

**ADVERSITY QUOTIENT® AND LEADERSHIP STYLES AMONG STUDENT
LEADERS IN BULACAN STATE UNIVERSITY**

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Chapter I

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

Leaders set the direction, build an inspiring vision, and create something new. They help themselves and others to do things that will help their organization/institution to grow. They also play an important role in an organization. The success of an organization depends on how leader signifies his/her roles. They also need to know their capabilities in handling difficulties personally and on their organization it is also important that they need to know their different leadership style to manage a certain organization or institute.

The concept of leadership is not a new concept in the field of social sciences. In the recent years, the area of leadership has been widely studied more than any other aspect of human resource management and leadership may vary in styles. Leadership style consists of a leader's general personality, demeanour, and communication patterns in guiding others toward reaching organizational or personal goals. Common Samples of Leadership styles are Autocratic and Democratic. According to the study of Kendra Curry (1939), Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of

the most effective and lead to higher productivity, better contributions from group members, and increased group morale. Lastly, the Delegative style of Leadership, the leader allows the group members to make the decisions; this style can be effective in situations where group members are highly qualified in an area of expertise. Researchers found that groups led by delegative leads were the least productive of all three groups. The members of this group made many demands on the leader, showed little cooperation, and were unable to work independently. (Fletcher, 2009)

As stated in the article written by Darwin (2007), for many years, researchers have devoted a great deal of their studies to Intelligence Quotient (IQ) and Emotional Intelligence (EQ) which are considered to be determinants of success and superior accomplishment. A decade ago (1997), Paul Stoltz introduced a new yet interesting and intriguing concept the “Adversity Quotient”. AQ® is the most scientifically robust and widely used method in the world for measuring and strengthening human resilience.

Adversity Quotient® is about how you respond in life, especially the tough stuff. It is a gauge or measure of how you deal with everything from everyday hassles to the big adversities that life can spring on you. It is also an established science, theory and approach for becoming measurably more resilient. The more resilient you are, the more effectively and constructively you respond to life’s difficulties.

Adversity Quotient® research has already been done on teachers, students, managers, psychologists, hospital staff, entrepreneurs, insurance agents, IT staff, non-profit organization staff, political leaders, etc. and has proved to improve performance levels, leadership styles and practices, resilience, promotions, retention, optimism and commitment to change (Napire, 2013).

In order to become a successful leader you should be aware of what leadership styles you used. Leaders should know about more than their subordinates. They should know themselves in handling difficulties that they faced. Adapting in changes could be more difficult nowadays for our future young leaders of today. In spite of their studies they needed to perform, duties and responsibilities of being a leader on their respective organizations and institute; it is also a challenge for them to take responsibility and to handle unexpected situations that may occur upon performing their task as a student and as a leader.

The present researchers believe that Student Leaders are potential leaders of our nation's future, by informing them that this study could help them to become more effective leader on their different organization right now and for their future institutions that they will lead. By that, the researchers ought to help on having more resilient and effective leaders in leading our Nation. The researchers are also curious about Adversity Quotient® because it is a new concept in psychology and its relation to the leadership styles. They also believe that Adversity Quotient® and leadership style might help student leader to be aware of oneself about their resiliency and their leadership style.

STATEMENT OF THE PROBLEM

The main problem of this study is “What is the relationship between Adversity Quotient® and Leadership Style among student leaders in Bulacan State University?”

Specifically this study sought to answer the following question:

1. What leadership style is mostly practiced by student leaders of Bulacan State University?

2. What is the level of Adversity Quotient® among student leaders in terms of:
 - 2.1 Control;
 - 2.2 Origin & Ownership;
 - 2.3 Reach;
 - 2.4 Endurance;
 - 2.5 Overall Adversity Quotient®?
3. Is there a significant relationship between Adversity Quotient® and the Leadership styles of the Student Leaders?

SIGNIFICANCE OF THE STUDY

The contribution of this study is to add on the study about Adversity Quotient® and Leadership Styles, it may also add new information or data to other empirical questions in the relation to Adversity Quotient® on Leadership Style.

The study would be beneficial to the following:

Student Leaders. This study would provide them a deep understanding on their Adversity Quotient® and Leadership Styles. It would also give awareness on the student leaders' level of AQ® and their leadership styles based on the findings. It could also give them knowledge on how they should respond and be aware in facing difficult situations.

Teachers. The result of the study will help teachers to become more aware on Adversity Quotient® and the students capability in handling such kind of difficulties. It would also help teachers to become aware of the most practiced leadership styles of the students.

Parents. The result of this study can give information on parents on how resilient they children are. It will also help parents to guide their children to overcome the adversities faced by their children.

Student Organizations. The result of the study will ponder both the leaders and the members of the organization, this will help them to have an idea on how they are capable in handling different situation, their adaptability and their adjustment.

National Leaders. The result of this study will help National Leaders to become aware on most practiced leadership style of organizational student leaders. It will also help national leaders to further understand on how organizational student leaders manages their adversities.

Future Researchers. The result of the study will help future researchers on studying about Dr. Paul Stoltz Adversity Quotient® and this will add more literature reviews on Leadership styles. It can guide them with the information written in this study. They will have lesser time in conducting the research since the study has been made and this study can help them because it can add information for references.

SCOPE AND DELIMITATION OF THE STUDY

This study was limited to Organizational Student leaders serving their organization as President in Academic Year 2015 to 2016 of Bulacan State University and its Satellite Campuses. It was delimited by the other students of Bulacan State University and the past student leaders of the University. The researchers choose the Organizational Presidents of Bulacan State University to be appropriate in the study about style of leadership because

the researchers want to help the University and college to have more knowledge regarding Adversity Quotient® and Leadership Style. From the researcher's observations, it can be seen that IQ and EQ are what's mostly known by the college and less is known about the Adversity Quotient®. This is why the researchers want to use this opportunity to help the college students gain more information regarding the Adversity Quotient®.

Chapter II

THEORETICAL FRAMEWORK

This is a presentation of theoretical framework, review of related literature, related studies, conceptual framework, hypothesis of the study and definition of terms.

RELATED THEORIES

This study was anchored on Fiedler's Contingency Theory of Leadership, according to Fiedler (1967), it attempts to explain the appropriate leadership style based on the leader, followers, and most especially on the situation. Contingency means "it depends." and in 1951, Fred E. Fiedler began to develop the first situational leadership theory. It was the first theory to specify how situational variables interact with leader personality and behaviour. He called the theory "Contingency Theory of Leader Effectiveness." Fiedler believed that leadership style is a reflection of personality (trait theory-oriented) and behaviour (behavioural theory-oriented), and that leadership styles are basically constant. Leaders do not change styles, they change the situation. Fiedler stated that the success of the leader is a function of various contingencies in the form of subordinate, task, and/or group variables. The effectiveness of a given pattern of leader behaviour is contingent upon the demands imposed by the situation.

This study was also anchored on the theory of Dr. Paul G. Stoltz (1997). Stoltz theory on Adversity Quotient®; it is a attributional theory, explanatory style, optimism, hardiness, resiliency, and locus of control. Learned helplessness in Adversity Quotient® is in the control dimension, in which a leader knows his capacity to control the events/situation during times of difficulties.

According to Stoltz (1997), a leader should be brilliant in creating vision, strategizing for the smooth transition of the organization and inspiring his subordinates. However, these skills are useless if he was not able to go through adversities. If a leader has low Adversity Quotient®, there is a tendency of collapsing of the institution where the leader belongs. On the other side, if a leader has high Adversity Quotient®, he has a power of crossing over the barrier of difficulties in the work place. He believes that there is an important relationship between Adversity Quotient® and leadership styles. (Napire, 2013).

The present study was anchored on Fiedler's Contingency Theory of Leadership and Adversity Quotient Theory it will support the idea that Student Leaders may possibly adapt through changes that he/she are facing especially on difficult ones as Fiedler's said that a leader can change a situation, Moreover, as Stoltz believed that a leader should be knowledgeable in adapting through changes specifically on his/her organization; this theory also believes that the level of their AQ® may possibly predict the success of how the leaders handles an organization.

REVIEW OF THE RELATED LITERATURE

Leadership Style. Robbins (2001) defined leadership as the ability of an individual to influence the behaviour of a group to achieve organizational goals. It is possible to conclude from these discussions that leadership is a group of phenomena, whereby leaders are distinctive from their followers, and can influence individuals' activities to achieve set goals in their organizations.

Fapojowo (2002) sees leadership as the ability to guide, conduct, direct or influence the followership for the purpose of achieving common goals or task the leader thus possess the ability to influence others to achieve result. Leadership is concerned with the execution of those policies and decisions which help to direct the activities of an organization towards its specific goals. Leadership is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behaviour for others.

Leadership style is defined as the pattern of behaviours that leaders display during their work with and through others. Miller et al. (2002) viewed leadership style as the pattern of interactions between leaders and subordinates. It includes controlling, directing, indeed all techniques and methods used by leaders to motivate subordinates to follow their instructions. While According to Fiedler (1967) the term "leadership style" refers to a leader's manner of behaviour in a work situation and one's leadership style depends on one's personality and is therefore relatively fixed. According to Kavanaugh and Ninemeier (2001), there are three factors that determine the type of leadership style: leaders' characteristics, subordinates' characteristics and the organization environment. More specifically, the personal background of leaders such as personality, knowledge, values, and experiences shape their feelings about appropriate leadership that determine their specific leadership style;

There are three major leadership styles according to the U.S. Army Handbook of 1973, these are;

1. Authoritarian (autocratic) – in this style leader shows total authority over his subordinates, they tell them what they want to be done and how they want to accomplish it, without the approval of their subordinates. Moreover, Brennan

(2002) stated that Authoritarian leaders can be arrogant, hostile, boastful, and egotistical while the subordinates has a little or no opportunity to develop initiative and creativity.

2. Participative (democratic) – in this style the leader involves one or more employees in the decision-making (determining what to do and how to do it). However, the leader maintains the final decision. In addition, Brennen (2002) stated that democratic style focuses on group relationships and sensitivity to the people in the organization.

3. Delegative (free-reign) – in this style the leader allows the subordinates to make decision making, but the leader still has to be responsible for the decision that they made. Furthermore, Brennen (2002) stated that in this style of leadership the employees often doubt their own ability to accomplish the task at hand, thus productivity is usually very low.

Adversity Quotient (AQ®). Adversity refers to a state of distress, misery, suffering, trouble, misfortune, disaster, and challenges or any difficulty or hardship that an individual encounters arising from a certain setting.

Moreover, Adversity Quotient® is a measure of a person's ability to manage the adversity that he or she faces every day. People who cannot handle adversity become easily overwhelmed and emotional, then pull back and stop trying. Those who handle adversity well become the leaders of today and tomorrow (Stoltz, 1997). It also predicts how well one withstands adversity, overcomes it, and foresees the possible outcome of a particular situation. Also, according to Stoltz understanding the concept of AQ® can be better understand how he and others react to challenge and adversity in all aspects of his

life. In fact how people respond to adversity is a strong indicator of ability to succeed in many endeavours. Adversity Quotient was a result of 19 years of research and 10 years of application that was a major breakthrough in understanding of what it takes to succeed (Stoltz, 1997). It was also drawn from three major sciences: Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology thus, it embodies two essential components of any practical concepts – scientific theory and real world applications.

Building Blocks of Adversity Quotient®. The three major sciences where Adversity Quotient® was drawn also serve as its foundation or building blocks. AQ®, the underlying factor that determines the ability to ascend, is based on breakthroughs in three different scientific fields. Each of these represents a building block, which, when taken together, forms AQ® – the foundation of success.

The first building block is Cognitive Psychology. This building block is comprised of the extensive and growing body of research related to the human need for control or mastery over one's life. It includes some essential concepts for understanding human motivation, effectiveness, and performance.

The second building block, which is Psychoneuroimmunology, deals with the direct link between one's response to adversity and his or her mental health and physical health, and that how one responds to adversity (AQ®) influences immune functions, recovery from surgery, and vulnerability to life -threatening disease. Thus, a weak pattern of response to adversity can cause depression. Control, in additional, is essential to health and longevity.

The third building block is Neurophysiology. It is indicated that the brain ideally equipped to form habits. Those habits can be instantly interrupted and changed thus,

become hardwired in the subconscious region of the brain. Subconscious habits, such as AQ®, can be immediately altered, readily forming new habits that are strengthened over time.

These three building blocks – cognitive psychology, psychoneuroimmunity, and neurophysiology – come together to form AQ®, the result is a new understanding, measure, and set of tools to enhance human effectiveness (Stoltz, 1997).

Forms of Adversity Quotient®. Stoltz (2000), found out that AQ® has three forms: First, It is built upon a substantial base of familiar research, which offers a practical, new combination of knowledge which redefines what it takes to succeed. Secondly, AQ® is a measure of how one responds to adversity which can be understood and changed and can be calculated and interpreted. Thirdly, AQ® is a scientifically-grounded set of tools for improving how to respond to adversity as a result person will know his overall personal and professional effectiveness. Combinations of these three elements will provide new knowledge, which measures the practical tools that are the complete package of understanding and improving one's fundamental components in lifelong ascent.

Dr. Paul G. Stoltz comprises four dimension which are scientifically formulated; this four dimensions are the C.O.R.E.

C (control) refers to the amount of perceived control one has over and adverse event or situation. Intelligently the person perceives over adverse situation, he will have wider perspectives over events that happened. People who respond to adversity positively will most likely to have a greater performance over one who takes adverse situations a worse scenario to encounter. The more control one has, the more likely one

has to take positive actions. People with higher AQs find some facet of the situation they can influence. Those with lower AQs respond as if they have little or no control and often give up. (Stoltz, 2010).

O (origin & ownership) Origin is something to do with blame Canivel (2010). Blame has two benefits to people which help learn from and adapt to situations causing improvement. Accountability is the backbone of action. While, Stoltz (2000) defined Ownership as the extent to which the person owns, or takes responsibility for the outcomes of adversity or the extent to which the person holds himself accountable for improving the situation. It asks the question: “To what degree do I own the outcome of the adversity?” According to Canivel (2010) people with higher AQs hold themselves accountable for dealing with situations regardless of their cause. Those with lower AQs deflect accountability and most often feel victimized and helpless.

R (reach) Stoltz (2000), defined “reach” as the extent to which someone perceives an adversity will “reach into” and affect other aspects of the situation or beyond. It determines burden, stress, energy, and effort; it tends to have cumulative effect. It asks the question: “How far will the adversity reach into other areas of my life? People with higher AQs keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQs tend to catastrophize, allowing a setback in one area to bleed into other, unrelated areas and become destructive. (Stoltz, 2000)

E (endurance). According to Stoltz (2011), “endurance” is the length of time the individual perceives the situation/ adversity will last, or endure. It determines hope, optimism, and willingness to persevere. It asks two related questions: “How long will the

adversity last?” and, “How long will the cause of adversity last?”. People with higher AQs have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQs see adversity as dragging on indefinitely, if not permanently. (Stoltz, 2000).

To measure AQ, Dr. Paul G. Stoltz developed an assessment instrument called Adversity Quotient Profile® (AQP®).

Adversity Quotient Profile® is the only scientifically-grounded tool in existence for measuring how effectively one deals with adversity, or one’s AQ. AQ®, according to Stoltz, is a valid predictor of one’s success, stress-threshold, performance, risk-taking, capacity for change, productivity, perseverance, improvement, energy, and health. It is also highly valid assessment instrument based on 25 years of research and more than 1000 studies at more than 150 universities and organizations worldwide.

Williams (2003) stressed that school leaders must adjust and respond to the adversity that exists on all three levels: from personal family, to events occurring outside the community’s boundaries, to the stress placed on education both nationally and locally for increased accountability and student achievement. He emphasized further that adversity is a part of educational life for students, teachers, and principals. An individual’s response to adversity is determined by personal characteristics and environmental setting.

RELATED STUDIES

An interesting study conducted by **Haller (2005)** entitled “Adversity and Obstacles in the Shaping of Prominent Leaders: A Hermeneutic Phenomenological Inquiry” which

involved nine primary participants, two current U.S. Senators, a retired U.S. Army Special Forces Major General, a President of a large educational foundation who previously was Chancellor of one major University and President of another, a well-known author and motivational speaker, and the Chairman and Chief Executives Officers of four major companies. The primary participants selected for the study prior to becoming prominent leaders had experienced various degrees of adversity in their youth and adult lives. These participants were interviewed to collect data. He found out that the adversity in the participants' early lives was not the most important influence and they viewed the obstacles or events in their adult lives as opportunities disguised as challenges. The findings also revealed that overcoming challenges or obstacles strengthened leaders. This study is significant as it demonstrates the qualities of a successful leader with respect to AQ®.

A research conducted by **Sachdev (2009)** in her study on “Effectiveness of an Intervention Programme to Develop Adversity Quotient® of Potential Leaders”, the intervention programme has been effective in increasing the AQ® level of potential leaders as compared with a control group taken from the same population. Qualitative responses reveal specific areas and strategies that participants have found more beneficial. The complete Intervention Programme has been presented along with all exercises, hand-outs, instructions and power point presentation. On the basis of the results of quantitative analysis and qualitative feedback, the intervention programme has been re-designed to include suggestions made by the participants.

A study by **Baroa (2015)** entitled Adversity Quotient® and Leadership Skills of School Administrators: Basis for Leadership enhancement Program. The study aimed to

determine the relationship between the Adversity Quotient® and Leadership Skills in relation to the demographic profile of school administrators in the Division of Cadiz City. Descriptive-correlational method of research was employed. The respondents were the public elementary and secondary school administrators in the division. The data were obtained using the two sets of questionnaires from Dr. Paul G. Stoltz and Peter Northouse. Findings revealed that when demographic profiles were considered the level of Adversity Quotient® of school administrators in its four (4) dimensions was Below Average while their Leadership Skills in its three (3) areas marked high. However, a low degree of correlation was observed between the total leadership skills and total Adversity Quotient®. It was concluded then, that the school administrators' level of Adversity Quotient® did not totally affect their leadership skills. It is recommended that one must clearly understand AQ® and review AQ® Profile and leadership strengths and weaknesses. Furthermore, the top level management will consider developing leadership enhancement program basing from the results of the study.

The study **Aquino (2013)** was conducted to determine the relationship of adversity quotient®, leadership style and performance of secondary school heads and commitment to organizational values of teachers in the Province of Tarlac. Findings showed that secondary school heads have significantly little control and influence in adverse situations. Their leadership styles as to transformational and transactional have the same descriptive level. However, the computed grand mean for transformational leadership is higher than in the transactional leadership. Endurance of the school head was significantly and positively related to idealized influence – behaviour, inspirational motivation. The Ownership dimension was negatively influenced performance in

Mathematics, English, Science and overall NAT. Also, Ownership negatively influenced teachers' commitment to school, commitment to work group and overall commitment, but Endurance positively influenced teachers' commitment to school.

D'Souza (2009) pointed out that there is a positive correlation between Adversity Quotient® to increase performance scores; an increase in the ability to handle adversity corresponds to better performance. This is because students with an ability to handle adverse situations will perform well by overcoming these. It was also found out that school climate scores were eliminated to correspond between the variables of adversity quotient and school performance is the same. This signifies that the ability to handle adverse situations corresponds to the marks earned by the student irrespective of whether their perception of the school climate was alike or varying. It was also found out that those CBSE students have a better ability to handle adversities as compared with ICSE and SSC students. This implies the need for the other school types, especially SSC (since the mean AQ® for this school type was lower than the former), to prepare programs and modules, conduct workshops and seminars to help students develop their AQ®.

The work of **Cura, J., & Gozum, J. (2011)** also resulted that the dimensions of Adversity Quotient® such as Control, Ownership and Endurance had a significant relationship with the Mathematics achievement of the respondents in the study. The level of Adversity Quotient® and the Mathematics Achievement of the respondents were significantly related with one another. It is a correlational Study on Adversity Quotient® and the Mathematics Achievement of Sophomore Students of College of Engineering and Technology in Pamantasan ng Lungsod ng Maynila the purpose of

the study was to ascertain the relationship between mathematics achievement and the Adversity Quotient® of second year students of Pamantasan ng Lungsod ng Maynila on the basis of gender, course, type of school they graduated from, scholastic status, scholarship program and academic status. A descriptive method was applied in 398 second year engineering students of Pamantasan ng Lungsod ng Maynila- College of Engineering and Technology were selected for the study. It was also found that the level of Adversity Quotient® among the highest percentage of respondents is below average. The Adversity Quotient® of the respondents was not influenced by their sex, course, academic status, scholastic status, scholarship grant and the type of high school they graduated.

The study of **Huijan, Z (2009)** was to investigate the adversity quotient and academic performance of the selected students in St. Joseph's College, Quezon City during the school year 2008-2009. Two hundred and eighty (280) male and female college students from the College of Arts and Sciences and the Institute of Nursing were included in this study through randomized sampling technique. The major instrument used in the assessment of the adversity quotient of the student respondents was the Adversity Response Profile (ARP) Version 8.1: Student version. A minor tool, the Respondent Profile Data Sheet was designed to obtain from the respondents 'brief demographic information necessary for this study. Their GPA during the first semester of the present school year was used in order to determine their academic performance. The profile variables of the respondents were also investigated to find out if their adversity quotient and academic performance would be influenced by such factors. The researcher found that there is a significant difference in the adversity quotient of the respondents when the group was

tested according to course and year level through One-way ANOVA. Lastly, the results of the Pearson product moment correlation (Pearson r) showed there is a significant relationship between the adversity quotient and academic performance of the respondents in this study.

A study by **Cornista and Macasaet (2013)** was focused to investigate the Adversity Quotient® and Achievement Motivation of selected third year and fourth year psychology students of De La Salle Lipa AY 2012-2013. Ninety (90) psychology students were included in their study through purposive sampling technique. The major instrument used in the assessment of the adversity quotient® of the respondents was the AQ Profile® and for achievement motivation was the Achievement Motivation Profile. The profile variables of the respondents were also investigated to find out if their adversity quotient® and achievement motivation would be influenced by such factors.

SPSS computer software was utilized in the calculation of the research data, the result found out that there was no significant relationship between the adversity quotient® and the profile of the respondents. However, the researchers found that there is a significant relationship in the ownership dimension of adversity quotient® of the respondents when grouped according to year level. There was no significant relationship between the achievement motivation and the profile of the respondents. Lastly, the results of the Pearson product moment correlation (Pearson r) showed there is a significant relationship between the overall adversity quotient® and each of the domains under achievement motivation of the respondents in this study. The study concluded that the adversity quotient and achievement motivation had a relationship. However, not all the dimensions of

adversity quotient were found to influence the achievement motivation of the respondents in this study.

The studies of D'Souza, Cura, J., & Gozum, J., Huijan, Z and Cornista and Macasaet have similar findings that Adversity Quotient® have significant relationship with their selected variables.

While based on the study of **Canivel (2010)**, on the Principals' Adversity Quotient®: Styles, Performance and Practices, result showed that the generated principals' adversity quotient ®profile (AQ®P) of the private schools in Rizal had an average descriptive interpretation. Results showed the responses of the principals were grouped into the leadership styles in which the participating leadership style ranked 1, followed by selling leadership style, delegating leadership style, and telling leadership style; both performance and practices have positive response to adversity quotient; that there was no correlation between the principals' adversity quotient® and the principals' leadership styles; and lastly the adversity quotient® and leadership styles of the Principals' responses has no significant correlation with demographic profiles.

The results of the study by **Ferrer (2009)** showed that majority of the academic head respondents belong to middle range on Adversity Quotient® dimensions. In terms of over-all Adversity Quotient® level respondents belong to average range. In terms of leadership styles, majority of the respondents possess a participative style. The study also revealed that there was no significant relationship between leadership style and over-all Adversity Quotient® level and AQ® Ownership, Reach, and Endurance dimensions, with the exception of leadership style and AQ® Control dimensions which were significantly related.

Another interesting study was the study of **Lo Tigchelaar & Khaled E. Bekhet (2015)** the focused of the study was to investigate the relationship between the Adversity Quotient Profile® (AQP) and the leadership styles (Transformational and Transactional) of a group of business leaders' members and ex-members of the Egyptian Businessmen's Association (EBA) and the Egyptian Junior Business Association (EJB) in Egypt. The findings of the study were, among the four dimensions of AQP which are control, ownership, reach and endurance (CORE), it was endurance which scored the- lowest average and all the rest got average scores. The transformational leadership style was perceived as the most often adopted style, followed by the transactional leadership style. The study found that leadership styles overall scores were not significantly related to the Adversity Quotient profile of Egyptian business leaders, the AQP was found to have influence on idealized influence, and Reach of CORE dimensions was found to have influence on individualized consideration.

The study of **Napire (2013)** is conducted to determine the leadership styles and Adversity Quotient® of the elementary school principals in the Second Congressional District of Camarines Sur. The study resulted that Leadership styles were not significantly related to the Adversity Quotient®, control, ownership, reach, and endurance scores of elementary school principals in the Second Congressional District of Camarines Sur. The study also results that majority of elementary school principals in the Second Congressional District of Camarines Sur demonstrated the democratic style of leadership, and The Adversity Quotient®, control, ownership, reach, and endurance dimensions scores was within the “below average” range with mean score lower than the standard mean scores for each dimension.

Canivel, Napire, Lo Tigchelaar & Khaled E. Bekhet and Ferrer's, studies have similar findings that Adversity Quotient® does not have significant relationship with their selected variables.

The related literature and studies collected shall help the present researchers to manage the proper conduct of this study. It will be a guide to the present researchers in making a good and valuable study that will greatly contribute to the pond of knowledge.

According to Baroa (2015) adversities in life measure the ability of the person to different unusual situations that challenge everyone to make life difference and overcoming adversities will open the most effective and efficient ways of life opportunities from turmoil to triumph. School leaders must adjust and respond to the adversity that exists.

Majority of the studies revealed that life challenges and difficulties determined the person ways of decision making in particular to their career perspective. Leadership means a lot in the success or failure of the school and its organizations. The studies revealed that mostly School Leaders carry in their position the authority, responsibility and accountability; Student Leaders are part of School Leaders and they have an important role to perform in school and on their respective organizations. Facing different adversities are part of their responsibility as a school leader so as handling them.

CONCEPTUAL FRAMEWORK

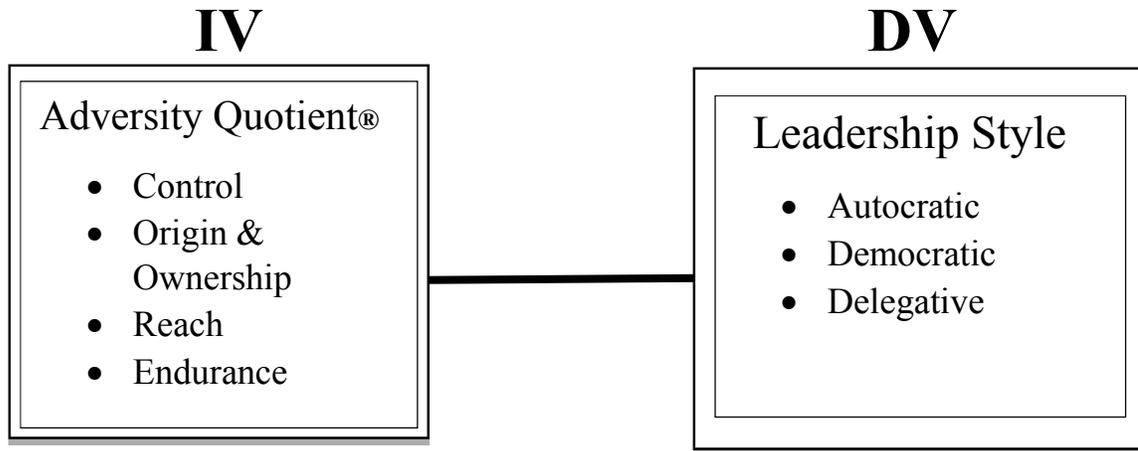


Figure 1. The figure above shows the relationship between Adversity Quotient® and Leadership Style.

The figure shows how the researchers measure the variables and its relationship. The study focused on two variables: Adversity Quotient® (AQ®) and Leadership Style.

The four “CORE” dimension of Dr. Stoltz’s Adversity Quotient® are the following: Control, Ownership, Reach, and Endurance. While, Leadership Styles are compose of Autocratic, Democratic and Delegative Style. The line that connects the two variables represents the relationship between Adversity Quotient® and Leadership Styles.

HYPOTHESIS OF THE STUDY

H_1 : There is a significant relationship between Leadership Styles and Adversity Quotient®.

DEFINITION OF TERMS

The following terms are operationally defined so that the readers would have a better understanding of the words used in this study.

Adversity Quotient (AQ)®. This refers to the total score obtained on the Adversity Quotient Profile® developed by Dr. Paul G. Stoltz version 8.1 (2009) as a measure on how one handles adversity.

Control score. is a measure of the degree of control a person perceives that he or she has when adverse events happened.

Endurance. is a measure of the perception of time over which good or bad events and their consequences will last or endure.

Origin & Ownership. is a measure of the extent to which a person owns, or takes responsibility for the outcomes of adversity or the extent to which a person holds himself or herself accountable for improving the situation.

Reach. is a measure of the degree to which a person perceives good or bad events reaching into other areas of life.

Leadership Style. is the conduct and approach of providing direction, implementing plans and motivating people.

Autocratic leadership style. This refers that the leader makes all the decision-making and dominates their subordinates.

Delegative leadership style. Refers that the leader usually has little control over team members, leaving them to sort out their roles and tackle their work assignments without personally participating in these processes.

Democratic leadership style. Refers that the leader involves the subordinates in decision making by consulting his subordinates (while still maintaining control), which encourages them ownership for the decisions.

Organizational Student Leaders. Refers to college students of Bulacan State University that serve the school or organization.

Chapter III

METHODS OF RESEARCH

This chapter is the presentation of the methods and techniques of the study, Population and sample, the research instruments that will be used, the data collecting procedures, Data processing, and Statistical treatment.

METHODS AND TECHNIQUES OF THE STUDY

The study used cross-sectional design and descriptive-correlational type of research to determine the Leadership style and Adversity Quotient® of the student leaders of Bulacan State University. Cross-sectional in which data from the respondents was gathered in one point in time to make comparisons across different types of respondents. Descriptive method was used in determining the leadership styles of the student leaders, their adversity quotient® along the four dimensions namely: a) control, b) origin & ownership, c) reach, and d) endurance. While the correlational method was used to determine whether there are significant relationship on Adversity Quotient® and Leadership style of student leaders of Bulacan State University. It was also use to determine if there are also significant relationship between the Overall Adversity quotient® and Leadership Style of Student Leaders.

POPULATION AND SAMPLE OF THE STUDY

The researchers have chosen organizational students leaders of Bulacan State University for the population. There are 127 listed organization and 1,277 student leaders in Bulacan State University based from the records of Office of the Student Organizations. The President of every organizations will the respondents that serves in Academic Year

2015-2016, because the researchers believe that it could give them some information on how they should respond and be aware in facing difficult situations on their respective organization. The sample size were 96 Organizational Presidents. Purposive sampling technique was used in order to meet the objective of the researchers to study the student leaders. This sampling design was used in order to give chance to present student leaders of Bulacan State University.

Formula: $n = N / (1 + Ne^2)$
where n = sample size;
N = 127 organizational president population;
e = 5%

$$n = 127 / (1 + 127(0.05)^2)$$
$$n = 127 / (1 + 127(0.0025))$$
$$n = 127 / (1 + 0.3175)$$
$$n = 127 / 1.3175$$
$$n = 96.39$$

Figure 2. The figure above shows the calculation for the sample size.

Table 1. Distribution of Demographic Profile among student leaders

| I. Gender | Frequency |
|--------------------|------------------|
| Male | 51 |
| Female | 49 |
| Total | 100 |
| II. Age | |
| 17-21 | 94 |
| 22-26 | 4 |
| 27-32 | 2 |
| Total | 100 |
| III. Campus | |
| Main campus | 73 |
| Meneses | 8 |
| Hagonoy | 3 |
| Bustos | 11 |
| Sarmiento | 5 |
| Total | 100 |

Table 1 shows the distribution of the demographic profile of the student leaders based on their gender, age and their campuses. Based on their Gender the population resulted to 49 female and 51 male respondents. Based on their age, 94 % of the population aged 17-21, 4 % aged 22-26, and 2 % aged 27-32. Based on their campuses, 73 % of the

population are from Main campus, 8 % in Meneses campus, 3 % in Hagonoy campus, 11 % in Bustos campus and 5 % in Sarmiento campus.

Moreover, the mean score of Gender resulted 50. The mean score of Age resulted 19.41 and the median score of Age was 19. Hence, most of the student leaders participated are aged 19 and most of the student leaders came from Main campus.

RESEARCH INSTRUMENTS

To obtain the data necessary for the study to determine the Leadership styles and Adversity Quotient® level of the Student leaders, the researchers used the Leadership Style Questionnaire and the Adversity Quotient Profile® (AQ Profile® 9.1).

Leadership Style Questionnaire

The instrument that was used to determine the leadership style of the student leaders and to determine the commonly used Leadership style of the Students Leaders is the Leadership Style Survey Questionnaire that was developed by Donald Clark; according to the details provided by Donald Clark is a 30-question self-assessment questionnaire which determines whether one's leadership style is autocratic, democratic or free-reign. Item numbers 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28 described autocratic style behaviour; democratic style behaviour is described by item numbers 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29; and item numbers 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30 described the free-reign style behaviour. The lowest score possible for any style is 10 (Never) while the highest score possible for any style is 50(Always) using the following rating scale:

Always – 5

Often – 4

Occasionally – 3

Seldom – 2

Never True – 1

The Leadership Style Survey Questionnaire indicated that the highest score you get from the three scores you have is an indicator of the style you normally use. The lowest of the three scores is an indicator of the style you least use. If the lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode. If two of the scores are close to the same, it might be going through a transition phase, either personally or at work, except if score is high in both the participative and the delegative then you are probably a delegative leader. If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or a new leader and are trying to feel out the correct style for yourself.

Adversity Quotient Profile®

This instrument is a self-rating questionnaire designed to measure an individual's style of responding to adverse situations. The AQ® is comprised of four CORE dimensions. CORE is an acronym for the four dimensions of AQ®. These CORE dimensions determine the overall AQ®. (Cornista and Macasaet, 2013)

The four dimensions of AQ® are Control, Origin & Ownership, Reach, and Endurance. Although these scales may be inter-correlated, they measure very different aspects of AQ®.

According to (Capones, 2004), The Control dimension measures the degree of control the person perceives that one has over adverse events. Origin & Ownership is the extent to which the person owns, or takes responsibility for, the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation. Reach is the degree to which the person perceives good or bad events reaching into other areas of life. Lastly, Endurance is the perception of time over which good or bad events and their consequences will last or endure

The AQ Profile® (9.1) is an oppositional, scale-based, forced-choice questionnaire designed to gauge an individual's resilience – that is, their capability to respond constructively to difficulties – by eliciting their hardwired response pattern to a broad range of adverse events (Stoltz, 1997). The Profile has an overall reliability of .91, higher than most popularly accepted psychological instruments and achievement tests (Technical Overview for the AQ Profile®, [online]). In scoring the AQ® Profile scores, the following are the descriptive interpretations:

| | C | O | R | E | Overall AQ® |
|----------------------|----------|----------|----------|----------|------------------------|
| High | 49-50 | 50 | 40-50 | 43-50 | 177-200 |
| Above Average | 45-48 | 48-49 | 35-39 | 39-42 | 165-176 |
| Average | 38-44 | 43-47 | 29-34 | 34-38 | 145-164 |
| Below Average | 34-37 | 39-42 | 24-28 | 29-33 | 134-144 |
| Low | 10-33 | 10-38 | 10-23 | 10-28 | 40-133 |
| Mean | 41 | 45 | 32 | 36 | 154 |

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 underutilizing 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 descent 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.

The AQP® is composed of the following four CORE dimensions namely; Control, Origin/Ownership, Reach and Endurance. The CORE equivalents were provided by Stoltz, 2009.

DATA COLLECTING PROCEDURE

The researchers followed this certain procedures for conducting the study. The first step in conducting the research is to inform Dr. G. Stoltz and Mr. Donald Clark through email that their questionnaires will be used for the study. Then the researchers received a

feedback from Katie Martin, she is an AQ® Research Project liaison in PEAK learning that manage by Dr. Paul G. Stoltz. Katie Martin emailed the researchers that they need to submit information about their research like the essence of the research, to gain approval for the use of AQ Profile® (9.1). After completing and emailed the requirements the researchers have gained their approval and the AQ Profile® (9.1). The researchers also got a feedback from Mr. Donald Clark saying that he allows the researchers to use the leadership style questionnaire. The researchers have already asked the permission for the list of Organizational Student leaders in Office of the Student Organizations or OSO in Bulacan State University for the respondents.

After asking permission for the questionnaires of Dr. Stoltz and Mr. Donald Clark the researchers also gathered the list of Organizational Student leaders in Bulacan State University for informing them to become respondents of the study, the researchers gave a consent form for their approval and after they approved; the researchers administered the questionnaires. First, the researchers gave the demographic profile that contains the needed personal information then, leadership style survey questionnaire followed by the online questionnaire of Adversity Quotient® (9.1). Then, the researchers retrieved the questionnaires right after the respondents were through answering the questions. Lastly, the researchers tallied and analysed the data that was collected and it was also interpreted.

DATA PROCESSING AND STATISTICAL TREATMENT

The data was presented using descriptive statistics for the respondents' personal data. For the statistical treatment that used, the researchers used Pearson product-moment

correlation to determine if there is a significant relationship between Adversity Quotient® to the mostly practiced Leadership style of the Student leaders.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the study together with the analysis and interpretation of data gathered through the use of questionnaires. Statistical data were shown in tables which served as basis for the analysis and interpretation.

DATA COLLECTION

The researchers used two questionnaire which were Leadership Style Survey questionnaire by Mr. Donald Clark, this test is a 30 question self-assessment questionnaire which determines whether one's leadership style was autocratic, democratic and delegative. And the other test was Adversity Quotient Profile® 9.1 by Dr. Paul G. Stoltz, this test is an online based questionnaire designed to gauge an individual's resilience.

The researchers come up to the study about Adversity Quotient® and Leadership Style of student leaders for them to determine if there is a significant relationship between the two variables. To determine this, the researchers made use of the questionnaires that was appropriate for their study, they asked the permission of the respective authors of the said questionnaires. After asking permission they gather the contact number of the student leaders at Office of the Student Organization. There are 100 respondents and it took them one and half months to accomplish it all. After finishing the administration of the test they have consulted a statistician for them to know if there is a significant relationship between Adversity Quotient® and Leadership Style.

Table 2. Ranking of Leadership styles mostly practiced by Student leaders

| | Student Leaders | Rank |
|-------------------|------------------------|-----------------|
| Autocratic | 1 | 3 rd |
| Delegative | 27 | 2 nd |
| Democratic | 72 | 1 st |

Table 2 shows the leadership styles of the student leader's namely democratic, delegative and autocratic style. Based on the result of the test, there are 72 student leaders who practiced democratic style of leadership, 27 student leaders who practiced delegative style of leadership. Lastly, only 1 student leader practiced autocratic style of leadership. Hence, that the most practiced leadership style is democratic. The result is similar to the study of Ferrer (2009) where result stated that respondents demonstrated participative style of leadership. Participative style of leadership is also known as democratic style. This implies that most of student leaders involves one or more members of their organization in the decision-making. The study of Canivel (2010) about the Principals' Adversity Quotient®: Styles, Performance and Practices, showed that Participative style of leadership was ranked 1 among the other leadership styles.

Table 2.1 Leadership style survey mean score of the respondents

| Leadership Styles beliefs Statements | Mean |
|--|------|
| 1. I retain the final decision making authority within my team. | 3.80 |
| 2. When a decision must be taken, I include some team members in determining what to do and how to do it. However, I maintain the final decision making authority. | 3.89 |
| 3. My team and I always vote whenever a major decision has to be made. | 4.35 |
| 4. I do not consider suggestions made by my team, as I do not have the time for them. | 1.52 |
| 5. I ask for team ideas and input on upcoming plans and projects. | 4.65 |
| 6. For a major decision to pass in my team, it must have the approval of each individual or the majority. | 4.48 |
| 7. I tell my team what has to be done and how to do it. | 4.26 |
| 8. When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my team's advice. | 4.35 |
| 9. To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My team are then expected to act upon the information. | 3.32 |
| 10. When someone makes a mistake, I tell them not to ever do that again and make a note of it. | 3.50 |
| 11. I want to create an environment where the team take ownership of the project. I allow them to participate in the decision making process. | 4.40 |
| 12. I allow my team to determine what needs to be done and how to do it. | 4.33 |
| 13. New team members are not allowed to make any decisions unless I approve it first. | 2.38 |
| 14. I ask team members for their vision of where they see their jobs going and then use their vision where appropriate. | 4.09 |
| 15. My team know more about their jobs than me, so I allow them to carry out the decisions to do their job. | 3.19 |
| 16. When something goes wrong, I tell my team that a procedure is not working correctly and I establish a new one. | 3.83 |

| | |
|---|------|
| 17. I allow my team to set priorities with my guidance. | 4.08 |
| 18. I delegate tasks in order to implement a new procedure or process. | 4.24 |
| 19. I closely monitor my team to ensure they are performing correctly. | 4.14 |
| 20. When there are differences in role expectations, I work with my team to resolve the differences. | 4.35 |
| 21. Each individual is responsible for defining their job. | 4.20 |
| 22. I like the power that my leadership position holds over subordinates. | 2.86 |
| 23. I like to use my leadership power to help subordinates or team members grow. | 4.36 |
| 24. I like to share my leadership power with my team. | 4.60 |
| 25. Team members must be directed or threatened with punishment to get them to achieve the organisational objectives. | 2.30 |
| 26. Team members will exercise self-direction if they are committed to the objectives. | 3.85 |
| 27. Team members have the right to determine their own organisational objectives. | 3.85 |
| 28. Team members seek mainly job security. | 3.46 |
| 29. Team members know how to use creativity and ingenuity to solve organizational problems. | 4.28 |
| 30. I allow my team to lead themselves with little supervision from me. | 3.99 |

Table 2.1 shows the mean score of the leadership style survey of the respondents. Item number 5 has the highest mean of 4.65, based on the leadership style survey questionnaire, item number 5 is a democratic statement item. However, the item number 4 has a lowest mean of 1.52, based on the leadership style survey questionnaire, item number 4 is an autocratic statement. This findings support the result that the mostly practiced

leadership style is democratic since that the Item number 5 has the highest mean that was also a democratic style item while the least mean score was the Item number 4 which is an Autocratic item and based on the result Autocratic was the least ranked among the leadership style.

Table 3 Adversity Quotient® Profile 9.1 of Student leaders

| Adversity Quotient® | High | Above Average | Average | Below Average | Low | Total |
|----------------------------|-------------|----------------------|----------------|----------------------|------------|--------------|
| Control | 2 | 0 | 13 | 7 | 0 | 22 |
| Origin/Ownership | 1 | 3 | 18 | 4 | 1 | 27 |
| Reach | 4 | 10 | 17 | 2 | 0 | 33 |
| Endurance | 1 | 8 | 5 | 4 | 0 | 18 |
| | | | | | | |
| Overall AQ® | 0 | 0 | 12 | 21 | 67 | 100 |

Table 3. shows the adversity quotient profile of student leaders with its four dimensions; control, origin/ownership, reach, endurance and overall AQ® along with their descriptive interpretation namely: high, above average, average, below average and low. Based on the result of the test, there are 2 student leaders who scored High, 13 student leaders scored Average, 7 student leaders scored Below Average on the Control Dimension. Then, 1 student leader scored High, 3 student leaders scored Above Average, 18 student leaders scored Average, 4 student leaders scored Below Average and 1 student leader scored Low on the Origin/Ownership Dimension. Then, 4 student leader scored High, 10 student leaders scored Above Average, 17 student leaders scored Average, 2

student leaders scored Below Average on the Reach Dimension. Lastly, 1 student leader scored High, 8 student leaders scored Above Average, 5 student leaders scored Average, 4 student leaders scored Below Average on the Endurance Dimension.

The student leaders showed that the Reach dimension was the most scored High dimension while the Control dimension was the mostly scored Below Average; majority of the respondents scored Average on the control, origin/ownership, reach and endurance dimensions. The overall result of AQ® resulted to “Low” level this implies that most student leaders are easily influenced by adverse situation. The study of Aquino (2013) about secondary school head teachers of Tarlac also got a “low” level of overall Adversity Quotient®. Low level of Adversity Quotient® indicates low levels of motivation, energy, performance, and persistence they also have tendency to give up and lose hope easily when they are confronted or experienced adverse situations.

Moreover, The research findings of Canivel (2010), Napire (2013) and Baroa (2015) that their respondents resulted “Below Average” on their Overall Adversity Quotient® and based on the result of the present study, student leaders got “Low” on their Overall Adversity Quotient®. Both study showed less than the average level; this implies that both respondents of the respective studies underutilize their potential to resolve adverse situations.

Table 4. Relationship between Adversity Quotient® and the Leadership style of Student leaders

| Adversity Quotient® | Leadership styles | | | |
|---------------------|-------------------|-----------------------------|---------|-----------------------|
| | R-value | Verbal Interpretation | P-value | Verbal Interpretation |
| | 0.72 | Positive strong correlation | 0.477 | Significant |

*correlation is significant at the 0.01 (2-tailed)

*correlation is significant at the 0.05 (2-tailed)

Table 4 shows the result 0.72 it denotes that there is a significant relationship since this was near to the value of 1. This implies that the adversity quotient® has a significant relationship with the leadership styles of the student leaders. The finding support the statement of Dr.Paul G. Stoltz, founder of Adversity Quotient® that AQ® strengthens the effectiveness of leadership and enhancing the effectiveness of those subordinates.

Table 4.1 Relationship of Adversity Quotient® Dimensions and Democratic Leadership Style of Student Leaders

| Adversity Quotient® Dimensions | Leadership Style (Democratic) | | | |
|--------------------------------|-------------------------------|--------------------------------|---------|-----------------------|
| | R-value | Verbal Interpretation | P-Value | Verbal Interpretation |
| Control | 0.71 | Positive Strong Correlation | 0.48 | Significant |
| Origin & Ownership | 0.263** | Positive Weak Correlation | 0.008 | Significant |
| Reach | -0.28 | Negative Weak Correlation | 0.785 | Significant |
| Endurance | 0.098 | Positive Very Weak Correlation | 0.333 | Not Significant |

*correlation is significant at the 0.01 (2-tailed)

*correlation is significant at the 0.05 (2-tailed)

Table 4.1 shows the relationship of Adversity Quotient® and Democratic Leadership style of student leaders. This illustrates that there is a positive strong correlation between control and the democratic style. Student leaders with high level of control have

a high level in having democratic style of leadership. It means that when student leaders have a high degree of control in adverse events they are more likely to have a success in handling group situations. (Cornista & Macasaet, 2013)

There is a positive weak correlation between origin and ownership dimension for the democratic style of leadership. It means that student leaders have a higher tendency to respond to adverse situation in terms of their ownership to which their extent to own, or takes responsibility for, the outcomes of adversity or the extent to which they hold themselves accountable for improving the situation also becomes high. (Cornista & Macasaet, 2013). According to U.S. Army Handbook (1973) leaders who are truly accountable expand their view of organizational responsibility and do what they can to get done what needs to get done, no matter where in the organization they have to go. They hold themselves accountable for making relationships work. They take 100% responsibility for making any relationship work. They also stated that an individual with this feature takes the initiative to get things done; is not afraid to hold others accountable; is willing to cross departmental boundaries to help with a meaningful project; and takes personal responsibility for organizational success.

There is negative weak correlation between reach dimension and the democratic style of leadership. This findings was similar to the study of Canivel (2013) that reach dimension has a significant relationship to the democratic style of leadership. It implies that student leaders with high level in Reach dimension has a tendency to set in place the adverse situation in other healthy areas of his life, most likely they also tend to handle different group situations since that democratic style of leadership exhibits group sensitivity. They also have focus on group relationships and sensitivity to the people in the

organization which is one of the trait of democratic style according to Brennen (2002). Lastly, in endurance dimension there is no significant relationship and there is a positive very weak correlation. This findings consider the factor that student leaders on their age might have been delimited to their adverse situations that they encountered than to those adult or people with more experiences that really sharpens their ability to be optimistic and persevere after an adverse situations.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, conclusions, and recommendations based on the obtained, analysed and interpreted data presented in the previous chapter.

The major purpose of this study is to examine the relationship of Adversity Quotient® and Leadership styles among student leaders of Bulacan State University.

Specifically, answers to the following questions were sought:

1. What leadership style is mostly practiced by student leaders of Bulacan State University?
2. What is the level of Adversity Quotient® among student leaders in terms of:
 - a. Control;
 - b. Origin & Ownership;
 - c. Reach;
 - d. Endurance;
 - e. Overall Adversity Quotient®?
3. Is there a significant relationship between Adversity Quotient® and the Leadership styles of the Student Leaders?

SUMMARY OF THE STUDY

The study was focused if there is a significant relationship between Adversity Quotient® and Leadership Styles among student leaders of Bulacan State University.

A descriptive-correlational method was used in this study with the use of questionnaires as the major instrument to gather the data. The Adversity Quotient Profile® 9.1 by Dr. Paul G. Stoltz and the Leadership Style Questionnaire by Mr. Donald Clark. The

respondents of the study was the present organizational student leaders of Bulacan State University.

The data was presented using descriptive statistics for the respondents' personal data. For the statistical treatment that used, the researchers used Pearson product-moment correlation to determine if there is a significant relationship between Adversity Quotient® to the mostly practiced Leadership style of the Student leaders.

SUMMARY OF FINDINGS

From the data gathered, the researchers have discovered that:

- **Most practiced leadership style by student leaders of Bulacan State University:** The mostly practiced leadership style of the student leaders was the democratic style of leadership having 72% of the total population. While The delegative style of leadership has 27% of the total population and 1% on Autocratic style of leadership.
- **Level of Adversity Quotient® of the student leaders:** Based on the result of the test, the Reach dimension was the most scored High dimension while the Control dimension was the mostly scored Below Average. Majority of the respondents scored Average on the control, origin/ownership, reach and endurance dimensions. Moreover, most of the student leaders scored “low” in their Overall Adversity Quotient® this implies that student leaders have low levels of motivation, energy, performance, and persistence they also have tendency to give up and lose hope easily when they are confronted or experienced adverse situations.

- **Relationship between Adversity Quotient® and Leadership Style of the Student Leaders:** Based on the findings, Adversity Quotient® and Leadership style of the student leaders has a significant relationship. The result of Pearson product-moment correlation was 0.72 it denotes that there is a significant relationship since this was near to the value of 1. Moreover, in relating CORE dimensions and the mostly practice leadership style; it was also showed that control, origin & ownership and reach dimension have a relationship to democratic leadership style.

CONCLUSION

H₁: There is a significant relationship between Leadership Styles and Adversity Quotient®.

The hypothesis of the study was accepted. Based on the result of the study there is a significant relationship between the Adversity Quotient and Leadership style of the student leaders. This study concludes that the leadership styles among Student leaders of Bulacan State University is affected by their Adversity Quotient®. The findings reinforces the statement of Dr. Paul G. Stoltz (1997) that AQ® strengthens the effectiveness of leadership style and enhancing the effectiveness of his subordinates. It also concludes that having low level of AQ® might have negative effect on how you handle your organization and subordinates. In addition, the present findings contrasts the study of Napire (2013) that Adversity Quotient and Leadership Style was not significantly related. Another study conducted by L. Tigchelaar and K. E. Bekhet (2015) about the relationship of Adversity Quotient® and Leadership Styles (Transformational and Transactional) was also not significantly related

RECOMMENDATION

1. Student leaders should enhance and make their organization more effective by improving their leadership style especially that democratic style of leadership is the mostly practiced; it can be enhance by attending programs, seminars and workshops that will lead their leadership style more well for the future endeavours of the organization.
2. Student leaders need to make an awareness about their adversity quotient so that they can improve their resiliency that will lead them to increase their capacity to accept challenges, setbacks and other future adverse situations. The more effectively and constructively they respond to life's difficulties the more they have strong resiliency.
3. Based on the findings the Control dimension is the mostly scored Below Average it can be more improved by responding to adversity positively because it will lead to have a greater performance and most likely to take positive actions especially on adverse situations. Since that Overall Adversity Quotient® scored “low” it can worked out by improving one's motivation, and strengthening their capacity to cope up on adverse situation.
4. School administrators should set or create programs that will help Student leaders to improve their Adversity Quotient® and engage in activities that will enhance their leadership styles' such as seminars and workshops. This might help not only for the leaders but along with its members of their organization.
5. Future researchers should explore more studies about Adversity Quotient® because this variable is a new concept in the field of psychology and a new word

for most people. They may not know the definition of AQ®, but further researchers can help to gain more important information that can help the others especially the future respondents in knowing what AQ® really means.

6. Future researchers should also consider the number of their population and sampling and their respondent's demographic profiles such as the age and occupational status because it might varies the result of the study. They may continuously study and consider AQ® as criteria not only in leadership but also in other aspect of human's life.

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