s life. Endurance is the length of time the individual perceives the adversity will last. It is how long the adversity will last and how long the causes of adversity will last.

Social Skills Model by Ronald Riggio. Social skills that are the key components of social intelligence include the following: the ability to express oneself in social interactions, the ability to "read" and understand different social situations, knowledge of social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills. These skills could be verbal; social and non-verbal; emotional.

Social skills are categorized into three classes; they are skills in sending (expressivity), skills in receiving (sensitivity) and skills in controlling (control). Expressivity refers to the skills with which individuals communicate or send messages to others. Sensitivity refers to the skill with which they receive and interpret the communicated messages of others. Control refers to the skills with which they are able to regulate and manage the communication process.

Emotional Expressivity (EE) relates to skill in sending/encoding nonverbal and emotional messages, but also includes the nonverbal expression of attitudes, dominance and interpersonal orientation. Accuracy in expressing felt emotional states is involved in EE. Emotional Sensitivity (ES) reflects skill in receiving/decoding nonverbal messages as well as attentiveness to nonverbal cues. Emotional Control (EC) is the ability to control and regulate emotional and nonverbal displays. EC also involves the ability to mask felt emotional states and to deliberately portray particular emotions "on cue." Social Expressivity (SE) is skill in verbal expression/encoding and the ability to engage others in social interaction. Social Sensitivity (SS) is the ability to decode/interpret others' verbal communications, as well as knowledge of and sensitivity to the norms governing

appropriate social behavior. Social Control (SC) is skill in social role playing and in social self-presentation. This skill is also important in guiding the direction and content of communication in social interaction.

Conceptual Framework

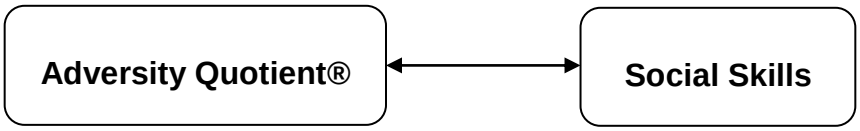

Figure 1.0 Conceptual Framework

Figure 1.0 shows the relationship of adversity quotient® and social skills. The researcher believes that adversity quotient® has a relation to the social skills of the respondents. This study is supported by the Adversity Quotient® Theory by Dr. Paul G. Stoltz and Social Skills Theory by Ronald Riggio

Adversity quotient® theory includes four dimensions that are characterized as control, ownership, reach and endurance. These four describe the pattern of response/s to adversity which results to overall level of adversity quotient®. On the other hand, the social skills theory provides three classes of skills which could be verbal; social and non-verbal; emotional. These are the skills in sending (expressivity), skills in receiving (sensitivity) and skills in controlling (control). The theories will help the researcher to further evaluate the respondents and the results of the gathered data.

Operational Framework

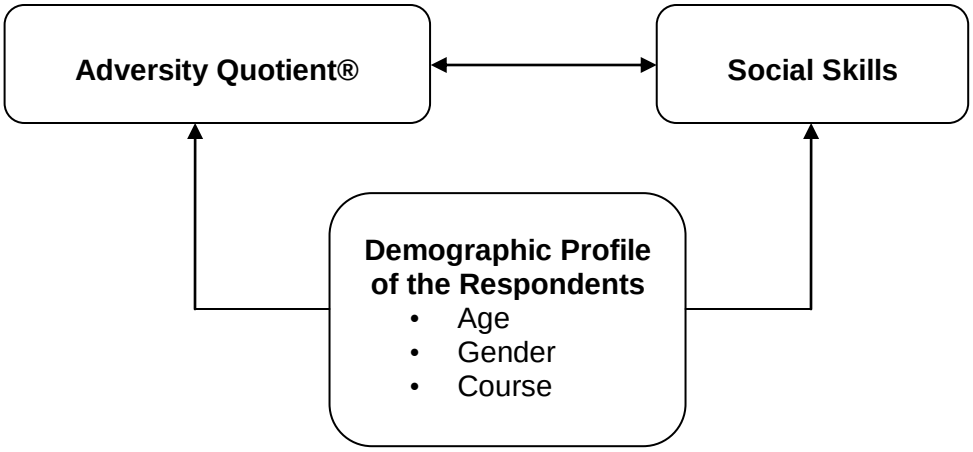

Figure 2.0 Operational Framework

Figure 2.0 shows the relationship between the level of adversity quotient® and level of social skills of the respondents with their demographic profile. The demographic profile of the respondents will be determined in terms of age, gender and course.

The result of the study is expected to benefit respondents, guidance counselors, Student Activities Office and future researchers. The result of the study will generate understanding by providing information relative to the student leaders specifically in their level of Adversity Quotient® and Social skills. This may be used as basis in implementing programs that will help individuals in overcoming/managing adversities and improve one's social skills.

The study focused on the relationship of the overall level of adversity quotient® and overall level of social skills of the respondents with their demographic profile. The results of the study were only limited to the response of

the respondents. The respondents of the study were only limited to the student leaders of De La Salle Lipa who were part of the Council of Student Organizations (CSO), which is composed of the heads of all accredited organizations. Convenience sampling was used in targeting the respondents. There were only a total of 105 respondents in the study.

Two instruments were used to obtain answers to the problems presented namely Adversity Quotient Profile® 9.1 by Dr. Paul G. Stoltz and Social Skills Inventory by Ronald Riggio. The data for the level of adversity quotient® were only limited to the answers that AQP® 9.1 will generate from the chosen respondents while the data for the level of social skills were only limited to the answers of the respondents in SSI.

2.0 Literature Review

In this section, the researcher will discuss literatures that will support the variables Adversity Quotient® and Social Skills.

Adversity. Adversity is one of the most potent forces in life. It shapes one's character, clarifies priorities, and defines an individual's path. It can also be a fuel to greatness. Each person faces a rich assortment of adversities every day, ranging from minor hassles to major setback, even tragedies. The path to success, both in business and in life, is learning how to convert any adversity into a genuine advantage (Stoltz & Weihenmayer, as cited by Cornista & Macasaet, 2013). Adversity strikes without warning (Hewitt as cited by Canivel, 2010) but adversities are part of living and people choose the way they react to each adversity in their lives (Brunkhorst as cited by Cornista & Macasaet, 2013).

Adversity Quotient®. Adversity quotient® is an established science, theory, and approach for becoming measurably more resilient. It is a measure of how an individual strives to overcome adversities or how a person responds to challenges and resolves these. Dr. Paul G. Stoltz, founder of AQ®, defined it as the measure of one's resilience and ability to persevere in the face of constant change, stress and difficulty or simply a measure of how an individual respond to adversity. Also, Stoltz defined that AQ® determines whether an individual will stand strong and true when faced with adversity or the person will be crippled or destroyed (as cited by Enriquez & Estacio, 2009).

In addition, AQ® has been well established in three sciences namely psychoneuroimmunology, neurophysiology, and cognitive psychology (Enriquez

& Estacio, 2009). Psychoneuroimmunology (PNI) studies the connection between the brain and the immune system. While, neurophysiology is the area of neuroscience that studies the functioning of nerve cells, with a primary focus on their information coding, transmission, and storage capacities. Neurophysiology includes study of the electrical properties of the nerve cell membrane, the generation of *action potentials* that carry information, and the communication of this information between cells over the synaptic space. Lastly, cognitive psychology is the scientific study of mind and mental function, including learning, memory, attention, perception, reasoning, language, conceptual development, and decision-making.

AQ® was a result of years of research and years of application that made a major breakthrough in understanding of what it takes to succeed (Stoltz as cited by Cornista and Macasaet, 2013). It has four CORE dimensions, which are Control, Ownership, Reach and Endurance. (1) Control is the extent to which someone perceives they can influence whatever happens next. It is how much control a person perceives to have over the adverse event. People who respond to adversity as temporary, external and limited have optimistic explanatory styles and tend to enjoy life's benefits (Canivel, 2010). Even in situations that seem overwhelming or out of their hands, high AQ® invariably find or interpret some part of the of the situation be under their control while low AQ® usually give up (Cura & Gozum, 2011). In addition, the more control one has, the more likely one has to take positive action (Canivel, 2010). On the other hand, (2) ownership is the likelihood that someone will actually do anything to improve the situation,

regardless of their formal responsibilities. It reflects accountability for achieving a specific result in response to a problem, it is who or what the origin of the adversity is or to what degree the person own the outcomes (Canivel, 2010). A person with high AQ® enhance their accountability to control, empower, and motivate action while low AQ® people disown the problem causing failure to act, give-up, point fingers, reduce performance and anger directed towards others and many more negative actions (Canivel, 2010). Also, high AQ® individuals hold themselves accountable for situations regardless of the cause, while those with lower AQ® lapse into victimization and helplessness (Cura & Gozum, 2011).

The third core dimension is (3) reach. Reach is the extent to which someone perceives an adversity will "reach into" and affect other aspects of the situation or beyond. It is how far the outcomes, whether good or bad, will affect the other areas of a person's life (Enriquez & Estacio, 2009). In addition, it involves putting setbacks into their place, and not letting them undermine the healthy areas of work and the rest of one's life (Cura & Gozum, 2011). This implies that a low AQ® person allow adversity to affect other aspect of his life leading to financial panic, sleeplessness, bitterness, distancing self from others and poor decision making but those with high score in reach one may limit the reach of the problem to the event at hand (Canivel,2010).

Lastly, (4) endurance is the measure of perception of time over which good or bad events and their consequences will last or endure (Enriquez & Estacio, 2009). It is how long the adversity will last and how long the causes of adversity will persist. It is also the ability to see beyond even enormous difficulties

and maintain hope. In which, higher AQ® people have the ability to feel “this too shall pass,” and go on while lower AQ® people see adversity as dragging on indefinitely (Cura & Gozum,2011). Moreover, people with high endurance score find that adversities are temporary and believe that there is always solution to overpower the adversity (Maiquez, Preolco, Sausa & Talatagod, 2015).

Studies on Adversity Quotient. The study of Huijuan’s (2009) and Bakare’s (2015) both aimed to determine if there is a significant relationship between AQ® and academic performance. In Huijuan’s study, most participants had low AQ while in Bakare’s study, most had a moderate AQ scores. Both studies have shown that AQ® has a significant relationship with academic performance. As AQ increases, the academic performance of an individual also increases (as cited by Maiquez et. al, 2015). While the study made by Maiquez et. al, (2015) showed different outcome, Adversity Quotient® and Emotional Intelligence (EI) have no significant relationship with academic performance.

The local study of Canivel (2010) also focused on the educational setting. She conducted the study to investigate the association between the AQ®, leadership style, performance and practices among the principals in private schools in the province of Rizal. From her study the four dimensions of AQ® had the same average scores in control, reach and endurance but ownership scores were below average. She also observed that the principals gave too much blame to the origin and cause of the problem. In addition, the participating leadership style ranks first followed by selling leadership style, delegating leadership style, and telling leadership style. The principal’s performance and practices both have

positive relationship with AQ®. Lastly, her study showed that there was no correlation between the principals' AQ® and principal's leadership style, and between principal's AQ® and leadership style with the demographic profiles which are age, gender, civil status, post graduate study and length of service.

Another local study was by Baroa (2015), she conducted a study to determine the relationship between the AQ® and Leadership Skills in relation to the demographic profiles: age, sex, marital status, length of service and school level administered, of the school administrators in the Division of Cadiz City. Her findings revealed that when demographic profiles were considered, the level of AQ® of school administrators in its four dimensions were below average while Leadership skills in its three areas marked high. It was concluded that School administrators' level of AQ® did not totally affect their leadership skills.

Another study was conducted by Cornista and Macasaet (2013). They investigated the relationship between AQ® and Achievement Motivation. They found that there was a significant relationship between the ownership dimensions of AQ® of the respondents when grouped according to year level and that there was no significant relationship between the achievement motivation and the profile of the respondents. In their conclusion, there was a significant relationship between the overall level of AQ® and each of the domains of Achievement Motivation of the respondents.

Cura and Gozum (2011) also accomplished a study that main purpose was to find out the relationship between the AQ® and the mathematics achievement of the sophomore students of PLM College of Engineering and

Technology (S.Y. 2010 – 2011). The results were that majority of the respondents got a below average level of AQ®. The AQ® of the respondents was also not influenced by their sex, course, academic status, scholastic status, scholarship grant and the type of high school they graduated from. More importantly the core dimension of AQ® had significant relationship with Mathematics Achievement of the respondents and the level of AQ® and Mathematic Achievement of the respondents were significantly related to one another.

In terms of gender, the study of Dweck (as cited by Enriquez & Estacio, 2009) on AQ® revealed a difference between how men and women respond to adversity. According to him, due to enduring characteristics, women were likely to explain the adversity as their fault while men were likely to attribute failure to something temporary. While the study of Maiquez et. al (2015) reveals that both gender showed significant difference towards GPA and EI while gender and AQ® did not show statistical significance. Gender can have effects on GPA and EI but no effects on AQ scores. The study of Huijuan's (2009) and Bakare's (2015) also shows that gender have no effect on AQ.

While in terms of counseling, according to Sharkin and his colleagues(2003), recent studies suggest that students may experience high levels of distress and there may be an increasing number of students who seek counseling for problems such as anxiety and depression (as cited by Enriquez & Estacio, 2009).

Social Skills. Social skills represent a broader range of abilities that is most closely linked to the construct of social intelligence (Gupta, 2014). Additionally, Gupta stated that social skills that are key components of social intelligence include the following: the ability to express oneself in social interactions, the ability to "read" and understand different social situations, knowledge of social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills. While according to McFall, social skills are the specific behaviors that an individual must exhibit to perform competently on a given task (as cited by Merell & Gimpel, 2014). Moreover, according to Michelson, Sugai, Wood, & Kazdin, social skills are learned, composed of specific behaviors, include initiations and responses, maximize social reinforcement, are interactive and situation-specific and can be specified as targets for intervention (as cited by Merell and Gimpel). Saporito (as cited by Gupta, 2014) also explains that social skill is the ability to leverage relationships toward the ideas and ideals a leader wants to promote, through likeability, trust and respect. It also contains specific and distinct verbal and non-verbal behaviors (Michelson, et al. as cited by Merell and Gimpel, 2014). Like any other skills, it can be developed through experience and practice and one needs to have strong communication skills, both verbal and non-verbal, in order to maintain social skills (Gupta, 2014).

Furthermore, Riggio and Reichard (2008) defined the dimension of social skills. According to them emotional expressiveness is skill in communicating nonverbally, especially in sending emotional messages, nonverbal expression of

attitudes, dominance, and interpersonal orientation. Emotional sensitivity on the other hand is skill in receiving and interpreting the emotional and nonverbal communications of others. Emotional control is the skill in controlling and regulating one's own emotional and nonverbal displays, especially conveying or masking emotions on cue. Then social expressiveness is the skill in verbal expression and the ability to engage others in social discourse. While, social sensitivity is the skill in interpreting the verbal communication of others; ability to understand social situations, social norms, and roles. Last is social control, it is the skill in role-playing and social self-presentation.

Studies on Social Skills. The study of Perez, Riggio, and Kopelowicz (as cited by Riggio, 2006) found a connection between lack of balance among nonverbal and social skills and poor psychological adjustment in clinical patients. There is also evidence that possession of nonverbal and social skills does predict performance on many assessment center tasks. The study of Sun-Mee and Munoz (2014) also deals with social skills and non verbal social behaviors.Their study was conducted to explore whether individuals who prefer online communication would be perceived less socially skillful in a social situation than people who prefer face-to-face interaction. The results of their study showed that the participants who chose online communication were perceived as less socially skillful.

Another study by Beheshtifar and Roasaei (2012) identified that social skills are key components of social intelligence. It includes the ability to express oneself in social interactions, the ability to "read" and understand different social

situations, knowledge of social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills. In addition, differences between high and low emotional intelligence groups for both overall and each dimension of emotional intelligence scores in social skills and stress management skills were statistically significant, implying that the emotional intelligence contributes to social skills and stress management skills (Cha, Cichy & Seung Hyun, 2009). In terms of social skills and satisfaction with life, the study of Malinauskas, Dumciene, R., Dumciene, A., and Lapeniene (2014) found out that social skills and life satisfaction of senior-year students were significantly higher than those of first-year students. There was also a positive correlation between level of social skills and life satisfaction; however the correlation was weak.

In terms of gender, the study of Malinauskas, et. al (2014) indicated that the women scored higher than did the men for both social skills and life satisfaction. Their participants completed measures of social skills and satisfaction with life. Moreover, the study of Al-Ali, Singh and Smekal (2011) also explores gender differences in social anxiety, social skills, aggression, and stress. Their study evaluated differences between males and females for all variables except social skills. There was also a negative relationship between social anxiety and social skills for females and stress was best predictor of social anxiety for males, and social skills was best predictor for females.

Synthesis. In all the related literatures gathered, there is no exact study that correlates Adversity Quotient® and Social Skills. Social Skills is a variable that researchers rarely use. Oftentimes, it is being correlated with nonverbal

behaviors, psychological adjustments, life satisfaction, social anxiety stress and aggression.

3.0 Methodology

This part presents the subjects, instruments, data gathering procedure and data analysis utilized by the researcher of the study.

The researcher used the descriptive – correlation design using the quantitative method. Quantitative method was applied by collecting numerical data that was analyzed using the statistical method. The correlation method was used to investigate whether a relationship exists between two or more variables. This method enabled the researcher to make intelligent predictions, for searching predictable stable patterns in experience and was drawn to make connections between adversity quotient and social skills of the student leaders.

Subjects

The respondents of the study were selected college student leaders of De La Salle Lipa in the S.Y. 2015 – 2016, who were part of the College of Student Organizations (CSO). It is composed of the heads of all accredited organizations in DLSL. Since, the researcher is a student of De La Salle Lipa as well as a student leader during the last semester. The number of the selected respondents was derived using the G – power with regard to the population of student leaders. A total of 105 respondents were used. Convenience sampling was used to select the respondents.

Instrument

In this study, two major instruments will be used to obtain the answer of the presented problem: the on – line Adversity Quotient® 9.1 (AQP®) and Social Skills Inventory (SSI).

The Adversity Quotient Profile® 9.1 by Dr. Paul G. Stoltz is a self – rating questionnaire designed to measure an individual's capacity to respond constructively to difficulties by eliciting their hardwired response pattern to a broad range of adverse events. The reliability (Cronbach's alpha) is 0.91. (Retrieved from http://peaklearning.com/about_aq-profile_technical-data.php#)

Table A. Reliability of Adversity Quotient® Profile

Co-efficient Alpha Reliabilities	
Scale	α
Control	0.82
Ownership	0.83
Reach	0.84
Endurance	0.80
A.Q	0.91

The questionnaire provided by Peak Learning, Inc. is an on-line data input which has fourteen scenarios and each scenario is followed by four questions, each answered on a 10-point bipolar scale. Each of the four answers is scored on a different subscale. The sum of the four scores gives the person's adversity quotient. The on-line questionnaire is accessible through a given URL (http://aq.peaklearning.com/amparo) designated for the researcher and created by Peak Learning, Inc. just for the purpose of this study. After the online answering of the questionnaire, the spreadsheet of data was sent through email.

The score range and its corresponding interpretation are presented in the tables below.

Table B. Adversity Quotient® Score Range and Equivalents

Score Range	Equivalents
176 – 200	High
158 – 175	Above Average
136 – 157	Average
119 – 135	Below Average
40 – 118	Low

The explanation of the verbal interpretation is as follows:

Low	The person probably suffers unnecessarily in a number of ways. The motivation, energy, vitality, health, performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ®.
Below Average	The person is likely to be under-utilizing his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ®.
Average	The person usually does decent job of navigating life as long as everything is going relatively smooth. However, the person may suffer unnecessarily from larger setbacks, or may be disheartened by the accumulated burden of life's challenges.

Above Average	The person has probably done a fairly good job in persisting through challenges and in tapping a good portion of growing potential on a daily basis.
High	The person probably has the ability to withstand significant adversity and to continue to move forward and upward in life.

Table C. CORE Score Range and its Equivalents

CORE Dimensions	Equivalents/Score Range				
	High	Above Average	Average	Below Average	Low
Control	48 – 50	43 – 47	36 – 42	30 – 35	10 – 29
Ownership	50	47 – 49	41 – 46	31 – 40	10 – 30
Reach	43 – 50	38 – 42	30 – 37	25 – 29	10 – 24
Endurance	44 – 50	39 – 43	32 – 38	26 – 31	10 – 25

The second set of questionnaire is a 90 – item instrument by Ronald Riggio which is the Social Skills Inventory (SSI). It is designed to measure the possession of basic emotional and social skills in six domains. The SSI consists of six scales that measure social skills on two dimensions: emotional (nonverbal) and social (verbal). Expressivity, sensitivity, and control are evaluated in each. The SSI scales has test – retest reliabilities ranging from 0.81 to 0.96. Cronbach's alpha coefficients for the SSI scales range from 0.65 to 0.88 (M=0.73) for the adult sample and from 0.64 to 0.89 (M=79) for the college sample. (SSI Manual)

Table D. Reliability of Social Skills Inventory

Scale	Test – Retest Reliability
EE	0.81
ES	0.90
EC	0.88
SE	0.96
SS	0.86
SC	0.92
Overall SSI	0.94

Note: 2-weeks interval; N=40

The respondents answer by using a 5-point Likert-type scale, indicating the extent to which the description in the item applies to them. The scale anchors are *Not at all like me* and, *Exactly like me* (SSI Manual).

Table E. Example of Formatted SSI item on the 5-point Scale with Scale Anchors

Example	Not at all like me	A little like me	Likemuch like me	Very much like me	Exactly like me
I am usually wary of strangers	(1)	(2)	(3)	(4)	(5)

The items are grouped into the six scales with 15 items comprising each scale. Scores are reported for each scale and range from 15 to 75. A total score is reported that indicates the global level of social skill. Generally, the higher the individual's score is, the higher the individual's level of social skill development. The answers were recorded from Q1 to Q90. Item/question numbers 1, 25, 37,43,49,67,73,85,56,3,9,15,21,39,69,81,10,64,76,5,17,41,18,24,30,36,48,54,60, 66,72,and 84 are reverse. SSI Score are calculated for each of the 6 scales by

summing up the number value of the marked responses for each item of the scale.

Data Gathering Procedure

The researchers have two sources of data. The data was obtained through the use of two instruments, the Adversity Quotient Profile® and Social Skills Inventory. The questionnaires were answered by the respondents.

The following steps were done by the researcher to successfully gather all the needed data:

a. The researchers asked the author of the Adversity Quotient Profile® for permission to use the test by sending a request through its official website, the Peak Learning, Inc., www.peaklearning.com.
b. A letter was sent to Dr. Erickson Martinez, Director of Student Services thru Ms. Maria Teresa Medina, Guidance Head for the permission to use the Social Skills Inventory. And likewise, thru Mr. Protacio Mea, Head of College Student Services for the list/number of student leaders.
c. Upon approval of requests, letter was sent to the Student Leaders thru Ms. Szia Darene Martin, CSO President, stating that the researcher is asking for their permission to be the researcher's respondents in this study.

d. Upon the student leaders' approval, they were asked to answer both tests during their available time. The test could be answered individually or by group.

e. Lastly, the data gathered was carefully recorded and statistically analyzed in order to get the results through the help of the Statistician.

Data Analysis

To analyze the data that will be gathered from the On – line Adversity Quotient Profile® by Dr. Paul G. Stoltz and Social Skills Inventory (SSI) by Ronald Riggio instruments, the Statistics Package for Social Sciences (SPSS) will be used. There will be sets of method to be employed in the data analysis of the study.

The following are the models of statistical techniques to be used in determining the essential information and results.

Frequency Distribution. It was used to present the distribution of the respondents' demographic profile according to their age, gender and course.

Percentage Frequency. It was used to determine the proportion of frequency in relation to the total frequency. It was expressed in terms of percent.

Mean. It was used to determine the average score of the overall level of Adversity Quotient and Social Skills of the respondents.

Pearson's r Correlation. This measures the significant relationship of the level of Adversity Quotient® and level of Social Skills of the Respondents. The values of the correlation coefficient were shown in the Table F. Also, this

measures the significant relationship between the overall level of Adversity Quotient® and Social Skills of the respondents in terms of age.

Table F. Verbal Interpretation of the Computed Coefficient of Correlation

COEFFICIENTS		VERBAL INTERPRETATION
NEGATIVE	POSITIVE	
-1.00 to -0.90	0.90 to 1.00	Very high/very significant
-0.89 to -0.60	0.60 to 0.89	High
-0.59 to -0.40	0.40 to 0.59	Moderate
-0.39 to -0.10	0.10 to 0.39	Low
-0.09 to 0.00	0.00 to 0.09	Very low/negligible

Chi–square. It was used to determine the significant association between the given variables mainly the demographic profile of the respondents in terms of gender and course with their overall level of Adversity Quotient® and Social skills.

4.0 Results/Findings

All data gathered were subjected to necessary statistical tools to answer the problems of this study. There were a total of 105 student leaders, and all respondents were considered valid in SPSS. SPSS is a software package used for statistical analysis, commonly used in the field of social sciences; it was used to provide the results of this study.

1. Profile of the Respondents

Table 1.1 Profile of the Respondents according to Age

Age	Frequency	Percent
15	2	1.9
16	2	1.9
17	7	6.7
18	39	37.1
19	33	31.4
20	12	11.4
21	10	9.5
Total	**105**	**100.0**

Table 1.1 shows the frequency of the age of the respondents and its corresponding percentage. This illustrates that most number of the respondents were 18 years old as represented by 39 or 37.1%, while least number of respondents were 15 years old and 16 years old as represented by 2 or 1.9%. This means that the greater number of the respondents fall under the age of 18 from the total population.

Table 1.2 Profile of the Respondents according to Gender

Gender	Frequency	Percent
Male	38	36.2
Female	67	63.8
Total	**105**	**100.0**

Table 1.2 shows number of males and females who contribute to the study. Out of 105 respondents, 67 or 63.8% of them were females and 38 or 36.2% of them were males. This implies that majority of the respondents were females from the total population.

Table 1.3 Profile of the Respondents according to Course

Course	Frequency	Percent
BS Psychology	17	16.2
BS BA	23	21.9
BS Education	8	7.6
BS Math	5	4.8
BS Nursing	3	2.9
BS Biology	4	3.8
BS Accountancy	13	12.4
BS Tourism, HRM	10	9.5
BS Engineering	15	14.3
AB Communication	7	6.7
Total	**105**	**100.0**

Table 1.3 shows that most of the respondents' course in the study was Bachelor of Science in Business Administration as represented by 23 or 21.9% of the entire population while the least number of course was Bachelor of Science in Nursing which consist of 3 or 2.9%. This means that the greater number of the respondents fall under the course, BS Business Administration.

2. Level of Adversity Quotient® of the Respondents

Table 2.1 Level of Adversity Quotient® in terms of Control

Control	Frequency	Percent
Low	44	41.9
Below Average	27	25.7
Average	28	26.7
Above Average	4	3.8
High	2	1.9
Total	**105**	**100.0**

Table 2.1 shows that most of the respondents have low level of AQ® in terms of control with 41.9% while the least have a high level of AQ® in terms of control with 2 or 1.9 %. This means that most of the respondents have a much lower sense of control and perceived ability to influence circumstances especially when things get difficult and complicated.

Table 2.2 Level of Adversity Quotient® in terms of Ownership

Ownership	Frequency	Percent
Low	37	35.2
Below Average	40	38.1
Average	18	17.1
Above Average	10	9.5
High	0	0
Total	**105**	**100.0**

Table 2.2 shows that most of the respondents have a below average level of AQ® in terms of ownership with 38.1%while no one has high level of AQ® in terms of ownership. This implies that most of the respondents have a lower

sense of personal accountability for getting involved with, improving or solving problems.

Table 2.3 Level of Adversity Quotient® in terms of Reach

Reach	Frequency	Percent
Low	44	41.9
Below Average	30	28.6
Average	18	17.1
Above Average	10	9.5
High	3	2.9
Total	**105**	**100.0**

Table 2.3 shows that most of the respondents have a low level of AQ® in terms of reach with 41.9%while the least have a high level of AQ® in terms of reach with 3 or 2.9 %. This means that most of them have a low capacity for keeping things in perspective and containing adversity.

Table 2.4 Level of Adversity Quotient® in terms of Endurance

Endurance	Frequency	Percent
Low	34	32.4
Below Average	35	33.3
Average	30	28.6
Above Average	3	2.9
High	3	2.9
Total	**105**	**100.0**

Table 2.4 shows that most of the respondents have a below average level of AQ® in terms of endurance with 35 or 33.3%while the least have a high and above average level of AQ® in terms of endurance with 3 or 2.9 %. This means

that most of them have a low capacity to see past difficult situations as long lasting.

3. Level of Social Skills of the respondents

Table 3.1 Level of Social Skills in terms of Emotional Expressivity (EE)

Emotional Expressivity	Frequency	Percent
Low	8	7.6
Average	90	85.7
High	7	6.7
Total	**105**	**100.0**

Table 3.1 shows that majority of the respondents have an average level of Social Skills in terms of EE with a frequency of 90 or 85.7% while the least have high level of Social Skills in terms of EE with 7 or 6.7%. This represents that majority of them have the ability to accurately express nonverbal cues of emotion to others.

Table 3.2 Level of Social Skills in terms of Emotional Sensitivity (ES)

Emotional Sensitivity	Frequency	Percent
Low	3	2.9
Average	82	78.1
High	20	19.0
Total	**105**	**100.0**

Table 3.2 shows that majority of the respondents have an average level of Social Skills in terms of ES with a frequency of 82 or 78.1% while the least have

a low level of Social Skills in terms of ES with 3 or 2.9%. This means that majority have the skill to interpret the emotions and feelings of others.

Table 3.3 Level of Social Skills in terms of Emotional Control (EC)

Emotional Control	Frequency	Percent
Low	1	1.0
Average	94	89.5
High	10	9.5
Total	**105**	**100.0**

Table 3.3 shows that majority of the respondents have an average level of Social Skills in terms of EC with a frequency of 94 or 89.5% while the least have a low level of Social Skills in terms of EC with 1 or 1.0%. This implies that majority of them have the capability to control their display of emotions and present a different emotional display to cover up felt emotion.

Table 3.4 Level of Social Skills in terms of Social Expressivity (SE)

Social Expressivity	Frequency	Percent
Low	14	13.3
Average	68	64.8
High	23	21.9
Total	**105**	**100.0**

Table 3.4 shows that majority of the respondents have an average level of Social Skills in terms of SE with a frequency of 68 or 64.8% while the least have a low level of Social Skills in terms of SE with 14 or 13.3%. This represents that majority have the capacity to speak spontaneously and to engage others in social interaction.

Table 3.5 Level of Social Skills in terms of Social Sensitivity (SS)

Social Sensitivity	Frequency	Percent
Low	0	0
Average	77	73.3
High	28	26.7
Total	**105**	**100.0**

Table 3.5 shows that majority of the respondents have an average level of Social Skills in terms of SS with a frequency of 77 or 73.3% while no one has a low level of Social Skills in terms SS. This implies that majority of them have the ability to monitor their actions in social situations and determine what is appropriate and not.

Table 3.6 Level of Social Skills in terms of Social Control (SC)

Social Control	Frequency	Percent
Low	1	1.0
Average	70	66.7
High	34	32.4
Total	**105**	**100.0**

Table 3.6 shows that majority of the respondents have an average level of Social Skills in terms of SC with a frequency of 70 or 66.7% while the least have a low level of Social Skills in terms of SC with 1 or 1.0%. This means that the majority have the skill in role-playing and social self-presentation.

4. The relationship between the overall level of Adversity Quotient® and demographic profile of the Respondents

Table 4.1 Relationship of Age with the overall level of Adversity Quotient® of the Respondents

Profile	Adversity Quotient®			
	r-value	Interpretation	p-value	Interpretation
Age	O.139	Low	0.158	Not Significant

Table 4.1 shows that there was no significant relationship between the level of Adversity Quotient® and age of the respondents with the r-value of 0.139 and p-value of 0.158. This means that their level of AQ® was not affected by age.

Table 4.2 Relationship of Gender and course with the overall level of Adversity Quotient® of the Respondents

Profile	Adversity Quotient®		
	Chi-square	p-value	Interpretation
Gender	0.971	0.808	Not Significant
Course	30.828	0.278	Not Significant

Table 4.2 shows that there was no significant relationship between the level of Adversity Quotient® of the respondents with their gender and course, $X^2 = 0.971$, $p=0.808$ and $X^2 = 30.828$, $p=0.278$, respectively. This means that gender and course did not affect the level of AQ® of the respondents.

5. The relationship between the level of Social Skills and the demographic profile of the respondents?

Table 5.1 Relationship of age and the overall level of Social Skills of the Respondents

Profile	Social Skills			
	r-value	Interpretation	p-value	Interpretation
Age	0.168	Low	0.088	Not Significant

Table 5.1 shows that there was no significant relationship between the level of Social Skills and age of the respondents with the r-value of 0.168 and p-value of 0.088. This represents that their level of Social Skills was not affected by age.

Table 5.2 Relationship of gender and course with the overall level of Social Skills of the Respondents

Profile	Social Skills		
	Chi-square	p-value	Interpretation
Gender	1.752	0.186	Not Significant
Course	12.633	0.180	Not Significant

Table 5.2 shows that there was no significant relationship between the level of Social Skills of the respondents with their gender and course, $X^2 = 1.752$, $p=0.186$ and $X^2 = 12.633$, $p=0.180$, respectively. This means that gender and course did not affect the level of Social Skills of the respondents.

6. Relationship between the level of Adversity Quotient® and Social Skills

Table 6.1 Relationship between the level of Adversity Quotient® and Social Skills

	Social Skills			
	r-value	Interpretation	p-value	Interpretation
Adversity Quotient®	0.228	Low	0.019	Significant

Table 6.1 shows that there was a low significant relationship between the level of Adversity Quotient® and Social Skills of the respondents with the r-value of 0.228 and p-value of 0.019. This signifies that when the level of AQ® increases, the level of Social Skills also increases and vice versa.

5.0 Discussion

The study was participated in by 105 college student leaders of De La Salle Lipa, composed of 15 to 21 years old, 38 were males and 67 were females. The respondents belong to the Bachelor of Science in Psychology, Business Administration, Education, Math, Nursing, Biology, Accountancy, Tourism, HRM, Engineering and AB Communication courses. Most of the student leaders were from BS Business Administration course.

Based on the results, most of the respondents got a low level of Adversity Quotient in terms of Control and Reach while below average level in terms of Ownership and Endurance. In terms of control, the respondents will most likely give up more quickly and experience more stress than necessary when difficulties arise and multiply. Then, in terms of reach, the respondents have a low capacity for keeping things in perspective and containing adversity. On the other hand, it implies that the respondents may focus on blaming others more than solving the problem, possibly inspiring defensiveness and a lack of trust for others in terms of ownership. Lastly, in endurance, the respondents may see that adversities will last longer and may have difficulty in sustaining hope in solving the problem. In a study by Canivel (2010), results were the same average scores in control, reach and endurance but ownership scores was below average. While, in the study of Cornista & Macasaet (2013) most of the respondents perceive they have significantly moderate control and influence in adverse situations. In addition, most of the respondents scored below average AQ® in terms of their reach and endurance in which the respondents tend to have a low tendency to

maintain a productive perspective and tend to see adversity as dragging on indefinitely, respectively. Lastly, majority of the respondents deflect accountability and most often feel victimized and helpless.

Furthermore, based on the results, most of the respondents got an average level of Social Skills in terms of Emotional Expressivity (EE), Emotional Sensitivity (ES), Emotional Control (EC), Social Expressivity (SE), Social Sensitivity (SS) and Social Control (SC). First, in terms of EE, the respondents can communicate verbally, particularly in sending emotional messages, and it also includes the nonverbal expression of attitudes, dominance and interpersonal orientation. Second, in terms of ES, the respondents can attend to and accurately interpret the subtle emotional cues of others. Third, in terms of EC, the respondents may tend to control or hide feelings behind. Fourth, in terms of SE, the respondents can somehow initiate a conversation on just about any subject. Fifth, in terms of SS, the respondents tend to be more sensitive and conscious of their own actions. Lastly, in terms of SC, the respondents can adapt to social situations.

The results also show that the relationship of the overall level of Adversity Quotient® of the respondents and overall level of Social Skills of the respondents with demographic profiles were not significant. The profile of the respondents do not affect the individuals' ability to overcome challenges in life and ability to express, understand and control one's self in social interactions. The result of the recent study regarding the relationship of AQ® with age and gender was supported by the study of Cornista and Macasaet (2013). They stated that the

age and gender as demographic profile of the respondents does not affect the level of AQ®. In addition, the study of Huijuan (2009) and Cura & Gozum (2011) mentioned that the level of AQ® was not affected by the respondents' gender. Moreover, the study of Cura & Gozum (2011) stated that the course of the respondents will not affect their level of AQ®. It implies that the respondents' course will not greatly affect their response to failures and trials. In contrast, Hiujuan (2009) stated that course affect the respondent's AQ®.

Lastly, the results show that there was a significant relationship between the level of Adversity Quotient® and Social Skills. This means that as the level of Adversity Quotient increases, the level of Social Skills also increases and vice versa. The ability of an individual to adapt to social interactions helps an individual to overcome different challenges in life.

6.0 Conclusion

The chapter presents the summary, conclusion and recommendation of the study. The results of the study were based on the data gathered from 105 respondents who participated in the study.

Conclusion

Based from the results/findings, the conclusions in this study:

1. In terms of age, respondents' ages range from 15 to 21 years old wherein most of the respondents were 18 years old with a frequency of 39.

   In terms of gender, most of the respondents were females with a frequency of 67 while the male respondents were 38.

   In terms of course, BS Business Administration has the highest number in followed by BS Psychology, BS Engineering, BS Accountancy, BS Tourism & HRM, BS Education, AB Communication, BS Math, BS Biology and lastly, BS Nursing.
2. In terms of Control and Reach, most of the respondents were low in the level of Adversity Quotient®. While, in terms of Ownership and Endurance, most of the respondents were below average in level of Adversity Quotient®.
3. Most of the respondents were average in the level of Social Skills in terms of Emotional Expressivity, Emotional Sensitivity, Emotional Control, Social Expressivity, Social Sensitivity, and Social Control.
4. There was no significant relationship between the overall level of Adversity Quotient® of the respondents and their age, gender and course.

5. There was no significant relationship between the overall level of Social Skills of the respondents and their age, gender and course.
6. Lastly, there was a low significant relationship between the overall level of Adversity Quotient® and Social Skills of the Respondents.

Recommendations

Based on the findings of the study, the researcher arrived at the following recommendations:

For the respondents, it was found out that they were low in AQ®. Stoltz formulated a formula on how to improve AQ® called LEAD (Listen, Explore, Analyze and Do Something. (1) Listen: It is how a person responds to adversity. It measures the ability of the person in decision making over adverse scenarios. (2) Explore: Know the root cause of the problem and take responsibility. (3) Analyze: Intelligently think of the situations in its occurrence and decide accordingly. (4) Do Something: Work out a plan of action and evaluate the result (as cited by Baroa, 2015). It is recommended that they follow the LEAD.

For the guidance counselors, they may consider developing special seminars/talks and activities/workshops for student leaders who have problems with handling and coping with adversities. They may equip the student leaders with a problem solving strategies that enables them to develop endurance and limit the reach of adversities. In addition, they may conduct activities to enable them to take accountability/ownership and develop control during adversity. They may also provide leaflets or brochures which contain biographies/stories of great

people that help to deliver inspiration and strength. This could encourage, build up determination, perseverance and strategies to overcome adversities one at a time and develop rational outlook towards difficulties in life.

For the Student Activities Office, it is recommended to widen activities and services to generate aspiration and confidence in order to develop social skills. Trainings, games and exercises can fine tune, improve, and learn their social skills and build better workplace, relationships and communications.

For the future researchers, it is recommended to have a larger sample size and larger area for the study. It is also recommended to have an equal frequency in terms of profiles. In addition, they can consider more profile like type of organization, position and length of service. Other variables can be added to Adversity Quotient® and Social Skills like leadership skills and coping mechanism. They are recommended to conduct more study to further establish the relationship between Adversity Quotient® and Social Skills. Their research may be conducted to new sets of respondents.

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