

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

This chapter includes the introduction, theoretical framework, statement of the problem, hypothesis, scope and limitation, conceptual framework, significance of the study and the definition of terms used.

Introduction

Researchers focused much of their attention in studying the importance of Intelligence Quotient (IQ) and Emotional Quotient (EQ) because of the thought that these two are important determinants of success. But few years back, Dr. Paul G. Stoltz introduced another concept which talks about how well a person was able to cope, handle and withstand adversities, to recover from those adversities and to turn them into opportunities. This concept is called Adversity Quotient® (AQ®).

By understanding the concept of AQ® we can better understand how we and others react to challenge and adversity in all aspects of our lives. In fact, how people respond to adversity is a strong indicator of ability to succeed in many endeavors (<http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html>).

As Adversity Quotient® tells how an individual withstand adversity and his ability to surmount it and it predicts who gives up and who prevails. Adversity Quotient® is the measure on how an individual respond in a given situation. Also,

Adversity Quotient® determines whether an individual will stand strong and true when faced with adversity or the person will be crippled or destroyed (Stoltz, 1999).

Today, most people are faced with different adversities. This is the reason why there are organizations that offer help to those who are in need of it. For students, most especially the freshmen who are experiencing the difficulty of the transition from high school to college, they are also given some guidance by the school through mentoring programs. Facing their new environment would mean facing challenging and different obstacles in their career. But how do they face some difficult situations that come up during their adolescent years? What would be the impact of these conflicting demands to their day-to-day life? How would these young people respond in different adversities?

Adolescence, defined in books, as the transition period that links childhood and adulthood (Davis et al. 2004). Erikson described it as a moratorium, a temporal and psychological gap between the security of childhood and the autonomy of adulthood (Santrock, 2003). Adolescents are prone to peer pressure that can great influence or impact to their attitudes, values, and behaviors.

According to Mendoza (2005), peer group is a contributory factor to an adolescent. This gives strong motivation for gaining social learning. He starts to associate with people. This social relationship with his group forms strong bonding among them. This peer group influences his behavior and decision. And the fact that adolescents are prone to social pressure and conflicting demands,

the administration of First Asia Institute of Technology and Humanities (FAITH) formed the mentoring program that is in connection to the mission and vision statement of the Institution. The Institute launched the mentoring program to provide the students with guidance as they face the challenges of college life. Initially it was for Education students then the program has been expanded to include all the courses. Faculty members act as mentors to each student to check his or her academic performance, to help resolve concerns and generally oversee the development of the student as an individual and a true professional. (<http://www.firstasia.edu.ph/campusdp.asp>).

Mentoring is defined, an off-line help by an individual to another person in making significant transitions in work, knowledge or thinking. This mentoring programs aims to help the freshmen overcome the adversities that college life adjustment brings (Araño & Panganiban, 2006).

In light with the increasing popularity of mentoring during the past decades, the researchers conducted this study to find out whether the mentoring program provided for the freshmen college students at FAITH has a positive effect on the students' Adversity Quotient®. The researchers came up with the idea of conducting the present study because of the fact that students are faced with conflicting demands and pressures from school, from their parents, from their peer group, and from the society (Corey, 2004). For freshmen students, all of these demands are present plus the fact that they are experiencing the hardships of college life adjustments. In this regard, the researchers thought of

measuring the effect of mentoring program on the freshmen students at FAITH in terms of how they withstand and overcome different adversities.

Theoretical Framework

The concept of mentoring has been around for a long time and stems from Homer's Odyssey. Mentoring is now looked at as a "promising approach for enriching children's lives (www.webspace.ship.edu/cgboer/erikson.html).

According to George Herbert Mead's theory of social learning, children begin to perceive themselves from the perspective of the generalized other, the community as a whole. Knowing the norms and values of society, children can begin to know how their actions are perceived by the generalized other. Mead said that everyone has an "I" and a "me." The "I" is the individual or the true self and the "me" is the way one acts in different social situations under the norms of society. Through social interaction people learn the acceptable "me". Mead felt that children develop their "selves" through social interaction. Children begin to pattern their "selves" after a role model (www.webspace.ship.edu/cgboer/erikson.html).

This theoretical framework can be applied to the thesis that mentoring has positive effects on children. The mentor acts as the generalized other and serves as a role model to the student who begins to imitate the mentor. This then reflects the positive effect of mentoring. The student changes his/her "me" to conform to the norms of society, and the mentor is the role model whom the

student uses to pattern his/her "me" (www.webspace.ship.edu/cgboer/erikson.html).

Erikson believed that personality develops in a series of stages and described the impact of social experience across the lifespan (<http://www.termpaperslab.com/term-papers/154593.html>). During adolescence, children are exploring their independence and developing a sense of self (www.psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm). They explore different possibilities for career, interests, friends, etc. At this age, adolescents are trying different behaviors and values from what they have learned at home (www.fractaldomains.com/devpsych/erikson.htm).

Those adolescents who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will be insecure and confused about themselves and the future (www.psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm). They are trying to define themselves separate from their parents, although, in the end, most adolescents adopt many of their parents' same values and behaviors as well as unique views of their own (www.fractaldomains.com/devpsych/erikson.htm).

According to Erikson, our ego identity is constantly changing due to new experience and information we acquire in our daily interactions with others. In addition to ego identity, Erikson also believed that a sense of competence also

motivates behaviors and actions (<http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm>).

During this stage also, adolescents may feel the pressure of the conflicting demands on which they are faced. Because of these pressures, adolescents often feel helpless from the adversities they encounter.

The learned helplessness theory of Martin Seligman explained why many people give up or stop short when faced with life's challenges. For this reason, this theory is the most significant ingredient in the formation of AQ®. Likewise, it is considered by the American Psychological Association as the Landmark Theory of the Century (<http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html>).

Statement of the Problem

The study focused on the Effects of Mentoring Program on Adversity Quotient of Selected Freshmen College Students of First Asia Institute of Technology and Humanities during the Second semester of Academic Year 2008 – 2009 as measured by the Adversity Quotient Profile® Version 8.1.

Specifically, it aims to answer the following questions:

- 1) What is the pre-test score of the Adversity Quotient® of the respondents before the mentoring program?

- 2) What is the post test score of the Adversity Quotient® of the respondents before the mentoring program?
- 3) What are the Control, Ownership, Reach and Endurance scores of the respondents on their pre-test and post test as revealed by the AQ Profile® Version 8.1?
- 4) Is there a significant effect of mentoring program on the AQ® Scores of the respondents as revealed by the AQ Profile® Version 8.1?

Hypothesis

The hypothesis will be raised in the study and will be tested at .05 level of significance.

H_o: There is no significant effect of mentoring program on the Adversity Quotient® scores of the respondents.

Scope and Limitation of the Study

This study focused on the Effects of Mentoring Program on Adversity Quotient® of Selected Freshmen College Students of First Asia Institute of Technology and Humanities during the Second Semester of Academic Year 2008 - 2009. The respondents of the study were composed of 181 randomly selected college students which comprise 25% of the total population. The results of this study is applicable only to the respondents of this study and

should not be used as a measure of the effect of mentoring program on the Adversity Quotient® of the students who do not belong to the population of this study.

The researchers considered working on this study to find out if there's an effect on the Adversity Quotient® of selected freshmen college students of First Asia Institute of Technology and Humanities after taking the mentoring program. And to assess the effectiveness of the institution's mentoring program with regard to the development of AQ® specifically enhancing the ability of the mentees to withstand and overcome adversities.

Conceptual Framework

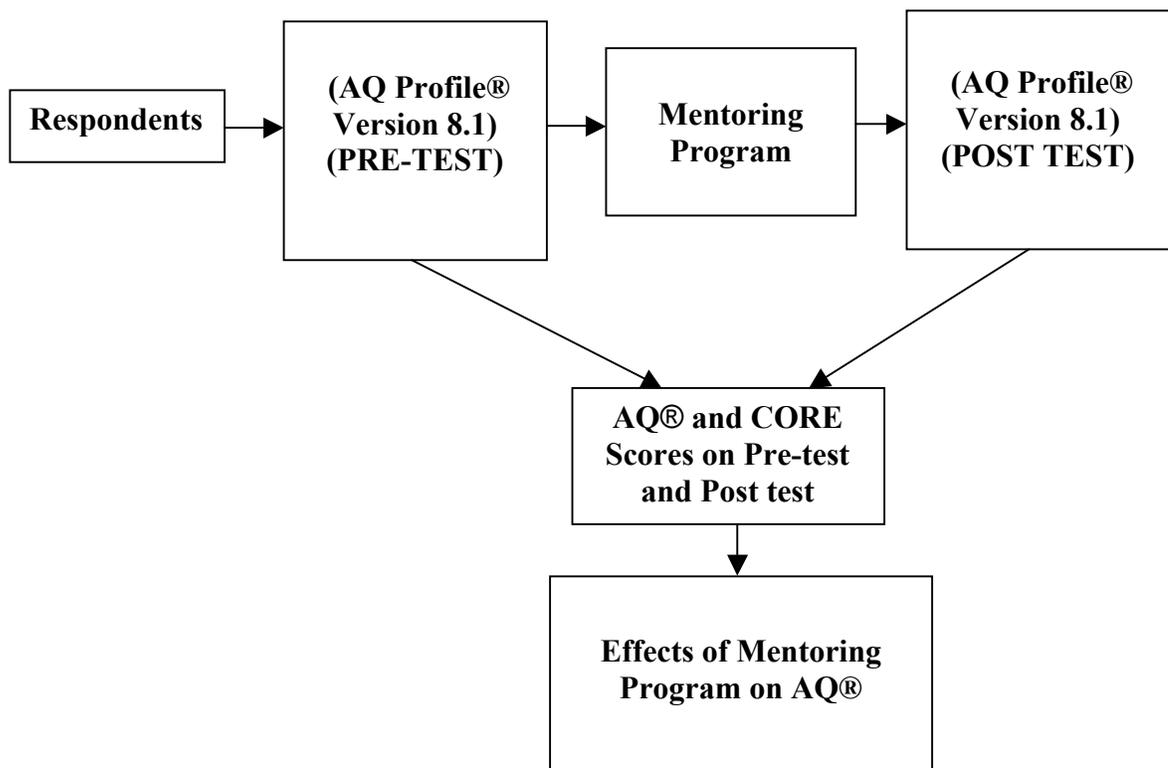


Figure 1. Conceptual paradigm showing the effect of mentoring program on the respondents AQ® as revealed by the Adversity Quotient Profile® Version 8.1.

The main concern of this study is to explore the effect of mentoring program on the respondents' AQ®. The conceptual paradigm shows the process on how the researchers measured the effect of mentoring program on the respondents' AQ®. The respondents were given the pre-test which determined the number of respondents who fell within the low range, below average range, and average range on their AQ® scores and CORE scores. The post test was then given to the respondents after a period of one month. From the results of the pre-test and post-test, the researchers were able to determine the effect of mentoring program on the AQ® of the respondents. The Adversity Quotient includes four (4) dimensions namely, Control, Ownership, Reach, and Endurance (CORE). The respondents answered the **AQ Profile® Version 8.1** twice for the pre-test and post-test. The mentoring program served as the intervening variable.

Significance of the Study

The study focused on explaining the effect of mentoring program on the Adversity Quotient® of the freshmen students at FAITH. Moreover, the results of the study will be beneficial to the following:

Respondents. The respondents will have an awareness on the importance of the mentoring program and its role on the improvement of their Adversity Quotient®.

Teachers/Mentors. The result of the study will help the teachers/mentors provide encouragement to think of ideas that will give proper guidance to the students/mentees. This may also increase their competency.

Guidance Staff. The result of the study may provide on assessment of the mentoring program whether it is effective or not. This may also encourage the guidance staff to think of other activities that will make the students/mentees as well as their teachers/mentors enjoy the program.

Parents. The result of the study will help the parents of the respondents feel secured because there are programs in the institution like the mentoring program that will help their children cope and adjust with the adversities of college life.

Future Researchers. The findings of the study will serve as a reference material and a guide for future researchers who wish to conduct the same experimental study or any study related to mentoring program and Adversity Quotient®.

Definition of terms

Adolescence - the period of transition between childhood and adulthood
(Corey, 2004).

Adversity - a state, condition, or instance of serious or continued difficulty or adverse fortune (www.merriam-webster.com/dictionary/adversity)

Adversity Quotient (AQ®) - in this study, it pertains to the total score obtained from the AQ Profile® Version 8.1. It is the science of human resilience in

which people who successfully apply it perform optimally in the face of adversity (www.peaklearning.com).

Adversity Quotient Profile® - is a scale-based, forced-choice questionnaire designed to reveal an individual's response pattern to adverse situations according to Stoltz (1997). It is a normative instrument; since higher AQ® scores reflect greater resilience, they are more desirable than lower scores (www.peaklearning.com/measuring-aq_arp.html). It is composed of the following dimensions:

Control Dimension - a measure of the degree of control a person perceives that he or she has over adverse events; (www.peaklearning.com/measuring-aq_arp.html).

Ownership Dimension— a measure of the extent to which the person owns, or takes responsibility for, the outcomes of adversity or the extent to which the person holds himself accountable for improving the situation(www.peaklearning.com/measuring-aq_arp.html).

Reach Dimension – a measure of the degree to which the person perceives good and bad events reaching into other areas of life (www.peaklearning.com/measuring-aq_arp.html).

Endurance Dimension – a measure of the perception of time over which good and bad events and their consequence will last or endure (www.peaklearning.com/measuring-aq_arp.html).

Mentee - in the study, it is defined as a group of respondents who participated in the mentoring program.

Mentor - an experienced individual who serves as a role model to the students, facilitate the activities, provide counseling and support the mentee to build mutual trust to one another (Araño and Panganiban, 2006).

Mentoring Program - an intervention program whereas the mentor builds rapport and trust and guides the mentee to help them to cope with their problems as they face the everyday changes in life (Araño and Panganiban, 2006).

T-test for correlated means - a statistical tool concerned with the difference between the average scores of a single sample of individuals who are assessed at two different times (<http://www.gifted.uconn.edu/siegle/research/t-test/t-test.html>).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes some related literature and studies of foreign and local which are presented in the following paragraphs.

Foreign Literature

Mentoring. According to PT Magazine (2006), the traditional concept of mentoring includes a strong, enduring relationship between a well-established professional and a more junior colleague. The established professional nurtures the novice, who is ushered into the inner circle of his or her field (www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=28699).

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. A mentor is an adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out strengths that are already there. A mentor is not a foster parent, therapist, parole officer, or cool peer (www.mentoring.org/mentors/about_mentoring/).

Mentoring is a relationship in which personal and professional growth is fostered, regardless of convention or tradition. Mentors often appear in less conventional form, yet always, if we are to call them mentor, they helped us through a transition of some sort. And if the relationship was positive, we have grown from it in some way, for the idea of growth is inextricable from the idea of mentor (www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=28699).

Programs and initiatives are increasingly appearing in other countries as well thus offering a growing global dimension to the youth mentoring movement. Under the grinding trends is the widely held belief by the public that supportive relationship between young people and the non-parental adults, whether established via programs or through more informal connections represent assets vital for positive youth development (Zachary, 2004).

Philip (2000) studies of “natural” mentoring suggest too that is not viewed as a static relationship by mentees or mentors but like other relationships is a set of dynamic and fluid processes of negotiation (www.infed.org/learningmentors/mentoring.htm).

School-based mentoring programs have become increasingly popular. Approximately 30 percent of mentoring programs are located in schools -- and such programs are continuing to expand at an unprecedented rate (www.mentoring.org/access_research/school_based).

School-based mentoring programs hold considerable promise. The school-based setting provides an invaluable infrastructure and school staff

possess insights into youth's lives that can simplify the process of forming and monitoring relationships (www.mentoring.org/access_research/school_based).

Mentoring relationships is one on which an experienced individual helps to train one who is less experienced (De Vito, 2001). Mentoring relationships between students and faculty have been at the backbone of educational development of the student and a great contributor to enriching the knowledge of the faculty member. An active relationship that is beneficial to both mentor and mentee occurs when there is mutual exchange of information and a desire by both participants to give and gain from the experience (www.findarticles.com/p/articles/mi_qa3833/is_199807/ai_n8804044).

Whether traditional or unconventional, the mentoring relationship should be guided by the learning goals of the protégé. If the protégé is not ready to assume that responsibility, the first job of the mentor is to nurture the protégé's self-direction abilities. The protégé determines what he or she wants to learn and sets goals (www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=28699). According to Langout et. al, (2004), studies of resilience among youth at risk background first alerted scholars to the protective function that can be fulfilled by relationship with no-parental adults. As the practice of youth mentoring gains momentum, it is critical that its further growth and development be formed by theory and research (Araño and Panganiban, 2006).

The mentoring relationship provides an ideal learning environment. It's usually a one-on-one relationship between expert and novice, a relationship that

is supportive and trusting. There's a mutual and open sharing of information and thoughts about the job. The relationship enables the novice to try out new skills under the guidance of an expert, to ask questions, and to obtain the feedback so necessary in obtaining complex skills (De Vito, 2001).

Mentoring relationships vary depending on the level and activities of both protégé and mentor. Each relationship may have that single goal - to advance the professional growth of the protégé (though mentoring has tremendous benefits for the mentor, too) – but there are many mentoring styles(www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=28699). Also, Wood (2002) explained that the mentor plays the most significant role in mentoring.

According to myth, Mentor is the name of the person to whom Odysseus entrusted the care of his son, Telemachus, when he set out on those famous wanderings of his that we now call an “Odyssey” and which took him, among other places, to the Trojan Wars (www.glpahls.org/glp2007/mentoring.html). Despite this extensive history, a mentor can be clearly defined as teacher, sponsor, counselor, guide, and role model, with "true" mentoring encompassing all these roles (www.apta.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=28699).

All young people have the potential to succeed in life and contribute to society. All children have the potential to succeed in life and contribute to society. However, not all children get the support they need to thrive. Without immediate intervention by caring adults, they could make choices that not only undermine

their futures, but, ultimately, the economic and social well-being of our nation (www.mentoring.org/mentors/about_mentoring/).

Adversity Quotient®. According to Sharkin et. al (2003), recent studies suggest that students may experience high levels of distress and there may be increasing numbers of students who seek counseling for problems such as anxiety and depression (http://findarticles.com/p/articles/mi_qa3752/is_200309/ai_n9258753?tag=content;col1).

According to Stoltz (1999), Adversity Quotient® is the nutrient rich soil, the key, foundational factor of success that can determine how, if, and to what degree a person's attitudes, abilities, and performance are manifested in the world. Like the composition of the soil in the garden. AQ® can be enriched and strengthened. It is here that begin to truly grasp the practical implications of AQ®.

The result of 19 years of research and 10 years of application is a major breakthrough in understanding of what it takes to succeed. A person's success in his work and lifestyle is largely determined by his Adversity Quotient®. AQ® tells you how well you withstand adversity and your ability to surmount it. AQ® predicts who will overcome adversity and who will be crushed. Also, AQ® predicts who will exceed expectations of their performance and potential and who will fall short and AQ® also predicts who gives up and who prevails.

Adversity Quotient® is comprised of four CORE dimensions. CORE is an acronym for control, origin and ownership, reach, and endurance. These dimensions will determine a person's overall AQ®.

AQ® also provides three types of people whom we encounter along our journey. These are the camper, the quitter, and the climber. Quitters abandon the climb. They refuse the opportunity the mountain presents. They ignore, mask, or desert their core human drive to Ascend and with it much of what life offers. The Campers, unlike Quitters, have at least taken on the challenge of the Ascent. Campers may have been successful in reaching the camp-ground; they cannot maintain success without continuing to Ascend. It is a lifelong growth and improvement of one's self that defines the Ascend. While the Climbers, are possibility thinkers, never allowing age, gender, race, physical or mental disability, or any other obstacle to get in the way of the Ascent (Stoltz, 1999).

As a result, Quitters are often bitter, depressed, and emotionally numb. Alternatively, they may be mad and frustrated, striking out at the world around them, resentful of those who ascend. Campers are satisfiers. They are satisfied with sufficing, rather than striving. Of these three types of people, only Climbers live like fully. They feel a deep sense of purpose and passion for what they do. Climbers never forget the power of the journey over the destination and they embrace the challenges they inevitably face (Stoltz, 1999).

Local Literature

Mentoring Program. Mentoring programs emerged in many countries as an effective response to the plight of the youth. Mentoring schemes have expanded rapidly with increasing number of students, young professionals, as well as, adult volunteers unselfishly giving their time and effort to help

these young people in institutions, schools, community agencies, and in their own respective localities (www.danilozuno.tripod.com/FilMentoringInc.htm).

On the other hand, "Fil-Mentoring, Inc." (Filipino Integrated Learning through Mentoring, Inc.) was formally organized in 1994 as a non-profit and voluntary organization involved in propagating Mentoring schemes and develops supplemental learning particularly for the Filipino street children. Composed of mostly young professionals, "Fil-Mentoring, Inc." was created with a vision of providing these children with adequate skill in enhancing their God-given talents, at the same time, monitor and guide their academic progress. "Fil-Mentoring, Inc." also seeks to assist other institutions, government and non-government agencies involved with street children, in setting up Mentoring programs that could result in the establishment of a national forum for research on effective Mentoring schemes and programs (www.danilozuno.tripod.com/FilMentoringInc.htm).

Mentoring involves volunteers who assist in institutions, community agencies, churches, and schools on a sustained and systematic basis.

These mentors act as resource to the coordinator, director, housemothers, and teachers who usually work individually or with small groups in helping these street children with their activities and relating them to the "outside world." (www.danilozuno.tripod.com/FilMentoringInc.htm)

A faculty mentor guides students and ensures their growth through one-on-one consultations. The mentor enriches learning by helping one acquire and

improve one's orientation and lifelong learning skills. This often leads to friendship that lasts beyond the corridors and classrooms.

(<http://www.aim.edu.ph/students/Mentoring.asp>)

Mentors are more than role models. They initiate activities that persuade and motivate these children to value education and view it as an instrument to alleviate their present economic and social situation. They inculcate in them the message -- "be as you can be" rather than just "be as I am" (www.danilozuno.tripod.com/FilMentoring.htm).

Mentoring, likewise, involves a higher level of personal commitment than mere conventional tutoring. Mentoring programs can take place in schools, community agencies, business establishments, churches, colleges and universities (www.danilozuno.tripod.com/FilMentoring.htm).

Foreign Studies

Research confirms that mentoring works. From experience and the limited research that has already been compiled, we know that when done well, youth mentoring holds great promise in helping young people succeed in life. Studies of both well-established programs and newer ones that provide youth with formal one-to-one mentoring relationships have provided strong evidence of their success in reducing the incidence of delinquency, substance use and academic failure. These studies further indicate that formal youth mentoring programs can promote positive outcomes, such as improved self-esteem, social skills and career development (www.mentoring.org/access_research/).

In the article, *Mentoring At-Risk High School Students: Evaluation of a School-Based Program*, Ellen Slicker and Douglas Palmer examined the effects of a school-based mentoring program on eighty-six at-risk 10th grade students. In examining outcomes, this study not only considers program involvement, but the quality of this involvement. Students were divided into one of three groups: those who were effectively mentored; those who were ineffectively mentored (as measured by evaluations of their mentoring experiences); and controls (www.mentoring.org/access_research/group_all/).

Relative to the controls, students in mentoring relationships did not have lower drop-out rates, improved self-concept or improved academic achievement. However, those who were effectively mentored were more likely to return to school the following school year. Return rates for the control group and the ineffectively mentored group were 74% and 69%, respectively as compared to 100% of the effectively mentored group. Additionally, those who were effectively mentored showed greater improvement in achievement than in the ineffectively mentored group (www.mentoring.org/access_research/group_all/).

A research study of Breen et. al (2001) evaluated that the Peer Mentoring Program (PMP) during semester 1, 2000 was conducted to determine whether or not the program was successful in reducing student stress and its associated attrition rates for unit PSY1101 Introduction to Psychology. Second and third year psychology students acted as mentors for the commencing students. The mentees and mentors were obtained from the unit's online bulletin board. The mentees and mentors believed the PMP had benefited them both personally and

academically. The mentees found their first semester of university daunting and were thankful for the support offered by PMP. The mentors believed the PMP had enabled them to utilize their developing helping skills. Preliminary attrition rates suggest the PMP had an impact on attrition rates. Recommendations for future PMPs include group mentoring, more library assistance, more social events, and introduction of a university wide transition program.

In a preliminary study of school-based mentoring, P/PV⁶ researchers visited two BBBS school-based programs, each for three days. At the sites, P/PV researchers met with BBBS staff, parents, children, mentors and school personnel involved in the programs.

The researchers observed that strong, influential relationships could develop within the school context and that the attitudes and behaviors of the students improved. Teachers noted improvements in the students' behavior (particularly academic), attitudes and self-confidence. About half of the parents interviewed reported that their children had made significant academic improvements subsequent to being involved in the program. Teachers noted that children improved in a range of subjects, including math, reading, social studies and citizenship. Three of the four teachers also mentioned increased confidence as a common area of improvement (www.mentoring.org/access_research/group_all/).

Moreover, Across Ages is a comprehensive, intergenerational mentoring program designed to reduce adolescent drug abuse and to help older adults (55+) maintain active roles in their communities. Approximately 400 6th grade

students took part in the evaluation of this school-based mentoring program over a three-year period. Students' classes were randomly assigned to one of three experimental conditions: A curriculum and community service condition (Program Group), a curriculum, service and mentoring condition (Mentoring Group), or a Control Group. Youth in all three of these conditions completed questionnaires prior to the initiation of the program, at the conclusion of the program and six months following the end of the program.

Results of this evaluation indicated that Across Ages mentoring contributed to significantly lower levels of problem behavior and substance use. At the same time, it helped boost self-confidence, self-control, cooperation and attachment to both the school and the family (www.mentoring.org/access_research/group_all/).

Dweck's study on Adversity Quotient® revealed an important difference between how men and women respond to adversity. Females are more likely to explain the adversity as their fault and due to an enduring characteristic, such as stupidity. Males, on the other hand, are more likely to attribute failure to something temporary, such as "I didn't try hard enough." (Stoltz, 1999).

In the number of studies conducted in organization, people who responded destructively to adversity were measurably less productive than people who did not. According to one of Stoltz's studies on Adversity Quotient®, he compared individuals' AQ®s with their performance as perceived by their supervisors for a Big Six client services firm. Preliminary findings reflect a strong

correlation between performance and how the employees respond to adversity (Stoltz, 1999).

Local Studies

A study entitled, "Correlation Between Adversity Quotient® and Academic Performance of Fourth Year CALABARZON College Students of First Asia Institute of Technology and Humanities, Academic Year 2006-2007 (Andal and Lanto, 2007), showed that Adversity Quotient registered a moderately positive correlation of 0.394 to academic performance with a t-value of 2.85 and a t-critical value of 1.96 in significant level of 0.05. Thus, there is a significant relationship between student-respondents Adversity Quotient® and Academic Performance.

A study conducted by Araño and Panganiban (A Study on the Effects of Mentoring Program on the Emotional Adjustment of Freshmen as measured by Emotions Profile Index, 2006), revealed that the Mentoring Program had a positive significant effect to the emotional adjustment of the student-respondents who got low and high score as revealed by Emotional Profile Index of the pre-test and post test.

In 2004, Lazaro-Capones conducted a study on Adversity Quotient® and performance level of selected middle managers of the different departments of the City of Manila. She found a high correlation ($r = .612$) between Adversity Quotient® and performance level of respondents as revealed by the 360-degree

feedback system. The result revealed a fairly strong correlation of Adversity Quotient® and performance rating within the City of Manila.

According to Fr. Johnny Go, SJ, the School Director of Xavier School, the concept of Adversity Quotient® or AQ® may be helpful in the personal formation of their students. He stated that, “no matter how intelligent we are, no matter how hardworking, because we do not exercise full control over all the factors in the world, we cannot help but meet obstacles and limitations and occasionally commit mistakes and encounter failure.” That according to Stoltz, the most crucial ingredient to success is one’s AQ® or Adversity Quotient®.

Fr. Johnny Go, SJ also stated that, “Although Dr. Stoltz is not an educator, his insights are no less useful and applicable to education. That in Xavier School they asked themselves if their policies and practices actually train their students to deal with mistakes and failures. Do their policies and practices prepare their students for the real world by equipping them with a higher AQ®?”

Just what they have examined in themselves and their practices in the school, that perhaps parents ought to do the same. It’s a common thing that some parents tend to protect their children too much. Parents tend to make life a little too easy for their children by shielding them from bigger challenges, by keeping them from facing the consequences of their actions and in the process, learning from their mistakes and by "rushing to their rescue" too often.

He also stated that there’s nothing wrong if parents are helping and protecting their children because it is in fact, every parent’s obligation. But Fr. Johnny Go, SJ, that it is “too-much” and “over-protecting.” That if parents help

their children too much and over-protect their children, they are doing a great disservice by not equipping to their children with the needed AQ® to deal with the world (<http://web.xs.edu.ph/issues/2004Sept03/Directors%20Take/Whatsinstore.php>).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodologies used in the study. This includes the research design, sources of data, data gathering procedure and the statistical treatment of data.

Research Design

The researchers employed the one group pre-test post test design. This design measures the dependent variable at a subsequent time. The dependent variable in this study is the Adversity Quotient® of the respondents and the independent variable is the mentoring program. By using this design, the researchers were able to determine if the mentoring program has an effect on the respondents' Adversity Quotient®. The researchers conducted a pre-test on the dependent variable, which is the Adversity Quotient®, which was used as a basis of comparison with the post test results. The independent variable which is the mentoring program is expected to have an effect on the dependent variable. This design determines the effect of the independent variable on the dependent variable through providing a comparison of the respondents' condition before and after the test administration. This means that each respondent encounters the study's control level (pre-test measure) as well as experimental level (post test measure) (Dunn, 2001). The test which will be used in this research is the Adversity Quotient® Profile Version 8.1.

Sources of Data

The respondents of the study are composed of 181 out of 723 freshmen college students which comprise 25% of its total population.

The respondents came from the seventeen (17) courses offered at FAITH namely, B.S. Electronics and Communications Engineering, B.S. Industrial Engineering, B.S. Computer Engineering, B.S. Information Technology, B.S. Computer Science, B.S. Psychology, A.B. Communication Arts, B.S. Mathematics, Bachelor of Elementary Education, Bachelor of Secondary Education, B.S. Nursing, B.S. Business Administration Major in Entrepreneurial Management, B.S. Business Administration Major in Management Accounting, B.S. Hotel and Restaurant Management, B.S. Tourism, B.S. Accountancy, Associate in Hotel and Restaurant Management, and Associate in Computer Technology. The respondents will be chosen through the lottery method.

The Adversity Quotient Profile® Version 8.1 was used as the tool to measure the respondents' Adversity Quotient® on their pre-test and post-test. Independent studies conducted by an Educational Testing Service statistician – ETS is the producer of SAT – the AQ Profile® and each of its CORE dimensions have been shown to be highly reliable, or consistent, with a reliability coefficient of .88 and no adverse impact on gender and ethnic background since it has a great face validity. Norms of AQ® scores are presently available from a diverse sample of 500,000 employees and students in 37 companies and educational institutions worldwide. The distribution of their AQ® scores provides norms

against which anyone taking the AQ Profile® can compare his or her score (http://www.peaklearning.com/measuring-aq_arp.html).

This test has been completed by more than 7,500 people from around the world representing a broad range of careers, ages, races, and cultures. Formal analysis of the results reveals that the instrument is a valid measure of how people respond to adversity and a powerful predictor of success (Stoltz, 1999).

Data Gathering Procedure

The researchers gathered the total number of mentees with their assigned mentors from the Office of Student Affairs. The researchers scheduled the pre-test and post test based on the availability of the respondents. The respondents were oriented on the nature of the test and the nature of the research upon which the results of the test was used. The respondents underwent mentoring program for a period of one month. The pre-test was given at the start of the second semester while the post test was given before the second semester ends. The test was personally administered by the researchers.

To utilize the AQ Profile® Version 8.1 for the study, the researchers asked for the permission of PEAK Learning Inc., the owner of the AQ Profile®, to allow the researchers to use the profile as a research instrument. Since the AQ Profile® Version 8.1 is an on-line version of the profile, the researchers were allowed by PEAK Learning Inc. to print a copy of the AQ Profile® from the internet. PEAK Learning Inc. interpreted the respondents' responses on the pre test and post test and also provided a printer-friendly version of the results.

The results of the test were analyzed to determine the effects of mentoring program on the Adversity Quotient® of the respondents. The results were then given the appropriate statistical treatment.

Statistical Treatment

The data gathered was treated by using statistical tools dealing with the significant effects of mentoring program on the AQ® scores of the respondents.

Mean, also known as the arithmetic mean, of a list of numbers is the sum of the entire list divided by the number of items in the list (http://en.wikipedia.org/wiki/Arithmetic_mean).

1. the formula for finding the mean is:

$$\bar{X}_D = \frac{\sum D}{n}$$

Where:

\bar{X}_D = Computed mean

$\sum D$ = Summation of the difference in the pre-test
and post test scores

n = Number of respondents

Standard deviation is a measure of the dispersion of data about a mean value (http://en.wikipedia.org/wiki/Standard_deviation).

2. the formula to compute the Standard Deviation of the difference scores:

$$s_{\bar{D}} = \sqrt{\frac{\sum (D - \bar{X}_D)^2}{n - 1}}$$

Where:

$s_{\bar{D}}$ = standard deviation

D = difference (pretest and posttest)

\bar{X}_D = mean difference

n = number of respondents

The **t-test** for correlated means was used to measure the difference between the average scores of a single sample of individuals who are assessed at two different times (<http://www.gifted.uconn.edu/siegle/research/t-test/t-test.html>).

3. The formula for finding the t statistic is:

$$t_D = \frac{\bar{X}_D}{\left(\frac{s_{\bar{D}}}{\sqrt{n}} \right)}$$

Where:

\bar{X}_D = mean difference

$s_{\bar{D}}$ = standard deviation

n = number of respondents

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the gathered data in tabular presentation, analysis and interpretation of findings based on the results of the statistical treatment applied. The data are organized in sequential order based on the statement of the problem in Chapter 1.

Data Presentation and Analysis

Table 1 presents the population profile and number of respondents per course. Out of the 723 freshmen college students, the researchers randomly selected 181 respondents or 25% of the total population from the 17 courses offered at FAITH. The sample was composed of 28 respondents from GE, 19 from ICT, 7 from BSP, 5 from BAC, 4 from BSM, 12 from BEED/BSE, 23 from BSN, 13 from BSBA, 25 from BSHRM, 8 from BST, 11 from BSA, 7 from AHRM, and 17 from ACT.

Table 1
Population Profile

Group	Population	Sample
General Engineering (BSECE, BSIE, BSCPE)	107	28

B.S. Information Technology/ B.S. Computer Science	76	19
B.S. Psychology	27	7
A.B. Communication Arts	22	5
B.S. Mathematics	17	4
Bachelor of Elementary Education Bachelor of Secondary Education	46	12
B.S. Nursing	90	23
B.S. Business Administration (Entrepreneurial Management & Management Accounting)	50	13
B.S. Hotel and Restaurant Management	101	25
B.S. Tourism	35	8
B.S. Accountancy	46	11
Associate in Hotel and Restaurant Management	30	7
Associate in Computer Technology	76	19
Total	723	181

Research Questions 1. What is the Adversity Quotient® of the respondents on their pre-test and post test as revealed by the Adversity Quotient Profile® Version 8.1?

Pre-test. Table 2 shows the distribution of the respondents' AQ® in the pre-test. Out of 181 respondents, 122 or 67.40% fell within the low range and 43 or 23.76% fell within the below average range. Meanwhile, 16 or 8.84% of the respondents fell within the average range.

Table 2

AQ® Level of the Respondents in the Pre-test

Course	AQ® Level						Total	
	Low Range (133 and below)		Below Average Range (134-144)		Average Range (145-164)			
	F	%	F	%	F	%	F	%
GE	21	75	4	14.29	3	10.71	28	100
ICT	13	68.42	4	21.05	2	10.53	19	100
BSP	3	42.86	4	57.14	0	0	7	100
BAC	0	0	5	100	0	0	5	100
BSM	3	75	1	25	0	0	4	100
BSE/BEED	8	66.67	3	25	1	8.33	12	100
BSN	8	34.78	11	47.83	4	17.39	23	100
BSBA	7	53.85	5	38.46	1	7.69	13	100
BSHRM	23	92	2	8	0	0	25	100
AHRM	7	100	0	0	0	0	7	100
ACT	13	68.42	2	10.53	4	21.05	19	100
BSA	9	81.81	2	18.18	0	0	11	100
BST	7	87.5	0	0	1	12.5	8	100
TOTALS	122	67.40%	43	23.76%	16	8.84%	181	100%

Based on the interpretation provided by the AQ Profile® Version 8.1, respondents who fell within the low range may have difficulty to recover from setbacks and sustain the pursuit of goals than it is for others. They may be naturally drawn to, and feel comfortable with, relatively low-stress, moderately demanding responsibilities. They may find themselves challenged as circumstances become more difficult and as pressure mounts. At times, they may respond by losing focus or becoming irritable, dejected, or negative. Sometimes, you may even resign yourself to bad situations or poor outcomes (<https://www.aqskillsites.com/themes/profileResults>).

Meanwhile, respondents who fell within the below average range may naturally seek — and be more comfortable with — jobs or tasks that are moderate to low in stress and complexity. As demands and difficulties intensify, they may become more likely to feel frustrated, overwhelmed, and worn down. They may feel that their capacity actually shrinks in chronically challenging times.

And for the respondents who fell within the average range, they will most likely perform well under moderately demanding conditions, or temporarily stressful ones. However, as demands intensify and multiply, becoming chronic and complex, their performance and effectiveness may begin to wane. When conditions exceed a certain threshold of difficulty, they may suffer from unnecessary but normal levels of stress, which may impact their performance, attitude, energy, and focus (<https://www.aqskillsites.com/themes/profileResults>).

Post test. The data on Table 3 reveals the respondents' Adversity Quotient® in

the post test. From the results, 112 or 61.88% belong to the low range, 28 or 15.47% belong to the below average range and 41 or 22.65% belong to the average range.

Table 3

AQ® Level of the Respondents in the Post test

Course	AQ® Level						Total	
	Low Range (133 and below)		Below Average Range (134-144)		Average Range (145-164)			
	F	%	F	%	F	%	F	%
GE	22	78.57	3	10.71	3	10.71	28	100
ICT	8	42.11	4	21.05	7	36.84	19	100
BSP	3	42.86	3	42.86	1	14.29	7	100
BAC	2	40	0	0	3	60	5	100
BSM	0	0	3	75	1	25	4	100
BSE/BEED	7	58.33	1	8.33	4	33.33	12	100
BSN	22	95.65	1	4.35	0	0	23	100
BSBA	8	61.54	1	7.69	4	30.77	13	100
BSHRM	17	68	0	0	8	32	25	100
AHRM	2	28.57	3	42.86	2	28.87	7	100
ACT	9	47.37	5	26.32	5	26.32	19	100
BSA	5	45.46	4	36.36	2	18.18	11	100
BST	7	87.5	0	0	1	12.5	8	100
Totals	112	61.88	28	15.47	41	22.65	22.62	100

With these results, the researchers found out that the respondents were able to improve their Adversity Quotient® after undergoing the mentoring program. And indeed, the number of respondents who fell within the low range tends to lessen indicating an improvement on the respondents AQ® during the post test.

2. What are the Control, Ownership, Reach, and Endurance Scores of the

respondents on the pre-test and post test as revealed by AQ Profile®

Version 8.1?

Control. As shown in Table 4, 48 or 26.52% out of 181 respondents fell within the low range, 43 or 23.76% fell within the below average range, 74 or 40.88% fell within the average range, 15 or 8.29% fell within the above average range and 1 or 0.55% fell within the high range. While for the post test, 51 or 28.18% fell within the low range, , 41 or 22.65% fell within the below average range, 61 or 12.71% fell within the average range, 23 or 2.76% fell within the above average range and 5 or 33.70% fell within the high range.

Table 4

Control Scores of the Respondents in the Pre-test and Post test

Control Score		Pre-test		Post test	
Description	Range	Freq	%	Freq	%
Low	(10-33)	48	26.52	51	28.18
Below Average	(34-37)	43	23.76	41	22.65
Average Range	(38-47)	74	40.88	61	12.71
Above Average	(48-50)	15	8.29	23	2.76
High	(51 above)	1	0.55	5	33.70

With these results, it can be seen that the respondents have improved their control scores on the pre-test to a better control score on the post test. They perceive the ability to influence some things but not others. They may sometimes perceive that things are out of their control, even when they can positively influence the situation. It may be easier for them to gain a sense of traction in the midst of small adversities(<https://www.aqskillsites.com/themes/profileResults>).

Those with higher AQ@s perceive they have significantly more control and influence in adverse situations than do those with lower AQ@s. Even in situations that appear overwhelming or out of their hands, those with higher AQ@s find some facet of the situation they can influence. Those with lower AQ@s respond as if they have little or no control and often give up (<http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html>).

Ownership. Table 5 presents the distribution of scores of 181 respondents in Ownership Dimension of AQ@. Of this number, 123 or 67.96% scored low, 26 or 14.36% scored on the below average range, 24 or 13.26% scored on the average range, 5 or 2.76% scored on the above average range and 3 or 1.66% scored high on the pre-test. While for the post test, 124 or 68.51% scored low, 16 or 8.84% scored on the below average range, 13 or 7.18% scored on the average range, 7 or 3.87% scored on the above average range and 21 or 11.60% scored on the high range.

Table 5

Ownership Scores of the Respondents in the Pre-test and Post test

Ownership Score		Pre-test		Post test	
Description	Range	Freq	%	Freq	%
Low	(10-38)	123	67.96	124	68.51
Below Average	(39-42)	26	14.36	16	8.84
Average Range	(43-47)	24	13.26	13	7.18
Above Average	(48-49)	5	2.76	7	3.87
High	(50)	3	1.66	21	11.60

The results indicate an improvement on the respondents Ownership Score on the post test. This indicates that most of the respondents have a tendency to sometimes blame others and deflect accountability for dealing with challenges. They may step back when others step up. One way they may be unwilling to go above and beyond to solve a problem unless prodded to do so. This can have a negative effect on others. Many people avoid ownership because they already feel overloaded (<https://www.aqskillsites.com/themes/profileResults>).

Accountability is the backbone of action. Those with higher AQ®s hold themselves accountable for dealing with situations regardless of their cause. Those with lower AQ®s deflect accountability and most often feel victimized and helpless (<http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html>).

Reach. Table 6 illustrates the distribution of scores of 181 respondents in Reach Dimension of AQ®. Out of the total respondents, 57 or 31.49% had a low reach score, 71 or 39.23% had a below average reach score, 48 or 26.52% had an average reach score, 2 or 1.10% had an above average reach score and 3 or 1.66% had a high reach score on the pre-test. For the post test, 51 or 28.18% had a low reach score, 55 or 30.39% had a below average reach score, 70 or 38.67% had an average reach score, 3 or 1.66% had an above average reach score and 2 or 1.10% had a high reach score.

Table 6

Reach Scores of the Respondents in the Pre-test and Post test

Reach Score		Pre-test		Post test	
Description	Range	Freq	%	Freq	%
Low	(10-23)	57	31.49	51	28.18
Below Average	(24-28)	71	39.23	55	30.39
Average Range	(29-34)	48	26.52	70	38.67
Above Average	(35-39)	2	1.10	3	1.66
High	(40-50)	3	1.66	2	1.10

In this regard, most of the respondents fell within the below average range in the Reach Dimension of AQ® for the pre-test and on the average range on the post test. They may ruminate or catastrophize when adversity becomes particularly intense, prolonged, or complicated. This can have a detrimental effect on others and their optimism in solving problems. They may suffer unnecessary levels of stress, a tendency that they can improve as they strengthen their reach. When challenges mount and situations become complex, or when they are fatigued, they may let the adversity bleed over into other areas, causing stress and a sag in motivation. They probably do better with some difficulties than you do with others. Difficulties in areas that are especially important to you or that are particularly loaded emotionally may represent the greatest challenge. Less severe, or less personal, adversities may be easier for you to contain (<https://www.aqskillsites.com/themes/profile> Results).

Keeping the fallout under control and limiting the reach of adversity is essential for efficient and effective problem solving. Those with higher AQ®s keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQ®s tend to catastrophize,

allowing a setback in one area to bleed into other, unrelated areas and become destructive (http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html).

Endurance. Table 7 presents the distribution of scores of 181 respondents in Endurance Dimension of AQ®. It shows that on the pre-test majority of the respondents had a low range score in Endurance Dimension of AQ® (49 or 27.07%) and the rest got a below average score (61 or 33.70%), 47 or 25.97% got an average score, 19 or 10.48% got an above average score and 5 or 2.76% got a high score. While for the post test, 30 or 16.57% fell within the low range, 68 or 37.57% fell within the below average range, 38 or 20.99% fell within the average range, 38 or 20.99% fell within the above average range and 7 or 3.87% fell within the high range.

Table 7

Endurance Scores of the Respondents in the Pre-test and Post test

Reach Score		Pre-test		Post test	
Description	Range	Freq	%	Freq	%
Low	(10-28)	49	27.07	30	16.57
Below Average	(29-33)	61	33.70	68	37.57
Average Range	(34-38)	47	25.97	38	20.99
Above Average	(39-42)	19	10.48	38	20.99
High	(43-50)	5	2.76	7	3.87

With these results, an improvement on the respondents Endurance Score can be seen. The respondents may indicate a tendency to perceive difficulties as long-lasting, if not interminable. This tendency can prove demoralizing and may

be perceived by others as somewhat pessimistic. It can also reduce the respondents' ability and motivation to take on a given challenge. They may struggle to remain engaged with long-term, complex problems (<https://www.aqskillsites.com/themes/profileResults>). Seeing

beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQ@s have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQ@s see adversity as dragging on indefinitely, if not permanently (<http://stitchestm.blogspot.com/2007/09/adversity-quotient-aq-emerging.html>).

3. Significant effect of mentoring program on adversity quotient of the respondents as revealed by the AQ Profile® Version 8.1.

Table 8 shows that the respondents obtained a computation of the t-value of 2.08, which was higher than the critical value of 1.9732 at .05 level of significance. Therefore, the null hypothesis was rejected indicating a positive effect of mentoring program on the respondents' AQ®.

Table 8

Effect of Mentoring Program on Adversity Quotient®

AQ® Score	Computed t-value	Critical value	Decision	Interpretation
AQ® Score	2.08	1.9732	Reject null hypothesis	Mentoring has an effect on AQ®

As what the data shows, there was a significant difference between the pre-test and the post test scores. This difference was due to some factors that may have an effect on the independent variable which is the mentoring program. The researchers enumerated these factors such as the mentors' strategies and techniques on mentoring. The mentors are free to employ their own strategies and approaches for the success of the said program since there are no standard guidelines for it. Another factor may be the length of time for every session that the mentors are allotting for mentoring. The trust and rapport that was built between the mentors and the mentees may have helped the mentees in improving their AQ®. The majority of the mentees was able to attend the mentoring program regularly. Other factors that may have affected the independent variable are the mentors' attitude towards the mentees and their knowledge, skills and expertise in mentoring.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter offers the summary of findings, the conclusion and recommendations in accordance with the findings.

Summary of Findings

The data gathered were tallied, tabulated, analyzed and interpreted by using frequency, percentage and t-test for correlated groups as statistical tools. The analysis of data revealed the following results:

Research Question 1: What is the pre-test score of the Adversity Quotient® of the respondents before the mentoring program?

The achieved score of the selected freshmen college students of First Asia Institute of Technology and Humanities in their pre-test revealed that 67.40% fell in the low range, 23.76% fell within the below average range and 8.84% of the respondents fell within the average range.

Research Question 2: What is the post test score of the Adversity Quotient® of the respondents before the mentoring program?

For the post test, the scores of respondents' showed that 61.88% fell in the low range, 15.47% for those who fell below average range and 22.62% who fell in the average range.

Research Question 3: **What are the Control, Ownership, Reach and Endurance scores of the respondents on their pre-test and post test?**

Control score. The achieved score of the selected first year college students for the Control Dimension was that 48 or 26.52% out of 181 respondents fell within the low range, 43 or 23.76% fell within the below average range, 74 or 40.88% fell within the average range, 15 or 8.29% fell within the above average range and 1 or 0.55% fell within the high range. Whereas for the post test, 51 or 28.18% fell within the low range, 41 or 22.65% fell within the below average range, 61 or 33.70% fell within the average range, 23 or 12.71% fell within the above average range and 5 or 2.76% fell within the high range.

Ownership score. For the Ownership Dimension of AQ®, 123 or 67.96% scored low, 26 or 14.36% scored on the below average range, 24 or 13.26% scored on the average range, 5 or 2.76% scored on the above average range and 3 or 1.66% scored high on the pre-test. While for the post test, 124 or 68.51% scored low, 16 or 8.84% scored on the below average range, 13 or 7.18% scored on the average range, 7 or 3.87% scored on the above average range and 21 or 11.60% scored on the high range.

Reach score. Out of 181 total number of respondents, 57 or 31.49% had a low reach score, 71 or 39.23% had a below average reach score, 48 or 26.52% had an average reach score, 2 or 1.10% had an above average reach score and 3 or 1.66% had a high reach score on the Reach Dimension of AQ® during the pre-test. For the post test, 51 or 28.18% had a low reach score, 55 or 30.39% had a below average reach score, 70 or 38.67% had an average reach score, 3 or 1.66% had an above average reach score and 2 or 1.10% had a high reach score.

Endurance score. It shows that on the pre-test majority of the respondents had a low range score in Endurance Dimension of AQ® (49 or 27.07%) and the rest got a below average score (61 or 33.70%), 47 or 25.97% got an average score, 19 or 10.48% got an above average score and 5 or 2.76% got a high score. At the same time as for the post test, 30 or 16.57% fell within the low range, 68 or 37.57% fell within the below average range, 38 or 20.99% fell within the average range, 38 or 20.99% fell within the above average range and 7 or 3.87% fell within the high range.

Research Question 3: **Is there a significant effect of mentoring program on the AQ® scores of the respondents as revealed by the AQ Profile® Version 8.1?**

The achieved mean score of the respondents for the pre-test was 129.71

whereas for the post test the achieved mean score was 132.22. The two results have been statistically analyzed using the t-test for correlated groups. The results showed that there was a significant effect of mentoring program on the Adversity Quotient® of the respondents as indicated by the computed t-value of 2.08 which is greater than the tabular t-value of 1.9732 at .05 level of significance.

Conclusions

Based on the data analyzed and findings of the study, the researchers deduced the following conclusions:

1. Most of the respondents' AQ® Score on the pre-test fell within the low range.
2. Most of the respondents' AQ® Score have improved on the post test.
3. The respondents were able to improve their Control, Ownership, Reach, and Endurance Scores as revealed by the results of their pre-test and post test.
4. The mentoring program has a significant effect on the Adversity Quotient® of the respondents as revealed by the AQ Profile® Version 8.1 of the pre-test and post test.

Recommendations

Based on the findings and conclusion, the researchers hereby present the following recommendations:

1. The mentoring sessions should be scheduled at least thrice or twice a week at the beginning of the relationship, in order to build a good foundation so as for the mentors to assist the mentees in settling in at a whole new schedule and lifestyle of college life.
2. The objectives guidelines of a mentoring program should be well defined and measurable. The effectiveness of the program should be monitored to ensure that the objectives are being met.
3. Mentoring program may also set up social events for those participating in the program. These events provide good opportunities for increased social interaction between mentors and mentees.
4. Mentoring program must also be given to graduating students who will then experience a heavy transition in life after graduation in order to assist and help them become successful professionals in the future.
5. Mentors should undergo training that will help guide them in the mentoring process.
6. The compatibility of mentor and mentee is a factor that should be taken into consideration when choosing pairs. Mentors and mentees may benefit from having similar backgrounds, interests and life experiences.

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Appendix A

AQ Profile® Official Research Agreement



January 22, 2009

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. To return or destroy the original AQ Profile to PEAK Learning, Inc. once my research is complete
6. To share all AQ® data and a copy of my study with PEAK Learning, Inc.
7. To have my name and paper posted on the Global Resilience Project/PEAK Learning web page
8. Not to include the AQ Profile in research paper or appendix
9. To use the symbol ® whenever I mention AQ®, Adversity Quotient®, and AQ Profile® in any written form
10. To protect PEAK Learning's intellectual property to the best of my ability

Jasmin Enriquez

Date

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PEAK Learning, Inc. • (800) 255-5572 • www.peaklearning.com •
info@peaklearning.com

Appendix B

T-test Computation

$$\bar{X}_D = \frac{\sum D}{n}$$

$$\bar{X}_D = \frac{455}{181}$$

$$\bar{X}_D = 2.51$$

$$t_D = \frac{\bar{X}_D}{\left(\frac{s_{\bar{D}}}{\sqrt{n}}\right)}$$

$$t_D = \frac{2.51}{\left(\frac{16.23}{\sqrt{181}}\right)}$$

$$t_D = 2.08$$

$$s_{\bar{D}} = \sqrt{\frac{\sum (D - \bar{X}_D)^2}{n - 1}}$$

$$s_{\bar{D}} = \sqrt{\frac{46785.22}{180}}$$

$$s_{\bar{D}} = 16.28$$

Where:

\bar{X}_D = Difference Mean

D = Difference

$s_{\bar{D}}$ = Standard Deviation

n = Sample Size

t_D = Test Statistic

Claim: $\mu = \mu(\text{hyp})$ Null Hypothesis:
There is no significant difference...

Sample size, n: 181

Difference Mean, d: 2.513812

Difference St Dev, sd: 16.2763

Test Statistic, t: 2.0779

computed t-value

Critical t: 1.9732 critical t-value

P-Value: 0.0391

95% Confidence interval: 5% level of significance

$0.1265848 < \mu d < 4.90104$

Reject the Null Hypothesis

Sample provides evidence to reject the claim

Checked through Statdisk 11.0.1
(Triola, 1986-2009)

Appendix C Letters

10 December 2008

Mr. Jonas T. Manalo
Guidance Counselor
First Asia Institute of technology and Humanities

Dear Mr. Manalo:

We, the undersigned, are currently conducting a research about the effect of mentoring program on the adversity quotient of selected freshmen college students of First Asia Institute of Technology and Humanities.

In this regard, we would like to ask you to please allow us to have a copy of the list of mentees with their respective mentors as well as the schedule of when they will be conducting their mentoring session.

We are hoping for your kind consideration.

Thank you.

Respectfully yours,

Jasmin M. Enriquez

Stella Djanellie L. Estacio

10 December 2008

Dear Mentor:

We, the undersigned, are conducting a research entitled “The Effects of Mentoring Program on Adversity Quotient of Selected Freshmen College Students of FAITH” in partial fulfillment of the requirement for the degree of Bachelor of Arts in Psychology.

In this regard, we would like to ask you if we could administer a test on adversity quotient to some of your mentees on one of your sessions with them.

Thank you.

Respectfully yours,

Jasmin M. Enriquez

Stella Djanellie L. Estacio

Noted by:

Trista Eseo
Research Instructor

Noted by:

Jonas Anton Manalo
Thesis Adviser

17 December 2008

Dear Mentee:

We, the undersigned, are conducting a research entitled "The Effects of Mentoring Program on Adversity Quotient of Selected Freshmen College Students of FAITH" in partial fulfillment of the requirement for the degree of Bachelor of Arts in Psychology.

In this regard, we are requesting you to be one of the respondents for this research. Rest assured that the information gathered will be held confidential.

Thank you.

Respectfully yours,

Jasmin M. Enriquez

Stella Djanellie L. Estacio

Noted by:

Trista Eseo
Research Instructor

Noted by:

Jonas Anton Manalo
Thesis Adviser

17 December 2008

Dr. Normita A. Villa
VP for Academics
First Asia Institute of technology and Humanities

Dear Dr. Villa:

We, the undersigned, are conducting a research entitled “The Effects of Mentoring Program on Adversity Quotient of Selected Freshmen College Students of FAITH” in partial fulfillment of the requirement for the degree of Bachelor of Arts in Psychology.

In line with the need of our research work, we are requesting your approval for allowing some of the freshmen students as respondents for the study to complete our requirement.

Thank you.

Respectfully yours,

Jasmin M. Enriquez

Stella Djanellie L. Estacio

Noted by:

Trista Eseo
Research Instructor

Noted by:

Jonas Anton Manalo
Thesis Adviser

17 December 2008

Dr. Evelia S. Orbeta
VP for Student Affairs
First Asia Institute of technology and Humanities

Dear Dr. Orbeta:

We, the undersigned, are conducting a research entitled “The Effects of Mentoring Program on Adversity Quotient of Selected Freshmen College Students of FAITH” in partial fulfillment of the requirement for the degree of Bachelor of Arts in Psychology.

In line with the need of our research work, we are requesting your approval for allowing some of the freshmen students as respondents for the study to complete our requirement.

Thank you.

Respectfully yours,

Jasmin M. Enriquez

Stella Djanellie L. Estacio

Noted by:

Trista Eseo
Research Instructor

Noted by:

Jonas Anton Manalo
Thesis Adviser