

**ADVERSITY QUOTIENT® AND LEADERSHIP SKILLS
OF SCHOOL ADMINISTRATORS: BASIS FOR
LEADERSHIP ENHANCEMENT PROGRAM**

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CERTIFICATE OF APPROVAL

The thesis attached hereto, titled **ADVERSITY QUOTIENT® AND LEADERSHIP SKILLS OF SCHOOL ADMINISTRATORS: BASIS FOR LEADERSHIP ENHANCEMENT PROGRAM**, prepared and submitted by ENJENETTE D. BAROA in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** with specialization in **Educational Management**, is hereby recommended for oral examination.

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Abstract

This 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. The 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 (2) sets of questionnaires from Dr. Paul G. Stoltz and Peter Northouse (2011) which measures the level of one's Adversity Quotient® and leadership skills, respectively. The frequency-percentage was used in determining the profiles of the respondents in terms of demographic variables such as age, sex, marital status, length of service as school administrator and school level administered, while mean was used to determine the levels of Adversity Quotient® and Leadership Skills. Pearson r was employed to determine the significant relationship between Adversity Quotient® and Leadership Skills. 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.

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EDB

To

GOD

For the greatest source of wisdom and strength

Husband FRANCIS

Children, Kaycee and Fordee

For the constant source of love, support and understanding.

I am truly thankful for having you in my life.

This thesis is for you.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
ACKNOWLEDGMENT	iv
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x

Chapter 1 The Problem and its Background

1.1 Introduction	1
1.2 Conceptual Framework	3
1.3 Statement of the Problem.....	8
1.4 Significance of the Study	9
1.5 Scope and Delimitation of the Study	10
1.6 Definition of Terms	11

Chapter 2 Review of Related Literature

2.1 Conceptual Literature	13
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2.2 Research Literature	22
-------------------------------	----

Chapter 3 Methods and Procedures

3.1 Research Design	35
3.2 Participants of the Study	36
3.3 Setting of the Study	37
3.4 Research Instrument	38
3.5 Data Gathering Procedure	42
3.5 Data Analysis	42

Chapter 4 Presentation, Analysis and Interpretation of Data

Level of Adversity Quotient® of School Administrators along Control, Ownership, Reach and Endurance	45
Level of Leadership Skills of school administrators in terms of administrative, interpersonal, and conceptual skills	50
The degree of correlation between Adversity Quotient® and Leadership Skills of School Administrators	55
Leadership Enhancement Program for School Administrators	58

Chapter 5 Summary, Conclusion, and Recommendations

5.1 Summary of Findings	60
5.2 Conclusions	65
5.3 Recommendations	67

REFERENCES	69
APPENDICES	73
CURRICULUM VITAE.....	80

LIST OF TABLES

TABLE		PAGE
3.1	Profile of School Administrators	37
3.2	Adversity Quotient Score Range and Equivalents	39
3.3	CO2RE Score Range and Its Equivalents	40
3.4	Leadership Skills Scoring Interpretation	41
4.1	Adversity Quotient of School Administrators Along its Four Dimensions and When Taken as a Whole	45
4.2	Adversity Quotient of School Administrators Along its Four Dimensions and Categorized According to Age	46
4.3	Adversity Quotient of School Administrators Along its Four Dimensions and Categorized According to Sex	47
4.4	Adversity Quotient of School Administrators Along its Four Dimensions and Categorized According to Marital Status	48
4.5	Adversity Quotient of School Administrators Along its Four Dimensions and Categorized According to Length of Service as School Administrators	49
4.6	Adversity Quotient of School Administrators Along its Four Dimensions and Categorized According to School Level Administered	49

4.7	Leadership Skills of Schools Administrators along its Three Areas and When Taken as a Whole	50
4.8	Leadership Skills of School Administrators Along its Three Areas and Categorized According to Age	51
4.9	Leadership Skills of School Administrators Along its Three Areas and Categorized According to Sex	52
4.10	Leadership Skills of School Administrators Along its Three Areas and Categorized According to Marital Status	52
4.11	Leadership Skills of School Administrators Along its Three Areas and Categorized According to Length of Service as School administrator	53
4.12	Leadership Skills of School Administrators Along its Three Areas and Categorized According to School Level Administered	53
4.13	Degree of Correlation Among Administrative Skills And Dimensions of AQ	58
4.14	Degree of Correlation Among Interpersonal Skills And Dimensions of AQ	54
4.15	Degree of Correlation among Conceptual Skills And Dimensions of AQ	56
4.16	Degree of Correlation Among Total Leadership Skills And Dimensions of AQ	57

Chapter 1

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

The educational system is tremendously challenging particularly in the managerial, technical, and financial competence of its officials. Public school education is a government service led by officials assigned at various levels of the Department of Education (DepEd). Centralization and decentralization concepts are often observed in DepEd. At times, this scenario creates stress to a certain degree, especially for those who are at the lower level management – the principals.

The birth of Republic Act 9155, an Act Instituting a Framework of Governance for Basic Education and for other purposes, decentralizes Philippine education at the grassroots level. The shifting paradigm to school-based management is timely for an educational system that is continuously seeking the path to excellence and modernization.

School-Based Management (SBM) reforms aimed at empowering school administrators and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils and organizations. Responsibility and decision-making over school operations are transferred to school administrators, teachers, parents, sometimes students, and other

school stakeholders. However, these administrators have to conform to, or operate within a set of centrally determined policies by the Department of Education.

The school administrator's role therefore plays a vital part in the implementation and supervision of various school programs, projects, and activities. Williams (2010), Rosenholtz (2009) and Stoltz (1997) mentioned that school administrators are usually the major source and the driving forces that uphold the welfare of the school. Their position is significant to the educational development and academic growth and performance of the pupils.

Mostly, school administrators face and see challenges as their worst constant companion with a lot of responsibilities and accountabilities underlying their position. Mismanagement and unsuccessful handling of every challenge will greatly affect performance of school children, parents, and even the entire school community. With these countless duties associated with being a school head, the path is often strewn with conflict, adversity and crisis (Ferrer, 2009). In order to improve levels of performances of school leaders, they must be well equipped with not only knowledge but with the right attitude towards the adversities they may experience. Adversities can be an obstacle to the fulfillment of the school administrators in achieving their goals and aspirations for the institution. However, adversities can be an opportunity to strengthen the thoughts of a person and establish one's achievements. Surpassing any adverse event in life will lead a person to better way of understanding a problem.

This study aimed to determine the Leadership Skills as well as the Adversity Quotient® of the elementary and secondary school administrators in the Division of Cadiz City. It is deemed necessary likewise to determine how the demographic profile affects the Adversity Quotient and leadership skills of the school administrators.

1.2 Conceptual/Theoretical Framework

The main concern of the study was to explore the level of Adversity Quotient (AQ®) in the field of school administration and to determine the school administrators' AQ® and level of leadership skills which will serve as basis for enhancement.

This conceptual framework presents the interrelationships of school administrators' demographic profile to the Adversity Quotient® and leadership skills of the target respondents. The demographic profile believed to be significant in this study includes: age, sex, marital status, length of service as school administrator, and school level administered. Variables such as age and sex have been used to predict many behaviors, including leadership effectiveness (Thompson, 2000). Marital status categorizes school administrators as married and unmarried leaders both bring positive and negative effects as to their performances. Olian, Carroll, Giannantonio, and Feren (1988) stress the term "support system" for married school administrators receiving support and assistance from family, friends, children, and spouse. On the other hand, this challenges them on how to manage time effectively by setting priorities between career and family. The school administrators' experiences counted through years of

service and school level administered basically could affect the result of leadership skills and level of Adversity Quotient®.

In this study the AQ® level is the dependent variable. The principals' adversity quotient measures how one responds in the face of difficult problems encountered in school which can be understood, and changed. This AQ begins with individual's behavior and it encompasses four dimensions of control, ownership, reach and endurance. Control, according to Podsakoff and Farh (1989) affects their performance in the midst of adverse situations. Ownership and origin have something to do with accountability which influences leadership. Reach dimension assess how far adversity affects areas of life usually leading to poor decision making and distancing oneself to others that can affect leadership (Bandura, 1995). The endurance dimension of AQ (Peterson, Seligman et al, 1993) responds to the time adversities which can affect performance and practices.

With the theories presented in each dimension of Adversity, the school administrators' leadership skills are found to be challenged. The multi-faceted roles of being school administrators could exert too much pressure on their psychological and social well-being, which in turn, could jeopardize the gainful existence of a school. Currently, schools are facing many issues and emergent adversities with which educational leaders must contend. Emergent adversities such as academic problems, drug addictions, early pregnancy, parental problems, bullying, and discipline are the most common. In addition to this, according to Senge (1999), advances and changes in

technology, science, values, environment, and international relationship hold a varied assortment of challenges and adversities in education. How a leader responds to these adversities not only affects the leader's performance but also challenge his/her leadership skills in leading a school. Learning to deal with adversity in the organization in one's career life is an essential element of effective leadership (Wallington, 2004).

The level of school administrators' leadership skills in this study can be gauged through a questionnaire adopted from Peter Northouse (Introduction to Leadership- Concepts and Practice, 2nd edition, June 2011). The three (3) performance areas believed to be very critical in leading a school include: Administrative, Interpersonal, and Conceptual Skills which ranges as Very True, Somewhat True, Occasionally True, Seldom True, and Not True.

In the course of the study, leadership focused on the administrative skills covers communicating, computing, organizing, planning, scheduling, or staffing where prioritizing and time management of tasks are being tested. To properly execute tasks, interpersonal skills have to be developed. Perceived as optimistic, calm, confident and charismatic –these are qualities that are often endearing or appealing to others. Conceptual skill, on the other hand, is the ability to think creatively about, analyze and understand complicated and abstract ideas. Using a well-developed conceptual skill set, top level business managers need to be able to look at their company as a holistic entity, to see the interrelationships between its divisions, and to understand how the firm fits

into and affects its overall environment. This generally is because of their ability to understand the organization as a whole and develop creative strategies.

The extent of school administrators' leadership skills and adversity quotient can be perceived by both elementary and secondary school administrators and can be analyzed in relation to the following variables: age, sex, marital status, length of service as school administrator, and school level administrator. The interrelationship of these two (2) areas varies as to the identified variables which will then provide data as basis for leadership enhancement program in the division.

The schematic diagram showing the conceptual framework employed in this study is shown in Figure 1.

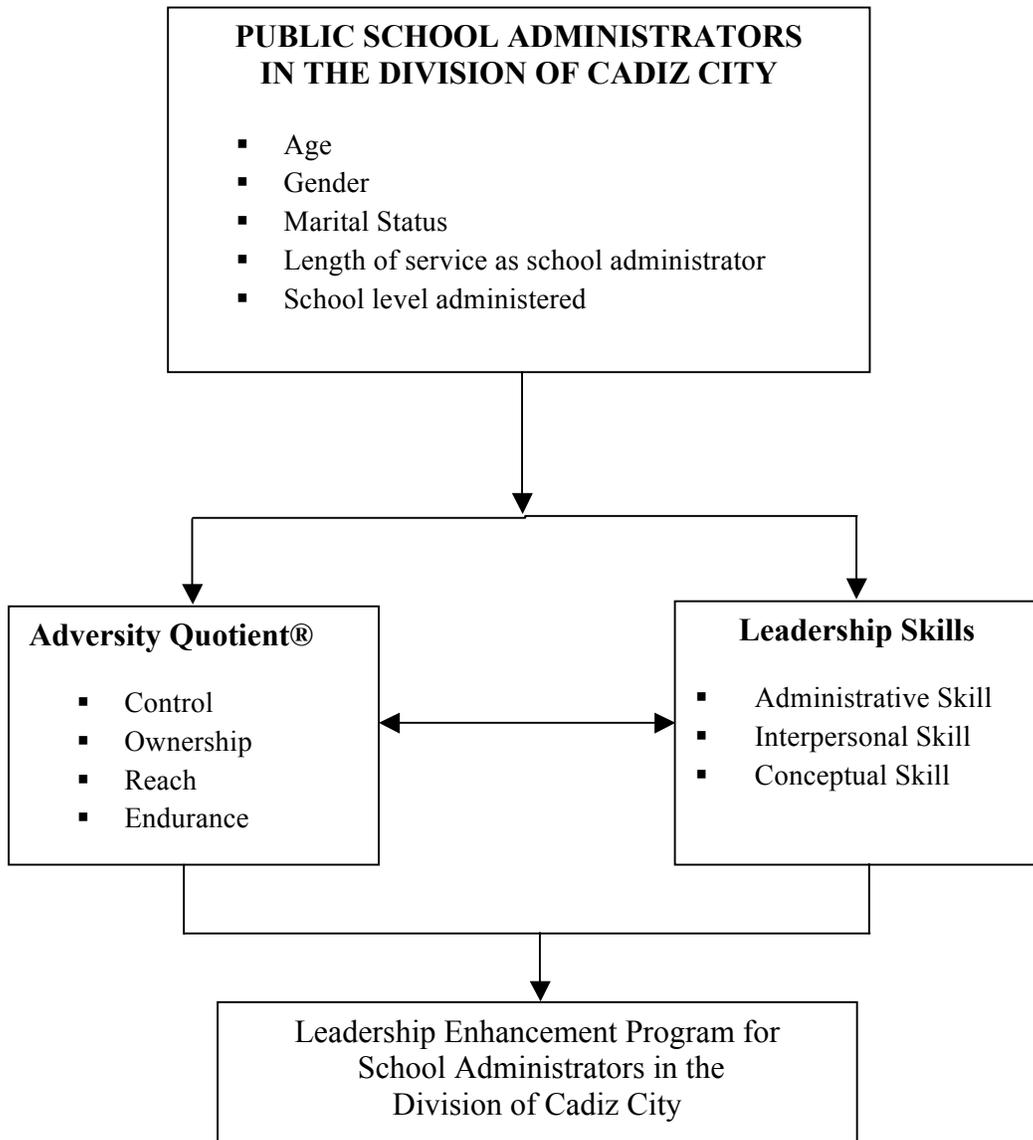


Figure 1: A Schematic Diagram Representing the Conceptual Framework of the Study

1.3 Statement of the Problem/Purpose

The main purpose of this study was to determine the relationship between the Adversity Quotient® and leadership skills of school administrators in the Division of Cadiz City.

Specifically, this study sought to answer the following questions:

1. What is the level of Adversity Quotient® of School Administrators along control, ownership, reach, and endurance when taken as a whole and categorized according to selected variables?

1.1. Age

1.2. Sex

1.3. Marital Status

1.4. Length of service as school administrator

1.5. School level administered

2. What is the level of leadership skills of school administrators in terms of administrative, interpersonal, and conceptual skills and when grouped according to:

2.1. Age

2.2. Sex

2.3. Marital Status

2.4. Length of service as school administrator

2.5. School level administered

3. What is the degree of correlation between Adversity Quotient® and leadership skills of school administrators?

4. What leadership enhancement program should be developed for School Administrators in the division?

1.4 Significance of the Study

School administrators are key players in the educational arena. They play crucial roles in the success and failure of the whole school community. Thus, this study is believed to benefit the following:

School Administrators. School administrators understand the qualities and skills of being effective leaders. This study can better provide clear insights in understanding their capacity to stay strong and be focused in difficulties, challenging tasks, and responsibilities of being a leader. It will further help them improve job functions and attain physical and mental well-being that could lead to the over-all quality of management.

Teachers. Teachers may be aware of the various leadership skills their school head possess. By this, they will be able to determine their roles and functions in school and how they can support/help their school head in ensuring the improvement of their school in general.

Pupils. As the prime recipient of the educational services, they will benefit of these services offered in the system through competent, effective and efficient school leaders who manage the development and effectiveness of the teachers and the school in general.

Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS). Upon knowing the level of leadership skills of their subordinates, these supervisors can provide technical assistance to the school head to improve his/her performance.

Parents and Community. As strong partners in the educational system, they will be able to understand the various leadership skills of the school administrators for a systematic coordination between the school and community.

Human Resource Training and Development (HRTD). The Department of Education HRTD can utilize the result of this study as a point of reference for hiring or promoting certain school head.

1.5 Scope and Delimitations of the Study

The main purpose of this study was to determine the Adversity Quotient (AQ)[®] and the leadership skills of public school administrators in the Division of Cadiz City for the School Year 2014-2015 in relation to their demographic profiles: age, gender, marital status, length of service as school administrator, and school level administered.

The subjects of the study were the fifty (50) public school administrators whom forty (40) were elementary school administrators and ten (10) secondary school administrators. The change of the number of subject-participants was due to the retirement of most of the school administrators of which only teachers-in-charge were assigned in certain schools.

The analysis of the results is basically dependent on the responses of the respondents to the various items in the questionnaires. The Adversity Quotient® was measured through the AQ®P version 9.1 instrument provided by Dr. Paul G. Stoltz of Peak Learning, Inc. The principal respondents answered through online using the URL provided by the Peak Learning, Inc. to the researcher.

The Leadership Skills Questionnaire developed by Northouse (2011) measuring the three (3) broad types of leadership skills: administrative, interpersonal, and conceptual skills will determine the strength and weaknesses of the school heads.

1.6 Definition of Terms

The following terms are defined operationally to ensure clearer understanding of the research:

Adversity. In this study, it refers to challenges, problems and concerns encountered by the school administrators pertaining to their work place.

Adversity Quotient (AQ)®. In this study, this term refers to the total score obtained from the Adversity Quotient Profile® of the respondents.

Leadership Skills. In this study, this term refers to the performance-based traits, characteristics and competencies a school administrator must continuously demonstrate for the whole school improvement process which further refers to three (3) leadership attributes such as: administrative, interpersonal, and conceptual Skills.

School Administrators. In this study, this term refers to all public elementary and secondary school administrators who are supervising certain school/institution in the division which includes Head Teacher I, Head Teacher II, Head Teacher III, Principal I, Principal II, Principal III during the School Year 2014-2015.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter reviews conceptual and research literature conducted in the Philippines and other countries which are related to the present study. These reviews aim to provide basic foundation and relevant information which can help facilitate clearer understanding on how each of these reviewed information relate to the present investigation. This research indicates the connections between the leadership skills and the ability of the person to deal with different adverse situation which has been dealt with by other researcher in diverse ways.

2.1 Conceptual Literature

Adversity Quotient®

Adversity Quotient® is 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, and the more fulfilling life becomes. It is the ability of the person to adapt to distress, challenges, setbacks, suffering, troubles, difficulties and misfortune. Adversity Quotient® predicts how well one withstands adversity, overcomes it, and foresees the possible outcome of a particular situation. An individual continually encounters adversities, it is immeasurable, imagined or real, self-created or brought by others. Adversities bring stress to people; everyone has his own pace of facing it. He/She may or may not consider that each decision he/she makes has an

equal and corresponding consequences. It requires a certain resilience to overcome adverse situation. It entails staying stable and being healthy in the levels of physical and psychological functions, even in the face of challenges. People who successfully apply Adversity Quotient® perform optimally in the face of adversities. In fact, they not only learned from these challenges, but they also respond to situations better and faster. This is because Adversity Quotient® comes on our natural ability to learn, adapt and change that enhances our vital ability. Recent researches have proved that Adversity Quotient® can be increased dramatically, permanently rewired and strengthened. People with high AQ® translate capacity, productivity, and innovate, as well as lower attrition and high morale towards the workplace.

The concepts of Adversity Quotient® were discovered by Dr. Paul G. Stoltz in 1997. It is a scientific theory of human resilience. According to Stoltz, AQ® determines the ability of the person to succeed in work and in life. It tells how a person withstands adversity and his ability to surmount it. It predicts who will overcome adversity and who will crush, it predicts who will exceed expectations of their performance and potential and who will fall short and predicts who will give up and who prevails. AQ® strengthens the effectiveness of leadership and enhancing the effectiveness of subordinates. Adverse reactions are not unusual when faced with adversity. Adverse situations can be divided into three categories: events you have no control or influence over, situations resulting from decisions you made, and circumstances caused by someone else's actions. Stoltz identifies three levels of adversity: societal, workplace, and individual. Societal adversity

encompasses the continued shift in wealth, uncertainty about economic security, fear of violence and crime, environmental concerns, new definitions of family, and a loss of faith in institutions and leaders, including education. Workplace adversity results from the increasing demands of getting ahead in the world of work coupled with a loss of trust and control. As people work harder and harder to get ahead, they are receiving less and less in return. The accumulated burdens of societal and workplace adversities merge into individuals striving to be “all you can be.” These stressors lead to individual adversity (Stoltz, 2000). As these changes catch up to the individual, they can be overwhelming. The accumulated effects of the many levels of adversity faced by individuals can cause a loss of hope. 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. AQ has four “CORE” dimensions that describe pattern of response to adversity. These are control, ownership, reach and endurance.

Control describes the extent to which someone perceives they can influence whatever happens next. The more control one has, the more likely one has to take positive actions. Person with higher AQ®s perceive they have significantly more control and influence in adverse situations than those with lower AQ®s. It determines resilience, health and tenacity over challenging situations.

Ownership is defined as the likelihood that someone will actually do anything to improve the situation, regardless of their formal responsibilities. The high AQ® worker

holds himself/herself accountable for the outcome of the meeting, regardless of the reason it's going poorly; the low AQ® worker sees himself/herself as a helpless victim. Person with high AQ® will enhance his/her accountability to control the situation and motivates positive actions while person with low AQ® will most likely to blame others and composite a negative actions.

Reach is the extent to which someone perceives an adversity will “reach into” and affect other aspects of the situation or beyond. Someone with high AQ® will put setbacks in perspectives, not letting them ruin the day or the weekend. He/she resolves to learn from the mistakes. A low AQ® worker would extrapolate, turning the single failure into proof that he/she is worthless and stupid. This will affect other aspects of one's life leading to frustration, bitterness, failure, misfortune and may lead to poor decision making. This dimension will determine person's burden, stress, energy, and effort; as it tends to have cumulative effect.

Endurance is the perception of time over good or bad events and their consequences will last or endure. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQ® have the capability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQ® see adversity as dragging on indefinitely, if not permanently.

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 in making decisions. All decisions have an equal accountability and responsibility. (3) Analyze: Intelligently think of the situations in its occurrence and decide accordingly. (4) Do something: Workout plan of actions and evaluate the result.

Adversity, though usually perceived as negative or harmful, is not without beneficial effect. It is often an individual's reaction to adversity, not the adversity itself, which determines whether the outcome is positive or negative. Given the understanding of the cognitive psychology underlying adversity and its potential for benefit, the critical issues becomes the development of an effective means with which to respond to adversity, for both self and others. Adversity Quotient (AQ), a theory developed by Stoltz, was built upon the cognitive psychology discussed earlier in this section and provides a means with which to overcome or benefit from adversity. The three elements of AQ are as follows: AQ is a new conceptual framework for understanding and enhancing all facets of success, AQ is a measure of how an individual responds to adversity, and AQ is a scientifically-grounded set of tools for improving response to adversity.

Glenn (1989) identified elements of character, resiliency, behavioral health, maturity, and self-sufficiency. He developed these as lists of life management assets, which he describes as determinants of successful lives. Resiliency in this context is described as a characteristic of successful life management.

Leadership Skills

Effective leadership is crucial to an organization's success. Leaders need to be self-aware of how their actions are perceived by those they manage (Moment, 2007). Employees will sometimes mirror the behavior of managers. In similar manner, Aghdaei (2008) talks about the philosophy of "shadow of a leader," where the leader demonstrates the wanted behavior. He further states that repeated demonstration of positive behavior motivates people to follow. Weiss (2000) emphasized that leaders should model hard work for employees.

Moreover, Newcomb (2005), Hesselbein, Goldsmith, and Somerville (2002) stress the role of leaders to inspire, motivate and promote an atmosphere where the team can create new ideas and solutions to improve the organization.

Managers have to move ideas and initiatives to executable steps that their team can implement (Maddock and Viton, 2008). A leader has to clearly communicate what is needed (Weiss, 2000). If the employee does not understand what to do, then the initiative is set up for failure. Effective leaders must establish a culture of accountability. "Leaders need to be held accountable to the organization for results, [a] plan must be accountable to the outcomes, and the employees must be accountable for their actions" (Newcomb, 2005, p. 36). There needs to be measurable goals for which everyone can be held responsible. "Without clear responsibility and accountability, execution programs go nowhere" (Hrebiniak, 2005).

Leaders also need to know how to handle and address failure. Hesselbein, Goldsmith, and Somerville (2002) state that “failure can become the next step of learning, the beginning of another new creative idea”. Failure can be a learning experience and should not necessarily be punished. Also by punishing failure, employees may be more reluctant to suggest innovative ideas for fear of failure.

Leaders must organize and manage employees. While innovation requires the organized efforts of others to work (Hesselbein, Goldsmith, and Somerville, 2002), the result of not involving everyone is that increased resistance to change can appear (Dooley & O’Sullivan, 2001). Gratton and Erickson (2007) report that a team’s success or failure at collaborating reflects the philosophy of top executives in the organization. Teams do well when executives invest in supporting social relationships, [and] demonstrate collaborative behavior themselves.

Leaders need to be able to adapt to “shifting circumstances” and cope with those changes (Moment, 2007). Leaders are important for promoting ethical standards and for modeling ethical behavior and promoting it to employees (Stansbury, 2009). Leaders need to be honest and accountable for their actions (Hesselbein, Goldsmith, & Somerville, 2002). For employees to practice ethical behavior, “they must work in an environment where that behavior is encouraged and supported” (Duncan, 2002, p. 685). Professionals are expected to be truthful and “stand accountable for their mistakes and in turn expect the same from their subordinates (Hesselbein, Goldsmith, & Somerville, 2002, p. 63).

The skills approach is a leader-centered perspective that emphasizes the competencies of leaders. In the three-skill approach, effective leadership depends on three basic personal skills: technical, human, and conceptual. Although all three skills are important for leaders, the importance of each skill varies between management levels. At lower management levels, technical and human skills are most important. For middle managers, the three different skills are equally important. At upper management levels, conceptual and human skills are most important, and technical skills become less important. Leaders are more effective when their skills match their management level (Mumford, Zaccaro, Harding, et al., 2000).

A comprehensive skill-based model of leadership was characterized as a capability model because it examines the relationship between a leader's knowledge and skills (i.e., capabilities) and the leader's performance (Mumford, Zaccaro, Harding, et al., 2000, p. 12). Leadership capabilities can be developed over time through education and experience. The skills approach frames leadership as the capabilities (knowledge and skills) that make effective leadership possible. The skill-based model of Mumford's group has five components: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences. At the heart of the model are three competencies: problem-solving skills, social judgment skills, and knowledge. These three competencies are the central determinants of effective problem solving and performance,

although individual attributes, career experiences, and environmental influences all have impacts on leader competencies. Through job experience and training, leaders can become better problem solvers and more effective leaders. “Leaders are shaped by their experiences,” then it means leaders are not born to be leaders (Mumford, Zaccaro, Harding, et al., 2000). Leaders can develop their abilities through experience, according to the skills model.

There are several strengths in conceptualizing leadership from a skills perspective. First, it is a leader-centered model that stresses the importance of the leader’s abilities, and it places learned skills at the center of effective leadership performance. Second, the skills approach describes leadership in such a way that it makes it available to everyone. Skills are competencies that we all can learn to develop and improve. Third, the skills approach provides a sophisticated map that explains how effective leadership performance can be achieved. Based on the model, researchers can develop complex plans for studying the leadership process. Last, this approach provides a structure for leadership education and development programs that include creative problem solving, conflict resolution, listening, and teamwork.

Although there are many different leadership skills, they are often considered as group of skills classified into three categories: administrative, interpersonal, and conceptual skills. Administrative skills refer to those competencies a leader needs to run an organization in order to carry out the organization’s purposes and goals. It is divided into three (3) sets of skills: managing people, managing resources, and showing technical

competence. Interpersonal skills refer to those abilities that help a leader work effectively with subordinates, peers, superiors to accomplish the organization's goals. It is divided into three (3) parts: being socially perceptive, showing emotional intelligence, and managing interpersonal conflicts. Conceptual skills involve the thinking or cognitive aspects of leadership and are critical to such things as creating a vision or strategic plan for an organization. It is divided into three (3) parts: problem solving, strategic planning, and creating a vision.

2.2 Research Literature

Adversity Quotient®

A study conducted by Lazaro (2004) focused on the relationship between adversity quotient and performance level measured by the 360-degree feedback system among selected middle managers in the different departments of the City of Manila. Specifically, the researcher tested if there was a significant relationship between the respondents' profile variables such as age, gender, civil status, and length of service on the adversity quotient and performance level revealed by the 330-degree feedback system. Likewise, differences among the ratings given by the different raters of the 360-degree feedback system were also explored. The study employed descriptive, correlational-survey method in assessing the relationship between adversity quotient and performance level of the middle managers. Findings revealed that the respondents have an average level of control over events that affect their life circumstances and see adversities as temporary- rather than enduring- set back. Respondents also sensed greater

ownership regarding the outcome of adversity and they do not allow such adversity to influence other areas of their lives. Moreover, their performance level reached high ratings with no single supervisor receiving low rating from any of the raters of the 360-degree feedback system. The study found that the demographic profile variables included in this study were not significantly related to the adversity quotient similarly to the performance level of the respondents. However, there was a high correlation between adversity quotient and performance as revealed by the 360-degree feedback system.

Gozum's study (2011) focused on the relationship between the Adversity Quotient® and the mathematics achievement of the sophomore students in Pamantasan ng Lungsod ng Maynila – College of Engineering and Technology in the School Year 2010-2011. Findings revealed that most of the respondents were male and from public high schools. Result also showed that 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 from.

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. Among the four dimensions of adversity quotient® ownership scored below average and the remaining dimensions; control, reach and endurance had the same average scores. With low AQ®, the tendency is to blame oneself (Stoltz, 2000) but with high AQ® the individual learns one's behavior to become smarter, a character of a person

with high self-worth. 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.

The principal respondents maximized the quantity and quality of performance and found out that participating style is an ideal approach to lead people according to Likert as cited in the study of Canivel (2010) and is currently used by most principals interviewed. From the interviews conducted among the principal respondents, four themes emerged with regards to performance. These were concerned for personality of the principals, association with colleagues, workplace and effectiveness. The principals' performance resulted having a positive relationship with adversity quotient. Adversity quotient has a positive relation with the school practices of the principals. It affects their entire endeavors, plans and practices in their school. The researcher likewise organized the responses of the principal's on the various sharing regarding the practices applied in their respective schools. The prevailing practices define clear directions through constant reviewing of the vision-mission statement was the primary concern of the principals. Major responses focused on the student-teacher centered.

Results of the study of Ferrer (2009) showed that majority of the academic head respondents belong to middle range on Adversity Quotient® dimensions: control, ownership, reach and endurance. 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. In terms of job satisfaction, respondents are

satisfied with their present job conditions. On the assessment of significant relationship between personal characteristics such as age, gender, civil status, educational attainment, and number of years of service and over-all Adversity Quotient® level and control, ownership, endurance dimensions, the study showed that there was no significant relationship, except for educational attainment and AQ® Reach dimension and of the respondents which are significantly related. 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. Moreover, the study also found out that job satisfaction and over-all Adversity Quotient® and control, ownership, reach, and endurance dimensions was not significantly related.

Lazaro's, Gozum's and Canivel's and Ferrer's studies have some similarities with the present investigation since the aforementioned studies have similar findings that Adversity Quotient® don't have significant relationship with the selected variables.

Williams (2003) studied the relationship between principals' responses to adversity and students' achievement. The result of the study revealed that students attained higher achievement scores in school with higher AQ® principals than those students under the supervision of the Low AQ® principals. He also found out that teacher's perceived control over their work environment may influence principal/teacher relationships and students achievement. The researcher suggested that principal response to adversity may influence school climate, teacher self efficacy, and student achievement.

The interview data supported the quantitative findings, and added a rich description of the manner in which principals viewed educational adversity and their response to it. By increasing educators' knowledge and understanding of educational adversity and AQ®, school culture, teacher self efficacy, and student achievement can be positively influenced, ultimately resulting in a more successful school.

A study of Napire (2013) on Adversity Quotient® and Leadership Style in Relation to the Demographic Profile of the Elementary School Principals reveals the following results: The Adversity Quotient®, control, ownership, reach, and endurance dimensions scores of the elementary school principals was within the “below average” range with mean score lower than the standard mean scores for each dimension; Sex, age, civil status, length of service as principal, highest educational attainment, and position were not significantly related to the Adversity Quotient®, control, ownership, reach, and endurance scores of elementary school principals. The purpose of the study conducted by (Low, 2010) was to determine the resilience levels of university administrators, specifically academic deans and department chairs, within a state university system. This quantitative study utilized the survey method to determine the resilience levels of academic deans and department chairs within a state university system. The researcher was thus able to identify that academic deans, on the average, exhibited higher levels of resilience than department chairs, and subsequently that female administrators, on the average, were more resilient than males. It was also discovered that when compared against individuals from other industries and professions that academic administrators

exhibited above-average levels of resilience on almost every resilience characteristic. Furthermore, it was shown that gender, institutional type, experience, size of the college/department supervised, parental influence, formal training and incentive were influential in determining resilience levels.

Further studies of Stoltz (2000) explained how one can adopt with adversity in their professional and private lives. Stoltz presented three components of human capacity: required capacity, existing capacity, and accessed capacity. *Required capacity* is the amount of capacity that is demanded from a person as they encounter greater adversity in their jobs and lives. It entails about the nature of the job or as the job requires. *Existing capacity* is what people have when they begin a job, when they are hired. It consists of their experience, aptitudes, knowledge, talents—everything. *Accessed capacity* is what a person taps – what they actually use. Adversity has three levels of involvements: societal adversity, workplace adversity and individual adversity. Societal adversities in life involve the environmental effects or influences to the person. In educational system adversity has many faces it can be brought about by the pupil's peers, classmates and even teacher factor could be considered. In nowadays situation the school is no longer a safer place for the children considering the fact that the pupil's peers, classmates and even teachers may contribute to the anxieties or non performance of pupils due to their acts that interfere with their daily lives. Teachers as part of the institution play major role in the learning of the pupils. Low AQ® of teacher affects the performance of the pupils as results of the researches conducted around the globe revealed. Every individual has his

own pace of dealing with adversities in life, one may succeed and others may fail depending upon how he considered adversity in his life.

Leadership Skills

In related research Hallinger and Heck (2010) found that the school observers are well aware of the effect principals have on the learning climate, educational programs and workplace norms of schools. The educational policy community believes that principals' leadership is critical to the success or failure of educational programs and student learning. This study found no direct of principal leadership on student learning. Results, however, did support the belief that principals can have an indirect effect on school effectiveness.

In his research on leadership behaviors in collaborative environments, leadership skills will be enhanced by good knowledge and experience of his field. His leadership potential will also depend on aspects of his emotional awareness and level of fluid intelligence. (Thomas, 2012) refers to the need for the principal to organize communication channels to facilitate information flow. A fully informed public is a happy public. The effective principal reflects openness to ideas and a willingness to listen to others. This reflective listening skills promotes a higher level of trust when it comes to shared decision making.

The studies of Hallinger and Heck and Thomas are related to the present study since they looked into leadership skills having an effect on school effectiveness.

According to a study by the Hay Group, a global management consultancy, there are 75 key components of employee satisfaction (Lamb, McKee, 2004). They found that: trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization; effective communication by leadership in three critical areas was the key to winning organizational trust and confidence; helping employees understand the company's overall business strategy; helping employees understand how they contribute to achieving key business objectives; sharing information with employees on both how the company is doing and how an employee's own division is doing - relative to strategic business objectives.

Mei-Liang Chen, Lecturer, Dep. of Business Management, Chihlee Institute of Technology, Taiwan (2001) in her study, "The Influence of Management Skills, Roles and Functions on Organizational Effectiveness Competence of school heads. Results revealed that on school heads' competence in three areas of management, such as management skills, roles and functions, as assessed by the supervisors, school heads and teachers reflects the technical skills of the school heads as assessed by the group of respondents. As indicated by the school heads, the respondents carried out the curricular program. The three respondent groups also noted that school heads always rated the teachers' performance and took charge of the training and education facilities and related teaching aides. The school heads claim that they always made use of their technical skills they also manifested competence in human skills. The teachers have expressed belief in the competency skills of the teacher which is consistent with the perception of the school

teachers themselves. The confluence of management skills, roles and functions is a safe predictor of organizational effectiveness in terms of goal attainment, adaptation, integration and latency. The study revealed that in terms of the management skills, roles and functions greatly affected the innovation, growth and development of the school. Furthermore, the orientation of new teachers on academic and administrative matters has maintained harmonious relations among teachers, parents and community. The teachers being given the proper knowledge on the job and expectations would facilitate a smooth communication among them.

San Antonio (2005) in his study, "Participatory School Administration, Leadership and Management (PSALM): It's Impact on the Creation of Better Philippine Public Secondary Schools, revealed that interpersonal skills and the *technical know-how on school leadership* and governance is a necessary skill for ASC members to be able to perform their tasks effectively. Various responses from the interviewees point to the need to learn skills in dealing with people such as interpersonal skills, role modeling, motivating people, understanding other, creating a friendly atmosphere, presiding meetings, making parents involved and skills in carrying out tasks. Finally, results of correlation analysis involving the inclination of the stakeholders to participate in improving the school and the seven indicators of PSALM effectiveness yielded information making it appropriate to believe that satisfaction with the composition of the ASC, usefulness of committee structure, results of qualitative data analysis yielded an adequate basis for claiming that there were behaviors of the school heads and the other

stakeholders that hastened the successful implementation of PSALM as indicated by increased interest amongst the ASC members to assist in improving their schools. School heads who implemented an authentic PSALM approach tended to persuade the stakeholders to participate more actively. This authentic PSALM approach has been found to be characterized by supportive and proactive behaviors while soliciting deeper involvement from the other stakeholders, opening communication channels, and modeling desirable participatory conduct.

Resiliency/Adversity research linked to leadership

Stoltz (1997) studied adults who had faced extremely adverse conditions in their lives and recovered in surprising manners. Adversity is viewed as external to them and within their control. He argues that an individual's response to adversity can be interrupted and changed. He specifically discusses the need for resiliency in leadership. He defines successful leaders as persons who are able to turn unexpected losses into opportunities for greater success. Stoltz emphasized the notions that current organizational environments yield chaos through constant change and that leadership skills of the present and future need to incorporate this responsibility to survive and make use of conflict.

Cooper and Sawaf (1997) examined leadership in corporate settings and determined a high need for resiliency and renewal for executives to survive in leadership positions. Siebert (2005) describes a survivor personality characterized by personality traits to cope with workplace challenges. When faced with adversity these personalities

do not have a victim mentality, they do not explode or implode. Rather they are described by Siebert as having characteristics that assist them to find opportunity after a setback or external challenge viewing adversity as having possibilities. He describes resilient people as people who help their communities, have advantages over other workers, and are retained and rewarded more frequently, rising to leadership positions.

The studies of Stoltz and Cooper and Sawaf have some similarities with the present study for they focused also on the leadership skills/characteristics of resiliency having an influence on the adversity quotient® of school heads.

The related literature and studies collected help the researcher manage the proper conduct of this study. It guided the researcher in making a sound and valuable study that will greatly contribute to the pond of knowledge.

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 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. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading

reforms to increase student achievement often hinged upon a school administrator's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making.

To sum up, it is important for leaders to develop all three (3) broad leadership skills: Administrative/Technical, Interpersonal/Human, and Conceptual, which is dependent then on where they are in the management structure. However, some skills are more important than the other.

Effective principals should, likewise, realize that adversity and change are both a personal and a social phenomenon. As the school administrators develop an awareness and knowledge base about the change process, they will become more effective in managing staff conflict and resistance (Chamley, Caprio, & Young, 1994).

Based on various studies conducted, those principals who were faced with adversities in their daily activities in their workplace were greatly affected and challenged as to their school management and skills. According to Stoltz (2009), a person who withstands adversity and has ability to surmount it, will predict who will overcome adversity and who will crush. A person should be aware of their Adversity Quotient® to further improve their resiliency and to increase their capacity to accept challenges and surmount adversities in life (Gozum, 2011) and by improving the AQ® of a person will lead to increase the capacity to accept challenges and thrive in adversities (Ferrer, 2009).

The related studies in this paper serve as means of appraising the relevance of Adversity Quotient® and Leadership Skills of public elementary and secondary school administrators in order to affect improvement in the quality of education in the country.

Chapter 3

RESEARCH METHODS

This chapter describes the research design, participants of the study, setting, research instrument, data gathering procedure and statistical treatment of the data.

3.1 Research Design

In this study, the researcher made use of the descriptive-correlational method of research. This method is the most appropriate because the study involved determining the level/extent of the school administrators' Adversity Quotient® and leadership skills.

The descriptive method was used in determining the level of leadership skills covering the three (3) areas: administrative, interpersonal, and conceptual skills of the elementary and secondary school administrators, their Adversity Quotient® along the four dimensions, namely: a) control; b) ownership; c) reach; and, d) endurance. The correlational method was also used in determining the degree of correlation between leadership skills and adversity quotient®.

Gay (2000) contends that descriptive research involves collecting data in order to answer questions about the current status of the subject. He also added that this method of research is carried out to obtain information about the preferences, attitudes, practices, concerns, or interests of some group of people.

3.2 Participants of the Study

The participants of the study were the forty (40) public elementary school administrators and ten (10) public secondary school administrators in the Division of Cadiz City. Public elementary and secondary school administrators include the school principals, head teachers, and teacher-in-charge. Table 3.1 presents the distribution of the subject-respondents according to their demographic profile such as age, sex, marital status, length of service as school administrator, and school level administer. When classified according to age, twenty-three (23) or forty six (46%) were younger while twenty seven (27) or fifty four percent (54%) of them were older. When grouped according to sex, eighteen (18) or thirty six percent (36%) of them were male while thirty-two (32) or sixty-four percent (64%) of them were female. When categorized according to marital status, six (6) or twelve percent (12%) were single while forty-four (44) or eighty-eight percent (88%) of them were already married. As to the length of service as school administrator, twenty (20) or forty percent (40%) have shorter years while thirty (30) or sixty percent (60%) of them have longer years as school administrator. When classified according to school level administered, forty (40) or eighty percent (80%) are handling elementary schools while ten (10) or twenty percent (20%) of them handles secondary schools.

Table 3.1*Profile of School Administrators*

Demographic Profile	Frequency	Percentage
Age		
Younger	23	46%
Older	27	54%
Total	50	100%
Sex		
Male	18	36%
Female	32	64%
Total	50	100%
Marital Status		
Single	6	12%
Married	44	88%
Total	50	100%
Length of Service as School		
Shorter	20	40%
Longer	30	60%
Total	50	100%
School Level Administered		
Elementary School	40	80%
Secondary School	10	20%
Total	50	100%

3.3 Setting of the Study

This study was conducted in the Division of Cadiz City, province of Negros Occidental. The Division of Cadiz City consists of four (4) District Offices, namely: Cadiz District I, Cadiz District II, Cadiz District III, and Cadiz District IV. Each of the four Districts has its own corresponding number of elementary and secondary school administrators.

Cadiz City is bounded on the north by the Visayas Sea, on the south by Silay City, on the west by Manapla and on the east by the City of Sagay. This city is one-and-a-half hour drive north of Bacolod City by private vehicle. Public utility vehicles reach the place in less than 90 minutes.

A map of the province of Negros Occidental showing the location of Cadiz City and the map of Cadiz City showing the locations of public elementary and secondary schools where the subjects and respondents of the study are employed are shown on Appendix D.

3.4 Research Instrument

To obtain the data needed to determine the public elementary and secondary school administrators' level of Adversity Quotient® and leadership skills, the researcher made use of two sets of questionnaire.

The first questionnaire is on the Adversity Quotient® Profile or Adversity Response Profile® version 9.1 developed by Dr. Paul G. Stoltz of Peak Learning, Inc. California. The Stoltz's ARP® version 9.1 (2009) is a self-rating questionnaire that measures the individual's adversity level in responding with different adverse situations. The questionnaire provided by the Peak Learning, Inc. is an on-line data input which presents 14 scenarios or events; each is followed by 4 questions with 5-point Likert Scale. The on-line questionnaire is accessible through the private URL designated for the researcher and created by the Peak Learning, Inc. just for the purpose of this study. After

the online submission of the responses the descriptive interpretations of AQP® were sent by Stoltz with the use of the electronic spreadsheet.

The score range and its corresponding interpretation are presented in Table 3.2.

Table 3.2

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 AQP®.

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 AQP®.

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

The AQP® is composed of the following four CO2RE dimensions namely; control, ownership, reach and endurance. The CO2RE equivalents were provided by Stoltz, (2009). The CO2RE score range and its verbal interpretation are presented in Table 3.3.

Table 3.3

CO2RE Score Range and its Equivalents

CO2RE Dimensions	Equivalents/Score Range					
	High	Above Average	Average	Below Average	Low	Mean
Control	48-50	43-47	36-42	30-35	10-29	38
Ownership	50	47-49	41-46	31-40	10-30	41
Reach	43-50	38-42	30-37	25-29	10-24	33
Endurance	44-50	39-43	32-38	26-31	10-25	34

The second set of questionnaire is an eighteen (18) item questions on leadership skills developed by Peter Northouse (Introduction to Leadership-Concepts and Practice,

2nd edition, June 2011). The respondents were asked to indicate their level of leadership skills by encircling the appropriate number of responses into three areas (3): administrative, interpersonal, and conceptual Skills.

Each of the response in the questionnaire was weighted as follows:

Weight	Interpretative Description
1	Not True
2	Seldom True
3	Occasionally True
4	Somewhat True
5	Very True

By comparing the scores in the three (3) broad areas of leadership skills, one can determine his/her leadership strengths and weaknesses. Below is the scoring interpretation:

Table 3.4

Leadership Skills Scoring Interpretation

SCORE	INTERPRETATION
26-30	Very High Range
21-25	High Range
16-20	Moderate Range
11-15	Low Range
6-10	Very Low Range

3.5 Data Gathering Procedure

The researcher followed certain procedures in gathering the data of this study. Primarily, the researcher secured permit to use the Adversity Response Profile® version 9.1 from Dr. Paul G. Stoltz of Peak Learning, Inc. California through e-mail. Upon submission and signing of the agreement contract to Peak Learning, Inc., the researcher handed in a letter of permit to conduct study to the Office of the Schools Division Superintendent of Cadiz City and Office of the Public School District Supervisor of the different districts. Then, the researcher conducted a short orientation per district on the manner of answering on-line the AQ Profile and the Leadership Skills questionnaire at the same time.

The administration of the survey questionnaires was depending on the availability of the researcher. Some opted to answer it personally while others brought the materials with them. After 2 weeks, the researcher followed-up the online answering of AQ Questionnaire and right after informed the Peak Learning, Inc. through Ms. Katie Martin, AQ Research Project Liaison for its corresponding analysis and interpretation. Lastly, collection, tabulation, and analysis of the data gathered were processed right away by the researcher with the assistance of the statistician for a more accurate statistical result and analysis.

3.6 Data Analysis

In the process of the data obtained through the questionnaires, the researcher utilized the following statistical tools:

Frequency-Percentage

Frequency-Percentage was used in determining the profile of the respondents in terms of demographic variables (age, sex, marital status, length of service as school administrator and school level administered) and Adversity Quotient®. The Adversity Quotient Profile of the principal was tabulated including their four dimensions: control, ownership, reach and endurance.

Mean

For problems on levels of Adversity Quotient® and leadership skills, the mean was used for data analysis. The mean is used when the distribution is approximately normal. When the number of cases is large (>+30), the distribution approaches normality.

Pearson Correlation Coefficient (r)

Pearson r was used to determine degree of correlation between Adversity Quotient® and leadership skills when taken as whole and when categorized according to identified variables.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered and collated to realize the objectives of the study. These data are likewise analyzed and interpreted in the light of the conceptual framework presented.

The presentation, analysis and interpretation of the data are presented in the following manner.

1. The level of Adversity Quotient® of School Administrators along Control, Ownership, Reach and Endurance when taken as a whole and categorized according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.
2. The level of Leadership Skills of school administrators in terms of administrative, interpersonal, and conceptual skills and when grouped according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.
3. The degree of correlation between Adversity Quotient® and Leadership Skills of School Administrators
4. Leadership Enhancement Program for School Administrators in the division.

1. On the Level of Adversity Quotient® of School Administrators along Control, Ownership, Reach and Endurance when taken as a whole and categorized according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered

Table 4.1 shows that the level of the respondents' Adversity Quotient® when taken as a whole is Below Average (M=127.14, SD=16.64). School administrators have below average in the dimensions of Control (M=30.94, SD=7.62); Ownership (M=34.92, SD=8.30); and Endurance (M=30.50, SD=6.73). In the dimension Reach, the respondents marked Average (M=30.78, SD=6.89). This is supported by Napire's (2013) study, on the AQ Level of elementary school principals where they marked "below average" range in all four dimensions. Recent researches have proved that Adversity Quotient® can be increased dramatically, permanently rewired and strengthened. Further, Stoltz (2000) stressed that every individual has his own pace of dealing with adversities, one may succeed and others may fail depending upon how he considered adversity in his life.

Table 4.1

Adversity Quotient® of School Administrators along its four (4) dimensions and when taken as a whole

Dimensions of AQ	<i>MEAN</i>	<i>SD</i>
Control	30.94	7.62
Ownership	34.92	8.30
Reach	30.78	6.89
Endurance	30.50	6.73
Total	127.14	16.64

Note: Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
 Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
 Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
 Endurance: 44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
 Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

As shown in Table 4.2, results revealed that the level of the respondents' Adversity Quotient® when categorized according to younger and older administrators were Below Average in all dimensions as reflected by the obtained (M=125.57, SD=16.75) and (M=128.48, SD=16.75), respectively. The study employed by Lazaro (2004) and Napire (2013) further revealed that age of respondents were not significantly related to the Adversity Quotient® of school principals, thus it did not influence the results.

Table 4.2

Adversity Quotient® of School Administrators along its four (4) dimensions and categorized according to Age

Dimensions of AQ	Younger		Older	
	MEAN	SD	MEAN	SD
Control	30.43	6.47	31.37	8.58
Ownership	34.70	8.01	35.11	8.68
Reach	30.74	6.67	30.81	7.20
Endurance	29.70	6.75	31.19	6.77
Total	125.57	16.75	128.48	16.75

Note:Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
Endurance: 44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

As shown in Table 4.3, results revealed that the level of the respondents' Adversity Quotient® as categorized to male and female administrators were Below Average as reflected by the obtained mean (M=132.50, SD=15.30) and (M=124.13, SD=16.83), respectively. However, when analyzed per dimension, the levels of Adversity Quotient® of male administrators are higher than female most especially in Reach

dimension which marked an average level and as supported by the obtained mean (M=32.33, SD=6.68) and (M=29.91, SD=6.95), respectively. This simply means that male administrators are more resilient than females. In contrast to the study of Low (2010) where he determined the adversity level of university administrators and found out that female administrator are more resilient than males. The type of learning community, the level of orientation of school heads/managers and system being practiced in public schools is far different from the university could be contributing factors influencing the results.

Table 4.3

Adversity Quotient of School Administrators along its four (4) dimensions and categorized according to Sex

Dimensions of AQ	Male		Female	
	MEAN	SD	MEAN	SD
Control	30.83	7.78	31.00	7.65
Ownership	37.72	6.94	33.34	8.68
Reach	32.33	6.68	29.91	6.95
Endurance	31.61	7.14	29.88	6.53
Total	132.50	15.30	124.13	16.83

Note:Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
 Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
 Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
 Endurance:44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
 Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

The Table 4.4 showed that the level of the respondents' Adversity Quotient® as categorized to single and married administrators were Below Average as reflected by the obtained mean (M=129.17, SD=15.63) and (M=126.86, SD=16.92), respectively with

little difference per dimension. This is further supported by the studies of Ferrer (2009) and Lazaro (2004) where demographic profile variables specifically the gender exhibited no significant relationship to the over-all Adversity Quotient® level of school administrators.

Table 4.4

Adversity Quotient of School Administrators along its four (4) dimensions and categorized according to Marital Status

Dimensions of AQ	Single		Married	
	MEAN	SD	MEAN	SD
Control	29.00	9.51	31.20	7.42
Ownership	34.50	8.24	34.98	8.40
Reach	34.00	7.38	30.34	6.79
Endurance	31.67	8.02	30.34	6.63
Total	129.17	15.63	126.86	16.92

Note:Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
 Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
 Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
 Endurance:44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
 Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

As shown in Table 4.5, results showed that the level of the respondents' Adversity Quotient as categorized to shorter and longer years as school administrators were both Below Average as reflected by the obtained mean (M=128.35, SD=16.92) and (M=126.33, SD=16.69), respectively. The same studies of Ferrer (2009) and Lazaro (2004) supported the results where demographic profile variables specifically the number of years in service exhibited no significant relationship to the over-all Adversity Quotient® level of school administrators.

Table 4.5

Adversity Quotient of School Administrators along its four (4) dimensions and categorized according to Length of Service as School Administrator

Dimensions of AQ	Shorter		Longer	
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>
Control	31.25	9.42	30.73	6.30
Ownership	34.90	8.71	34.93	8.16
Reach	31.15	7.23	30.53	6.77
Endurance	31.05	5.88	30.13	7.32
Total	128.35	16.92	126.33	16.69

Note:Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
Endurance: 44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

Table 4.6 discloses that the level of the respondents' Adversity Quotient as categorized to elementary and secondary administrators were both Below Average as reflected by the obtained mean (M=128.35, SD=17.20) and (M=135.80, SD=10.99), respectively. However, when analyzed per dimension, the levels of Adversity Quotient of secondary school administrators are higher than elementary school administrators.

Table 4.6

Adversity Quotient of School Administrators along its four (4) dimensions and categorized according to School Level Administer

Dimensions of AQ	Elementary		Secondary	
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>
Control	29.80	7.83	35.50	4.62
Ownership	34.28	8.77	37.50	5.68
Reach	30.55	7.44	31.70	4.19
Endurance	30.35	7.23	31.10	4.43
Total	128.35	17.20	135.80	10.99

Note: Control: 48-50 (High); 43-47 (Above Ave); 36-42 (Average); 30-35 (Below Ave); 10-29 (Low)
 Ownership: 50 (High); 47-49 (Above Ave); 41-46 (Average); 31-40 (Below Ave); 10-30 (Low)
 Reach: 43-50 (High); 38-42 (Above Ave); 30-37 (Average); 25-29 (Below Ave); 10-24 (Low)
 Endurance: 44- 50 (High); 39-43 (Above Ave); 32-38 (Average); 26-31 (Below Ave); 10-25 (Low)
 Total: 176-200 (High); 158-175 (Above Ave); 136-157 (Ave); 119-135 (Below Ave); 40-118 (Low)

2. On the Level of Leadership Skills of school administrators in terms of administrative, interpersonal, and conceptual skills and when grouped according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.

As shown in Table 4.7, the level of the respondents' leadership skills when taken as a whole is High with the overall mean score of (M=74.58, SD=7.16). In San Antonio (2005) study, "Participatory School Administration, Leadership and Management (PSALM): It's Impact on the Creation of Better Philippine Public Secondary Schools, revealed that interpersonal skills and the *technical know-how on school leadership* and governance is a necessary skill for school managers to be able to perform their tasks effectively (School head 2, 2005: 39). Such skills necessary in dealing with people are interpersonal skills, role modeling, motivating people, understanding other, creating a

friendly atmosphere, presiding meetings, making parents involved and skills in carrying out various tasks.

Table 4.7

Leadership Skills of School Administrators along its three (3) areas and when taken as a whole

Leadership Skills	<i>MEAN</i>	<i>SD</i>
Administrative	24.88	2.97
Interpersonal	24.80	2.19
Conceptual	24.90	2.55
Total	74.58	7.16

N

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

Table 4. 8 indicates that the level of the respondents' leadership skills as categorized according to younger and older administrators were High in all areas and as reflected by the obtained mean score (M=73.61, SD= 6.25) and (M=75.41, SD=7.88), respectively.

Table 4.8

Leadership Skills of School Administrators along its three (3) areas and categorized according to Age

Leadership Skills	Younger		Older	
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>
Administrative	24.61	2.79	25.11	3.15
Interpersonal	24.43	1.80	25.11	2.45
Conceptual	24.57	2.29	25.19	2.76
Total	73.61	6.25	75.41	7.88

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

Table 4.9 reveals that the level of the respondents' Leadership Skills as categorized according to male and female administrators were High in all areas and as indicated by the obtained mean score (M= 75.06, SD=7.62) and (M=74.31, SD=7.00), respectively.

Table 4.9

Leadership Skills of School Administrators along its three (3) areas and categorized according to Sex

Leadership Skills	Male		Female	
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>
Administrative	24.94	3.11	24.84	2.94
Interpersonal	24.72	2.22	24.84	2.20
Conceptual	25.39	2.66	24.63	2.49
Total	75.06	7.62	74.31	7.00

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

Table 4.10 reveals that the level of the respondents' leadership skills as categorized according to single school administrators was Very High while married school administrators marked high range. This is supported by the obtained mean scores (M=77.00, SD=11.14) and (M=74.25, SD=6.56), respectively. Considering the leadership skills individually, single administrators registered higher range of skills in administrative, interpersonal and conceptual skills than married ones.

Table 4.10

Leadership Skills of School Administrators along its three (3) areas and categorized according to Marital Status

Leadership Skills	Single		Married	
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>
Administrative	25.33	4.59	24.82	2.76
Interpersonal	25.67	3.01	24.68	2.07
Conceptual	26.00	3.79	24.75	2.35
Total	77.00	11.14	74.25	6.56

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

Table 4.11 shows that the respondents' leadership skills when categorized into shorter and longer length of service are both High at all levels and as indicated by the Total Mean (M= 73.25, SD=7.52) and (M=75.47, SD=6.89), respectively.

Table 4.11

Leadership Skills of School Administrators along its three (3) areas and categorized according to Length of Service as School Administrator

Leadership Skills	Shorter		Longer	
	MEAN	SD	MEAN	SD
Administrative	24.20	3.40	25.33	2.62
Interpersonal	24.55	1.85	24.97	2.40
Conceptual	24.50	2.80	25.17	2.38
Total	73.25	7.52	75.47	6.89

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

Table 4.12 indicates a High range of leadership skills both classified as elementary and secondary administrators in all three (3) areas: administrative, interpersonal, and conceptual with the obtained mean score (M=74.33, SD=7.67) and (M=75.60, SD=4.77), respectively.

Table 4.12

Leadership Skills of School Administrators along its three (3) areas and categorized according to School Level Administered

Leadership Skills	Elementary		Secondary	
	MEAN	SD	MEAN	SD
Administrative	24.88	3.18	24.90	2.08
Interpersonal	24.65	2.32	25.40	1.51
Conceptual	24.80	2.79	25.30	1.77
Total	74.33	7.67	75.60	4.77

Note: The Mean is interpreted as follows: 26-30 (Very High); 21-25 (High); 16-20 (Moderate); 11-15 (Low); 6-10 (Very Low)

3. The degree of correlation between Adversity Quotient® and Leadership Skills of School Administrators

Table 4.13 reflects that the degree of correlation of the respondents' administrative skills as to the four dimensions of the AQ is Very Low as revealed by the obtained coefficient of correlation of 0.122. According to Mumford, Zaccaro, Harding, et al., (2000) administrative skills refer to those competencies a leader needs to run an organization in order to carry out the organization's purposes and goals. It is divided into three (3) sets of skills: managing people, managing resources, and showing technical competence.

Table 4.13

Degree of Correlation among Administrative Skills and Dimensions of AQ

Dimensions of AQ	Coefficient of Correlation
Administrative Skills vs. Control	-0.001
Administrative Skills vs. Ownership	0.205
Administrative Skills vs. Reach	0.042
Administrative Skills vs. Endurance	0.009
Administrative Skills vs.AQ	0.122

Note: ±0.81-1.00 (Very High); ±0.61-0.80 (High); ±0.41-0.60 (Moderate); ±0.21-0.40 (Low); ±0-0.20 (Very Low)

The table 4.14 discloses that the respondents' interpersonal skills when correlated to Dimensions of AQ was Low as shown in the total result of 0.405. Considering the dimensions of AQ individually, the degree of correlation between interpersonal skills in terms of Control and Ownership were Low. Interpersonal skills include being socially perceptive, shows emotional stability, and manage interpersonal conflicts (Mumford,

et.al, 2000). The results further explain that the respondents possessed a low level of sense of accountability and influence towards adverse situation considering their high range of interpersonal skills.

Table 4.14

Degree of Correlation among Interpersonal Skill and Dimensions of AQ

Dimensions of AQ	Coefficient of Correlation
Interpersonal Skills vs. Control	0.220
Interpersonal Skills vs. Ownership	0.396
Interpersonal Skills vs. Reach	0.058
Interpersonal Skills vs. Endurance	0.205
Interpersonal Skills vs.AQ	0.405

Note: ±0.81-1.00 (Very High); ±0.61-0.80 (High); ±0.41-0.60 (Moderate); ±0.21-0.40 (Low); ±0-0.20 (Very Low)

Table 4.15 indicates that the respondents' degree of correlation as to the conceptual skills and dimensions of AQ was Low. Considering the dimensions of AQ individually, the respondents marked Moderate correlation between Conceptual Skills and Ownership as shown in the obtained result of 0.442. The conceptual skills focusing on problem solving, strategic planning, and creating a vision were moderately correlated as to the respondents' level of engagement to adverse situations.

Table 4.15

Degree of Correlation among Conceptual Skill and Dimensions of AQ

Dimensions of AQ	Coefficient of Correlation
Conceptual Skills vs. Control	0.178
Conceptual Skills vs. Ownership	0.442
Conceptual Skills vs. Reach	0.021
Conceptual Skills vs. Endurance	0.130
Conceptual Skills vs.AQ	0.364

Note: $\pm 0.81-1.00$ (Very High); $\pm 0.61-0.80$ (High); $\pm 0.41-0.60$ (Moderate); $\pm 0.21-0.40$ (Low); $\pm 0-0.20$ (Very Low)

Table 4.16 reveals that the respondents' degree of correlation between Total Leadership Skills and Total Adversity Quotient® was Low as shown in the obtained result of 0.304. Considering the dimensions of AQ individually, the respondents marked Moderate correlation in Reach while Low correlation in Ownership as proven by the obtained results of 0.42 and 0.364, respectively. This finding was confirmed by the result in a study of Canivel (2010) of which the Adversity Quotient® has a positive relation with the school practices of the principals. It affects their entire endeavors, plans and practices in their school.

Table 4.16*Degree of Correlation among Total Leadership Skills and Dimensions of AQ*

Dimensions of AQ	Coefficient of Correlation
Total Leadership Skills vs. Control	0.130
Total Leadership Skills vs. Ownership	0.364
Total Leadership Skills vs. Reach	0.42
Total Leadership Skills vs. Endurance	0.113
Total Leadership Skills vs.AQ	0.304

Note: $\pm 0.81-1.00$ (Very High); $\pm 0.61-0.80$ (High); $\pm 0.41-0.60$ (Moderate); $\pm 0.21-0.40$ (Low); $\pm 0-0.20$ (Very Low)

4. Leadership Enhancement Program for School Administrators

Leadership plays a key role in shaping effective performance of school administrators. Considering their multi-faceted responsibilities nowadays, successful overcoming of adversity is essential. Upon the conduct and analysis of the results of this study, the researcher proposed a Leadership Enhancement Program, called “HEART” which stands for: H-Hear and Understand; E-Encourage and Ensure consistency of trainings; A-Acknowledge and Attract; R-Recommend and Redefine Leaders; T-Transform from Good to Great Leader.

Below are the activities believed to be helpful in developing the level of Adversity Quotient® and Leadership Skills of School Administrators:

- Conduct of Awareness Seminar on Adversity Quotient® to all school administrators
- Inclusion of Stress-Management Seminar during Semestral/Summer INSET, etc.

- Sustain the conduct of School Heads' Induction Program/Training to newly assigned school administrators
- Conduct of In-Service Trainings for School Administrators involving trends and issues concerning their basic roles, functions and skills.
- Conduct of Mentoring/Coaching and Team Building activities for School Administrators
- Practice Rewards, Recognition and Incentives System for school administrators' development through just and healthy working relationship

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations formulated on the basis of the research findings.

Summary of Findings

The following are the findings of the study after which appropriate descriptive-correlational statistical tools were used:

5. School Administrators' Level of Adversity Quotient® along Control, Ownership, Reach and Endurance when taken as a whole and categorized according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.

The level of Adversity Quotient® of School Administrators along its four (4) dimensions and when taken as a whole was Below Average. When dimensions were taken individually, the school administrators marked an Average level in Reach while all the rest of the dimensions were Below Average.

When categorized according to younger and older age, the levels of the respondents' Adversity Quotients® were Below Average in all four (4) dimensions. When grouped according to sex, both male and female school administrators had a total mean of Below Average. However, when analyzed per dimension, the levels of Adversity Quotient® of male administrators are higher than female most especially in Reach dimension.

The level of the respondents' Adversity Quotient® as categorized to single and married administrators were Below Average with a little difference per dimension. As to Control dimension, male administrators marked Low while female administrators reached Below Average level. Moreover, in Reach dimension, both administrators marked Average level.

The level of the respondents' Adversity Quotient® as categorized to shorter and longer years as school administrators were both Below Average. When all dimensions were taken individually, the results showed the same level.

When categorized to elementary and secondary school administrators, the levels of the respondents' Adversity Quotient® were both Below Average. However, when analyzed per dimension, the levels of Adversity Quotient of secondary school administrators was higher than elementary school administrators especially in Control dimension where they marked Below Average level as compared to Low level of elementary administrators.

6. School administrators' Level of Leadership Skills in terms of administrative, interpersonal, and conceptual skills and when grouped according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.

The level of the school administrators' Leadership Skills when taken as a whole is High. When per area is taken into consideration, the school administrators have registered High range in all three (3) areas: administrative, interpersonal, and conceptual skills.

When categorized according to younger and older administrators, their levels of the leadership skills were High in all three (3) areas. When areas were taken individually, older administrators have higher leadership skills than younger ones especially when the mean is considered.

When categorized according to sex, male and female administrators' marked High in all three (3) areas: administrative, interpersonal, and conceptual skills. When the total mean is considered, male administrators had higher mean than female ones.

When categorized according to marital status, single school administrators had Very High range of leadership skills while married school administrators marked High range. Considering the Leadership Skills individually, single administrators registered higher range of skills in administrative and interpersonal while very high in conceptual skills. Married administrators on the other hand, registered High in all three (3) leadership skills.

The levels of respondents' leadership skills when categorized into shorter and longer length of service are both High at all three (3) areas: administrative, interpersonal, and conceptual skills. When the total mean is considered per leadership area, administrators with longer length of service had higher mean than ones with shorter length of serv

The levels of respondents' leadership skills when categorized according to school level administered: elementary and secondary administrators are both High at all three (3) areas: administrative, interpersonal, and conceptual skills. When the total mean is

considered per leadership area, secondary school administrators had higher mean than elementary school administrators.

7. The degree of Correlation between Adversity Quotient® and Leadership Skills of School Administrators

The degree of correlation between the school administrators' administrative skills and the dimensions of Adversity Quotient® was Very Low. When taken individually, the lowest correlation registered was between administrative skills and Control dimension.

The degree of correlation between the school administrators' interpersonal skills and the dimensions of Adversity Quotient® was Low. Considering the dimensions of AQ individually, the degree of correlation between interpersonal skills in terms of Control and Ownership were Low while interpersonal skills to Reach and Endurance dimensions were Very Low.

The degree of correlation between the school administrators' conceptual skills and the dimensions of Adversity Quotient® was Low. Considering the dimensions of AQ individually, there was a Moderate correlation between Conceptual Skills and Ownership while all the rest registered Very Low correlation.

The degree of correlation between the school administrators' total leadership skills and total Adversity Quotient® was Low. Considering the dimensions of AQ individually, the respondents marked Very Low between Leadership - Control and Endurance, Low correlation between Leadership-Ownership, and Moderate correlation between Leadership-Reach.

8. Leadership Enhancement Program for School Administrators

Basing from the analysis of the results of this study, the researcher proposed a Leadership Enhancement Program, called “HEART” which stands for: H-Hear and Understand; E-Encourage and Ensure consistency of trainings; A-Acknowledge and Attract; R-Recommend and Redefine Leaders; T-Transform from Good to Great Leader

Below are the suggested activities believed to be helpful in developing the level of Adversity Quotient® and Leadership Skills of School Administrators:

- Conduct of Awareness Seminar on Adversity Quotient® to all school administrators
- Inclusion of Stress-Management Seminar during Semestral/Summer INSET, etc.
- Sustain the conduct of School Heads’ Induction Program/Training to newly assigned school administrators
- Conduct of In-Service Trainings for School Administrators involving trends and issues concerning their basic roles, functions and skills.
- Conduct of Mentoring/Coaching and Team Building activities for School Administrators
- Practice Rewards, Recognition and Incentives System for school administrators’ development through just and healthy working relationship

Conclusions

Based from findings, the following are the conclusions in this study:

- 1. School Administrators' Level of Adversity Quotient® of along Control, Ownership, Reach and Endurance when taken as a whole and categorized according to Age, Sex, Marital Status, Length of service as school administrator, and School level administered.**

Public elementary and secondary school administrators in the Division of Cadiz City are within the Below Average level of Adversity Quotient® which is far below the Average. This indicates that the respondents may be at the moment suffering in a number of ways and also unnecessarily feel his/her fortitude wavered and or despondency. This also implies that respondents were under utilizing their potentials battling against a sense of helplessness and despair. But through learning and practicing the tools in raising AQ, their motivation, persistence and performance can be revitalized. The demographic profile such as age, sex, marital status, years of experience as school administrator and school level administered do not affect the respondents' responses as to how they perceived adversities. Findings further reveal that when each Adversity Quotient® Dimensions were taken individually, the respondents are in Average Level under Reach dimension. This shows that the respondents react to adverse events somewhat specific.

- 2. School administrators' Level of Leadership Skills in terms of administrative, interpersonal, and conceptual skills and when grouped according to Age, Sex, Marital Status, Length of service as school administrator, and School level administer.**

Public elementary and secondary school administrators in the Division of Cadiz City performed High level of leadership skills. When all three (3) broad areas

of leadership skills: administrative, interpersonal, and conceptual were considered and categorized according to demographic profile, the respondents showed consistency of results as they marked High range per area. This simply means that school administrators can run and lead an organization using critical and systems thinking and effective work relationship towards his/her peers, subordinates, superiors, and community in order to carry out the organization's purpose and goals.

3. The degree of correlation between Adversity Quotient® and Leadership Skills of School Administrators

The degree of correlation between Adversity Quotient® and Leadership Skills of School Administrators is Low. This further explains that as the result of Adversity Quotient® is Below Average, the data of leadership skills is High. Findings further disclose that one's Leadership Skills is not affected by his/her level of adversity, since handling adversities are just part of Leadership Skills.

However, there found to be a Moderate Correlation between Leadership Skills and Adversity Quotient® Reach dimension. The respondents' High Leadership Skills help them put setbacks in perspective, resolving them for learning.

It is encouraging to know that despite the challenges, troubles, and difficulties the school administrators were facing, still they managed to lead their respective schools skillfully.

4. Leadership Enhancement Program for School Administrators

The researcher proposed a Leadership Enhancement Program, called "HEART" which stands for: H-Hear and Understand; E-Encourage and Ensure

consistency of trainings; A-Acknowledge and Attract; R-Recommend and Redefine Leaders; T-Transform from Good to Great Leader.

Recommendations

In view of the findings of the study, the researcher offers the following recommendations:

1. School Administrators must clearly understand individual's AQ® and must constantly review their own AQ®P as guide for better leadership performance.
2. School Administrators should always be guided by their leadership skills to be applied in their workplace taking into consideration their leadership strengths and weaknesses.
3. Human Relation Department will take into consideration AQ® in the performance or in the management of human organization especially in hiring/promotion process thereby making them conscious to deal with adversity inherent in their jobs. They may include AQ in their design of performance appraisal.
4. Middle/top level management will develop enhancement activities through trainings, seminars, programs, or simply extend technical assistance to school administrators through the data captured in this research.
5. Researcher/s may replicate studies using experimental method or any appropriate method which will focus on how to enhance one's adversity level.

6. Expose school administrators to more trainings and development programs in order to nourish their leadership skills and manage setbacks squarely.

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APPENDIX A

AQ PROFILE OFFICIAL RESEARCH AGREEMENT



AQ Profile® Official Research Agreement
By signing this document, I agree to

1. Use the AQ Profile® for only the research project I have proposed to, and which has been approved by Dr. Paul Stoltz, CEO of PEAK Learning, Inc.
2. Not use the AQ Profile® for any monetary gain
3. Not to duplicate the AQ Profile® for any purpose except for the approved research
4. Not to allow anyone else to duplicate the AQ Profile®
5. Return or destroy the original AQ Profile® to PEAK Learning, Inc. once my research is complete
6. Share all AQ® data and a copy of my study with PEAK Learning, Inc.
7. Have my name and paper posted on the Global Resilience Institute/PEAK Learning web page
8. Not to include the AQ Profile® in research paper or appendix
9. Use the symbol ® whenever I mention AQ®, Adversity Quotient®, and AQ Profile® in any written form
10. Protect PEAK Learning's intellectual property to the best of my ability

Enjnette Baroa

Date

Please sign and fax back to the attention of Katie Martin, 805-595-7771 Or, scan and email to katie@peaklearning.com

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APPENDIX B

Research Instrument

**Questionnaire on Leadership Skills of School Administrators
of Division of Cadiz City**

PART I: Personal Information

Name (Optional) _____ Sex _____
 Marital Status _____ Age _____
 Address/Residence _____
 Educational Attainment _____
 Present Position _____ School Assigned _____
 Length of service as School Administrator _____

PART II: Directions

Read each statement carefully. Circle the number that indicates the degree to which you feel the statement is true.

Statements	Not True	Seldom True	Occasionally True	Somewhat True	Very True
1. I am effective with the detailed aspects of my work.	1	2	3	4	5
2. I usually know ahead of time how people will respond to a new idea or proposal.	1	2	3	4	5
3. I am effective at problem solving.	1	2	3	4	5
4. Filling out forms and working with details comes easily for me.	1	2	3	4	5
5. Understanding the social fabric of the organization is important to me.	1	2	3	4	5
Statements	Not True	Seldom True	Occasionally True	Somewhat True	Very True
6. When problems arise, I immediately address them.	1	2	3	4	5
7. Managing people and					

resources is one of my strengths.	1	2	3	4	5
8. I am able to sense the emotional undercurrents in my group.	1	2	3	4	5
9. Seeing the big picture comes easily for me.	1	2	3	4	5
10. In my work, I enjoy responding to people's requests and concerns.	1	2	3	4	5
11. I use my emotional energy to motivate others.	1	2	3	4	5
12. Making strategic plans for my company appeals to me.	1	2	3	4	5
13. Obtaining and allocating resources is a challenging aspect of my job.	1	2	3	4	5
14. The key to successful conflict resolution is respecting my opponent.	1	2	3	4	5
15. I enjoy discussing organizational values and philosophy.	1	2	3	4	5
16. I am effective at obtaining resources to support our programs.	1	2	3	4	5
17. I work hard to find consensus in conflict situations.	1	2	3	4	5
18. I am flexible about making changes in our organization.	1	2	3	4	5

APPENDIX C

LETTER TO CONDUCT THE STUDY

December 16, 2014

MRS. ELENA D. OLVIDO, CESE

Officer-In-Charge

Schools Division Superintendent

Division of Cadiz City

Cadiz City

Madam:

Greetings in Christ name!

The undersigned is a graduate student of Philippine Normal University-Visayas and is currently working on her thesis entitled “**Adversity Quotient and Leadership Skills of School Administrators: Basis for Enhancement.**”

In this connection, the undersigned requests permission from your good office to conduct the questionnaires to the sixty-seven (67) School Administrators both in elementary and secondary schools in your division.

Your kind approval to this request is highly appreciated.

Thank you very much.

Very truly yours,

ENJENETTE D. BAROA

Researcher

Noted:

DR. ALBERTO A. RICO

Adviser

APPENDIX D

Map of Negros Occidental showing the location of Cadiz City



