

**RELATIONSHIP BETWEEN THE ADVERSITY QUOTIENT® AND  
PSYCHOLOGICAL WELL-BEING OF PSYCHOLOGY STUDENTS OF  
PAMANTASAN NG LUNGSOD NG MAYNILA**

**A Thesis Presented to the**

**Faculty of the College of Science – Psychology Department**

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## CHAPTER I

### INTRODUCTION

#### **Background of the Study**

The researcher had long been intrigued with how people were able to bounce back as individuals who are stronger and wiser, amidst certain events in their life that brought tremendous change to their psychological functioning. As a student, the researcher observes that pressure and stress, when accumulated and piled over time, may cause conflict and results to further adversities. Majority of these stressors come from students' desire to satisfy academic requirements, overflowing workloads, preparation for tests, and even emotional stressors coming from personal and peer pressure. As a result, majority of the students may have a decreased well-being and may not achieve full potential to adapt to further adversities in life.

Every day, people experience different stresses in life. They often face specific events that may challenge their psychological stability as individuals. Such adversities may be in the form of sudden loss of a loved one, natural calamities, terrorist attacks, and other events that may leave a great impact not just on the temporary emotional state of an individual but also, may affect the individual's long-term psychological state. The personal and environmental stressors may affect people of any age, sex, and even cultural background. Studies on resilience have been conducted in many areas including those in the work force and in clinical setting.

Resilience, according to Venkatesh and Shivaranjani (2016), is not an inborn trait. It is an individual's ability to adapt in the face of traumatic events, tragedy, adversity, or significant ongoing stressors. It is also often defined as the ability to cope with

stressors, overcome adversities and maintain good health under pressure. A lot of previous researches about resilience were focused on the victims of natural calamities, how they were able to cope with the trauma and stresses. According to Hechanova, Waelde, et al. (2014), rather than looking at maladjustments, the focus of present perspectives on resilience is on the alleviation of risks, prevention of mental health problems, and the positive outcomes in the presence of adversities. It proposes individual's capacity to adapt is dynamic and depends on the functioning of interacting systems. They suggest that resilience must be understood from an ecological and economic perspective through post-disaster resilience programs. Many researches have also focused on the conceptual perspective about resilience as a trait—that it represents a constellation of characteristics that enables an individual to adapt. Resilience theory has been researched across many disciplines, especially in psychology and psychiatry. According to Ledesma (2014), resilience include three models: compensatory model sees resilience as a factor that neutralizes exposures to risk, the challenge model on the other hand, suggests that a risk factor, provided it is not too extreme, can actually enhance a person's adaptation, while the protective factor of resilience suggests that there is an interaction in protection and risk factors, which moderates the exposure to risk.

Recent studies have started to look at the concept of thriving which emerged from the scientific learning theory and cognitive development theory. Thriving is grounded on an individual's positive transformation resulting from the experience of adversity. Another concept is hardiness. Hardiness is synonymous with thriving but embraces an individual's ability to make the best of difficult circumstances. Hardiness was often

seen by personality theorists as an inner resource that may moderate the effects of stress on physical and mental health. Furthermore, literature addressing the concepts of resilience and thriving does so in the context of internal and external factors that contribute to an individual's ability to thrive Ledesma, (2014).

In relation to the growing body of studies on resilience, the Adversity Quotient® Profile by Dr. Paul G. Stoltz, has been used worldwide as a gauge of measuring resilience. Research on many fields are largely determined by how one responds to adversity. Such fields include those in hardiness, optimism, locus of control, self-efficacy, and many more. This research is derived from a broad range of scientific fields including cognitive psychology, health sciences, and neurology. It consists of four dimensions (CORE) namely, Control, Ownership, Reach, and Endurance. Very few individuals are aware of their AQ®. The AQ® of an individual can be improved and the higher the AQ®, the higher the resilience and capacity of an individual to adapt to adversities and stressful situations.

The researcher also looked into a broad array of functioning individuals. How do these individuals maintain a state of well-being while dealing with stressors in life? How are they able to face and overcome these adversities? Does an individual's state of well-being affects his or her capacity to adapt and deal with the stressors in life? Aside from resilience, psychological well-being is also one of the constructs which draws the attention of many researchers.

There are a lot of theories addressing the well-being of an individual. Most of which started from the concept of positive functioning. Through these theories, Ryff was able to propose a multidimensional model consisting of six dimensions of Self-acceptance,

Personal growth, Positive relations with others, Purpose in life, Environmental mastery, and Autonomy. The operationalization of these dimensions is based on the construct-oriented approach to personality assessment. Descriptions of these dimensions were also similar to that of the previous research of many theories on the field of psychology.

The researcher would like to obtain knowledge on the AQ®, ability to adapt and cope with stressors, and the psychological well-being of the Psychology students for the primary reason that Psychology students, aside from dealing with academic stress, also face mountains of pressures and adversities brought by their environment and interpersonal relationships. Also, the researcher is interested in knowing how Psychology students, themselves, handle their own life stressors and how they maintain a state of well-being. Thus, this study will be conducted to the Psychology students of PLM. With this, information from the participants would provide additional knowledge to both the Adversity Quotient and psychological well-being of the students.

### **Statement of the Problem**

The primary purpose of this study is to determine the relationship between the Adversity Quotient® and psychological well-being of Psychology students from Pamantasan ng Lungsod ng Maynila. It specifically aims to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - Sex
  - Year Level

2. What is the level of Adversity Quotient® of the respondents in terms of:
  - Core
  - Ownership
  - Reach
  - Endurance
  - Overall Adversity Quotient®
3. What is the level of psychological well-being of the respondents in terms of:
  - Self-acceptance
  - Positive relations with others
  - Autonomy
  - Environmental mastery
  - Purpose in life
  - Personal growth
  - Overall Psychological Well-Being
4. Is there a significant difference in the Adversity Quotient of the respondents in terms of:
  - Sex
  - Year Level
5. Is there a significant difference in the Psychological Well-Being of the respondents in terms of:
  - Sex
  - Year Level

6. Is there a significant relationship between the Overall Adversity Quotient® and Overall Psychological Well-Being of the respondents?

### **Hypotheses**

This study used a correlational research design in its attempt to determine the relationship between resilience as measured by the Adversity Quotient® Profile, and the psychological well-being, as measured by the Psychological Well-Being Scale. This study proposes that:

1. There is no significant difference in the Adversity Quotient of the respondents in terms of:
  - Sex
  - Year Level
2. There is no significant difference in the Psychological Well-Being of the respondents in terms of:
  - Sex
  - Year Level
3. There is no significant relationship between the Adversity Quotient® and Psychological Well-Being of the respondents.

### **Significance of the Study**

This study aims to determine the relationship that exists between the Adversity Quotient® and psychological well-being of Psychology students of Pamantasan ng Lungsod ng Maynila. Determining the relationship that exists between the Adversity

Quotient® and psychological well-being of the students may contribute to the development of the following:

1. *To the Students.* This study will be beneficial to them through giving them a better view in coping with stressors and managing their well-being despite facing different adversities at school. It will also provide a more elaborate view of the psychological well-being of the students in relation to performing academic-related work efficiently, as well as in maintaining good psychological health within the school premises.
2. *To the field of Psychology.* The results of this study could serve as an additional input in the broadening knowledge of resilience and psychological well-being of the students.
3. *To the Educators.* This study may help in raising awareness through creating an atmosphere that doesn't just focuses on academic achievement, but also with the well-being of students who face different personal and environmental stressors. This may also help in honing and developing students at an early age, to learn to adapt to adversities and maintain a good psychological well-being.
4. *To the Future Researchers.* This may be used as a reference material to support future researchers in conducting a similar study. This may also guide future researchers in prompting new ideas through providing information related to the growing body of concepts presented in this study.

### **Scope and Limitations**

This study is limited to the Bachelor of Science in Psychology students of Pamantasan ng Lungsod ng Maynila. This includes the regular students in 1<sup>st</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year level of Bachelor of Science in Psychology from the College of Science during the first semester of the Academic Year 2018-2019. Proportionate stratified random sampling would be used to include a sample that equally represents the different strata identified by the year level of the students in the population. Disparity in the sex of the respondents were significant. This correlational study only focused in determining whether a relationship exists between the Adversity Quotient® and Psychological Well-Being of the participants, as well as to determine if there is a significant difference in the Adversity Quotient and Psychological Well-Being of the respondents in terms of their sex and year level. Instruments used are the Adversity Quotient® Profile by Dr. Paul G. Stoltz and the Scale of Psychological Well-Being by Dr. Carol Ryff, and are adapted as it is. Information were obtained through the questionnaires distributed to the participants and results were measured from it.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter presents the related foreign and local literature and studies relevant to the present undertaking. Literature and studies cited provides the researcher with a better understanding of the underlying concepts used in this study.

#### **Review of Related Literature and Studies**

Recent studies have focused on one aspect of positive psychology—resilience. Resilience is often defined as the ability to cope and bounce back as a stronger person despite the stresses life throws at you. Similar with this, It is also often defined as the ability to overcome adversities and maintain good health under pressure. Positive capacities of an individual such as hope, optimism, and self-efficacy works in overcoming challenges and emerging as a resilient person. Resilience points out an individual's capability to be able to withstand struggles and stresses in life and suggests a personal strength or protection from adversity. Though resilience has divergent meanings, it is considered to be a part of an individual's common character (Korn, 2014). It facilitates an individual towards adaptation to stresses, identifying what have caused such stresses and finding ways to effectively cope with it. Individuals through a combination of cognitive, behavioral, emotional, and social skills. Resilience is often used enthusiastically by researchers in relation to positivity, how an individual shows flexibility and strength amidst adversities and how it prompts an individual to cope from experiencing stressful events in their life. Resilience is not an inborn trait. It involves the capacity to make realistic plans and carry them out, confidence in one's

own abilities, skills in communication and problem solving, and a control over one's feelings and impulses (Venkatesh & Shivaranjani, 2016). Furthermore, findings in the study conducted by Ong et al. (2006), indicated that over time, the experience of positive emotions functions to assist high-resilient individuals in their ability to recover effectively from daily stress.

As stated by Hechanova, Waelde, et al. (2014), rather than looking at maladjustments, the focus of present perspectives on resilience is on the alleviation of risks, prevention of mental health problems, and the positive outcomes in the presence of adversities. It proposes individual's capacity to adapt is dynamic and depends on the functioning of interacting systems. They suggest that resilience must be understood from an ecological and economic perspective through post-disaster resilience programs. Significant events such as terrorist attacks, as well as natural disasters such as tsunamis, hurricanes, floods, earthquakes, etc. have highlighted the importance and application of resilience.

Literature addressing the concepts of resilience and thriving does so in the context of internal and external factors that contribute to an individual's ability to thrive. Thriving is grounded on an individual's positive transformation resulting from the experience of adversity. Another concept is hardiness. Hardiness is synonymous with thriving but embraces an individual's ability to make the best of difficult circumstances. Hardiness was often seen by personality theorists as an inner resource that may moderate the effects of stress on physical and mental health. With this, resilience include three models: compensatory model sees resilience as a factor that neutralizes exposures to risk, the challenge model on the other hand, suggests that a risk factor,

provided it is not too extreme, can actually enhance a person's adaptation, while the protective factor of resilience suggests that there is an interaction in protection and risk factors, which moderates the exposure to risk (Ledesma, 2014).

The roots of the construct of resilience are in two bodies of literature: the psychological aspects of coping and the physiological aspects of stress. According to Coatta (2008), it has originated from the integral understanding of the discipline of psychology, specifically developmental and positive psychology. At the core of developmental theory is the concept of development, as the continued possibility for future development. Such critical perspectives to the study of resilience includes the:

*Model of assimilative and accommodative coping.* It encompasses two antagonistic coping processes: assimilation, which is the persistent effort to pursue a goal and maintain it, and accommodation, which is the adjustment of goals to allow an individual to cope to changes they cannot control. These processes are activated in response to discrepancy between the actual and desired states of an individual.

In Korn's (2014) exploratory study entitled, "To Bend but Not Break: Adult Views on Resilience", recruited employees from four separate departments of a 325 bed Northwest hospital were examined showing individual perspectives of adults on resilience, its meaning and origins in their life. Thematic responses for each narrative survey question were also obtained. A total of 348 participants have completed the survey. The sample was composed mostly of women and the range of ages was 23-69, with a mean age of 41.8 years. White/Caucasian predominated the study, though several other ethnic backgrounds were represented. The study used mixed method design including a quantitative section that examines the reactions to scaled questions

focusing on individual current levels of perceived resilience, and the growth or decline of that perceived resilience over the participant's lifetime. The qualitative method on the other hand, included three narrative questions asking for participant's definition of resilience, where that resilience came from, and what life experiences contributed to the participant's resilience. The analytical strategy used for the study reflected an integration of quantitative and qualitative data in a convergent parallel mixed method approach. Participants completed the survey, and rated themselves with a Likert-style scale, ranging from 0 to 10, for the current level of resilience: self-rated resilience score (SRS). The relationship of age and resilience was analyzed, in an attempt to determine if resilience increases over time and with age and if gender is related to resilience, as well as the relationship of ethnicity and resilience. The study showed that majority of the participants have defined resilience as the ability to bounce back from adverse events. Majority of the events were adverse in nature. Common events for changing resilience among the participants include surviving the death of a loved one, and stress on the job which varies from relationship with a co-worker, long hours at work, high work load demands, and difficult management. Another common theme that is often ambiguous is having children, as to this event had both positive and negative implications as the participants endured the nature of child rearing. Since the study is retrospective in nature for the participants, their perspectives were based on their understanding where they were before the adverse event, and where they are currently in their lives. Majority of the participants perceived that their resilience had grown over time, indicating that experience may be a more nuanced definition of age. It contradicts many of the trait-based models wherein resilience is seen as a static phenomenon, not

changing in response to events. Furthermore, the origin of resilience for participants, seemed to come from deep within the self and from the core of the individual. This idea of an internalized origin in turn, is congruent with both developmental and trait-based theories.

Adversity Quotient® by Dr. Paul G. Stoltz, is a measure of how an individual responds to adversity. AQ® Profile is the most widely adopted method in the world for gauging human resilience. It is a gauge of human ability to bounce back and deal with unconstructive situation in a positive way (resilience). It is used to enhance resilience, mindset, performance, innovation, decision making, problem solving, energy, engagement, health, optimism, etc. The PEAK Learning refers to it as the Science of Human Resilience. According to Vinkatesh and Shivaranjani (2016), Dr. Paul G. Stoltz suggests that to enable the human mind to deal effectively with increasing number of adverse situations is an even greater challenge, as it requires the human operating system be strengthened and evolved to deal with the increasing demands of knowledge, skills, talents, and experiences. The Adversity Quotient®, according to Dr. Paul G. Stoltz, is based on the research from cognitive psychology, psychoneuroimmunology, and neurophysiology.

According to Angelopolous, Houde, Thompson, et al. (2002), there are three main components of the AQ® program: the basic conceptual framework of the CORE model, the assessment AQ Assessment tool, and the LEAD sequence, implemented to enhance AQ®. The CORE model explains the composition of AQ®. It represents the four major facets involved in the AQ®:

**Control.** Refers to one's perceived level of manipulation over encountered adverse events. High scores on this imply an individual that is proactive in their approach towards adverse situations, and the ability to turn adversity into opportunity.

**Ownership.** Refers to the extent to which one holds him/herself responsible for improving their current situation. High scores on this imply an individual that will accept responsibility with their actions and learn from the outcomes of the event.

**Reach.** Refers to the extent one perceives good/ or bad events influencing other areas of their life. High scores on this imply an individual who feel empowered and well prepared to deal with adversity, and it as a specific and limited event.

**Endurance.** Refers to an individual's perception of the duration of good or bad events. High scores on this imply an individual who is optimistic and is likely to view adversity as a temporary event.

According to Vinkatesh and Shivaranjani (2016), there are three categories of people classified from the growing gap between what is required and what the individual has.

**Quitters.** They are often described as being lethargic, not motivated, complacent, exhausted, and often in poor health. They have abandoned their dreams and selected what they perceive to be a flatter, easier path. Unfortunately, Quitters suffer far greater pain than that which they avoid by not climbing.

**Campers.** They grow, they strive, they improve for years or decades. Their performance is solid, but not tapping much of their capacity is not growing. The longer

a person camps in one place the greater the deterioration of his or her capacities, the person actually experiences atrophy.

*Climbers.* They are the ones who are dedicated to a longer ascent. They are described as enthusiastic, innovative, energetic, robust, passionate, and thriving on change by taking risks. They never allow any obstruction to get in the way of their ascent. Regardless of background, advantages or disadvantages, fortune or misfortune, climbers always continue the ascent.

In order to enact a change, Dr. Paul G. Stoltz proposed the use of the LEAD Sequence (Angelopolous, Houde, Thompson, et al., 2002):

*L*istening to one's response to adversity to bring the situation to forefront.

*E*stablishing accountability to eliminate learned helplessness and initiate action.

*A*nalyzing the evidence to assess only the relevant situation.

*D*oing something or pinpointing the specific course of action.

In a study by Cura and Gozum (2011) entitled, "A Correlational Study in the Adversity Quotient® and the Mathematics Achievement of Sophomore Students of College of Engineering and Technology in Pamantasan ng Lungsod ng Maynila", its main purpose is to find the relationship between the Adversity Quotient® and mathematics achievement of the sophomore students of PLM-CET in the school year 2010-2011 and to determine whether the profile variables or psychosocial correlates examined affect the Adversity Quotient® and the Mathematics Achievement of the student respondents. This study used a descriptive type of research using comparative-

correlational design to assess the variables. T-test for independent means was used to utilize to test if there was a significant difference in the Adversity Quotient and the Academic Performance of the respondents in terms of gender whereas One-Way Analysis of Variance (ANOVA) was used to measure the significant difference in the level of Adversity Quotient and the Mathematics Achievement of the students when grouped by course, academic status and type of high school they graduated. The findings revealed that the level of Adversity Quotient® of the sophomore CET students of PLM is low because of the pressure on maintaining the grade that is set by the school. On the other hand, the level of mathematics achievement of the sophomore CET students of PLM is good. Furthermore, there is no significant difference in the Adversity Quotient® of the students when grouped according to their respective demographic profile. There is also no significant difference in mathematics achievement of sophomore students when grouped according to gender and scholastic status. But, there is a significant difference in mathematics achievement and the scores of Control, Ownership, and Endurance dimensions of Adversity Quotient®, while there is no relationship that exists between the Reach score and the performance in Mathematics of the student respondents. Lastly, findings showed that there is a significant relationship between the Adversity Quotient® and mathematics achievement of sophomore CET students of PLM.

In Isidro and Ablana's (2016) study entitled, "Correlation Between Adversity Quotient and Job Performance of LGU Employees of Tayabas City: Input to Effective Public Personnel Management", it aimed to determine the relationship between demographic variable and Adversity Quotient; demographic variable and Job

performance; and the Adversity Quotient® and Job performance of City Government employees. With this, the researcher used a descriptive-correlational method. The researchers in here get 80 respondents throughout the different departments and offices in the city government of Tayabas such as, City Engineering Office, City Architect Office, City Veterinarian Office, City Social Welfare Department, City Assessor Office, City Treasury Office, City Accounting Office, City Mayor's Office, City Planning and Development Council, City Health Office, City Agriculture Office, City Disaster Risk Reduction Management Council, and in the Human Resource Management Office. Results of this study showed that majority of the respondents have an age of 25-31 years old and majority were males. In terms of Control and Ownership dimension, the respondents fell in the below average level while for the Reach and Endurance dimensions, the respondents fell in the average level. Additionally, results showed that there is no significant relationship between the demographic variables of the respondents and the Overall Adversity Quotient as well as in Job Performance. Lastly, it was found that there is no significant relationship between the Adversity Quotient and Job Performance of the respondents indicating that the Adversity Quotient® of the respondents and Job Performance of the respondents are not related with their perceived capability to cope up with difficulties in life and to overcome adverse events effectively while on work.

Another study conducted by Patdo, Mariano, and Gonzales (2011) entitled, "The Adversity Quotient of parents with Special Children and Adversity Quotient of Parents with Normal Children", the researchers used the descriptive type of research using the comparative and co-relational research design to determine if there is a significant

difference in the levels of Adversity Quotient of Parents with Special Children and Adversity Quotient of Parents with Normal Children. To gather respondents, the researchers a non-probability sampling technique known as purposive sampling. The researchers used frequency distribution to present the profile of the respondents. Then, the researchers used the T-test to utilize the test if there was a significant difference in the Adversity Quotient of Parents with Special Children and the Adversity Quotient of Parents with Normal Children in terms of their gender. The researchers also used the One-Way Analysis of Variance (ANOVA) was used to measure the significant difference in the level of Adversity Quotient of Parents with Special Children and Adversity Quotient of Parents with Normal Children when grouped by the age of Parents and the number of children. Results of the study revealed that majority of the respondents are female and average level as the highest Adversity Quotient. Findings also showed that the Adversity Quotient of the respondents was not influenced by their age and gender. Lastly, the level of Adversity Quotient Parents with Special Children and the Adversity Quotient of the respondents of Parents with Normal Children were not significantly related with one another.

In a study conducted by Khairani and Abdullah (2018) entitled, “Relationship Between Adversity Quotient and Academic Well-being among Malaysian Undergraduates”, they aim to determine the relationship between the adversity quotient (AQ), as a protective factor to these challenges and academic well-being among undergraduates in a Malaysian public university. This was done by operationalizing a construct consisting of the CORE dimension. The researchers used the Flourishing Scale to measure the academic well-being of the respondents. To obtain results, the

researchers used the independent sample T-test, one-way ANOVA, Pearson correlation, and linear regression. The results of the study showed that there were no significant differences in the mean score of AQ between male and female. It also shows that there are significant differences in AQ scores between 1st and 2nd as well as between 1st and 3rd year undergraduates. Lastly, findings show that there is a positive and strong relationship between the variables and AQ which suggests that AQ is a good predictor of academic well-being and improvements of AQ will help increase academic well-being among undergraduates.

For years, the study of psychological well-being has been guided by two primary conceptions of positive functioning. Bradburn's classic work on the structure of psychological well-being provided the initial distinction between positive and negative affect and he defined happiness as the balance between the two. Frequency of positive and negative affect tends to correlate negatively, whereas intensity correlations are generally positive. Of the two, frequency has been promoted as the better indicator of well-being because it can be better measured and is more strongly related to long-term emotional well-being than intensity is.

The second primary conception emphasizes life satisfaction as the key indicator of well-being. Viewed as a cognitive condition, satisfaction was seen to complement happiness, the more affective dimension of positive functioning. The mental health literature, which typically elaborates the negative end of psychological functioning, nonetheless includes some exposition of positive health.

The convergence of multiple frameworks of positive functioning such as those from the fields of developmental and clinical psychology, served as the theoretical

foundation to generate the model of well-being proposed by Ryff. Extensive literature aimed at defining positive psychological functioning includes such perspective as those from:

***Maslow.*** Conception of self-actualization. Criteria for self-actualizing people involves individuals who are free from psychopathology. In other words, they fully function as normal individuals and as the second criteria states, they had progressed through the hierarchy of needs. Also, reaching such self-actualization involves the full use of one's talents, capacities and potentialities, which may be depicted by an individual who possess a positive functioning (Feist, Feist, & Roberts, 2013).

According to Ryff (1989), a convergence of multiple frameworks of positive functioning served as the theoretical foundation to generate a multidimensional model of well-being. Six distinct components of this positive psychological functioning are included. These dimensions encompass a breadth of wellness that includes the following:

***Self-acceptance.*** This is defined as a central feature of mental health as well as a characteristic of self-actualization, optimal functioning, and maturity. It is the positive evaluations of one's self and one's past life. Thus, holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning.

***Personal growth.*** A sense of continued growth and development as a person. Optimal psychological functioning requires not only that one achieves the prior characteristics, but also that one continue to develop one's potential, to grow and

expand as a person. Such an individual is continually developing and becoming, rather than achieving a fixed state wherein all problems are solved.

***Purpose in life.*** The belief that one's life is purposeful and meaningful. Mental health is defined to include beliefs that give one the feeling there is purpose in and meaning to life. The definition of maturity also emphasizes a clear comprehension of life's purpose, a sense of directedness, and intentionality. Thus, one who functions positively has goals, intentions, and a sense of direction, all of which contribute to the feeling that life is meaningful.

***Positive relations with others.*** The possession of quality relations with others. The ability to love is viewed as a central component of mental health. Many of the theories emphasized the importance of warm, trusting interpersonal relationships. Thus, warm relating to others is posed as a criterion of maturity.

***Environmental mastery.*** The capacity to manage effectively one's life and surrounding world. The individual's ability to choose or create environments suitable to his or her psychic conditions is defined as a characteristic of mental health. Combined perspectives suggest that active participation in and mastery of the environment are important ingredients of an integrated framework of positive psychological well-being.

***Autonomy.*** A sense of self-determination. The fully functioning person is described as having an internal locus of evaluation, whereby one does not look to others for approval, but evaluates one's self by personal standards. Individuation is seen to

involve a deliverance from convention, in which the person no longer clings to the collective fears, beliefs, and laws of the masses.

Another study by Walrath (2015) entitled, " Social Relationships and Psychological Well-Being: How Interpersonal Relationships Impact Overall Mental Health and Psychological Well-Being of College Students" had been conducted to address the growing mental health epidemic on college campuses caused by low levels of psychological well-being among college students. Specifically, it aimed to examine the impact social interactions among college peers can have on psychological health. This study used a quantitative research design using surveys of self-reported data to measure correlations between social relationships and psychological well-being. Participants consisted of 68 students with age ranging from 18 to 25 years old. Ryff's Scales of Psychological Well-Being was used which measures six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Pearson correlation find strong associations between social interaction and positive relation and purpose in life. Although, further analysis of variance did not provide the same results. Also, no significant correlations were found between relationships, residence hall communities, and psychological well-being. On the other hand, sex differences in psychological well-being were discovered. From analyzing the three residence's halls' average scores of each psychological well-being dimension, it was found that the mindfulness LLC participants scored higher on average in three of the six dimensions: autonomy, personal growth, and positive relations. Mindfulness LLC was found to scored highest overall among the three

communities, when all dimensions scores for each residence hall community was combined.

In Husted's (2017) study entitled, "The Relationship Between Psychological Well-Being and Successfully Transitioning to University", the researcher aimed to examine the first year psychology and sociology students at King's University College whether they have a self-identified mental illness, and their success transitioning based on their perception. Its goal is to find out what the distribution of psychological well-being looks like. Its purpose is to find out how successfully first years perceive themselves to be transitioning to university life, as well as to compare psychological well-being between males and females and to see if those who self-identify as having mental health disorder score higher on psychological well-being. It is a descriptive type of study which used two scales: the 150-item First Year Student Survey and 53-item Ryff Scale of Psychological Well-Being. T-test was used to compare the psychological well-being of males and females and results showed that there is no significant difference in between the two sexes. Majority of the sample fell between the 25<sup>th</sup> and 75<sup>th</sup> percentile of psychological well-being, indicating that most of the first year students do not have low or high psychological well-being, rather their psychological well-being would be considered normal. Findings also showed that the students scored highest in the subscale of personal growth, followed by purpose in life, and positive relations. Both were followed by autonomy and self-acceptance, indicating that students score lower on scales that measure ability to think and act for themselves and viewing themselves positively. The students scored lowest in the environmental mastery, indicating that the students have the most room for improvement on traits that involve the ability to

manage the environment by controlling external activities and being able to effectively capitalize on opportunities they are presented with. This study also suggests that those who score higher on psychological well-being tend to rate themselves as having more success transitioning to university in many different areas. On the other hand, low scorers would rate themselves as having less success transitioning to university. Moderately weak, positive relationship between psychological well-being and managing finances an time indicates that as psychological well-being increases, so does success in managing finances and time management. Psychological well-being was also weakly, positively correlated with meeting academic demands, understanding the course material, getting academic advice, performing well in written assignments, choosing a program of study, and finding information about academic integrity, as well as in commuting to campus and finding your way to campus, and in making friends.

In a study conducted by Perez (2012) entitled, *Gender Difference in Psychological Well-being among Filipino College Student Samples*, demonstrates gender differences in aspects of self-reported psychological well-being measures. Participants of the study are the psychology majors in different colleges and universities in Cavite, Philippines. It attempts to capture all the views proposed by treating psychological well-being as composed of the affective, social, spiritual, cognitive dimensions. The study used the following scales: Daily Spiritual Experience Scale (DSES), Parent-Adolescent Relationship Scale, Teacher and Peer Relationship Scale, Ryff's Psychological Well-being Scale, and Positive and Negative Affect Scale. This study shows that Filipino male and female adolescents are different in a number of dimensions of psychological well-being. Specifically, they differ in terms of spiritual component (purpose in life,

daily spiritual experience), social (relationships with peers and father) and one aspect of cognitive component (autonomy). Similarity between the genders was also demonstrated in terms of affective, (experience of affect), social (relationship with mother and teachers), and cognitive components of psychological well-being (personal growth, environmental mastery, and self-acceptance).

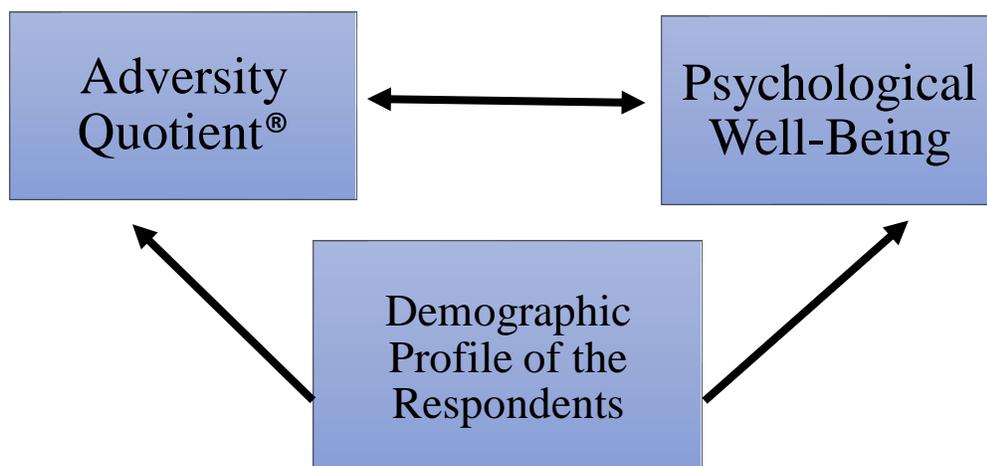
### **Synthesis**

Resilience and psychological well-being are emerging constructs today due to specific events in people's lives that may have made a difference or change in their psychological health. The Adversity Quotient® by Dr. Paul G. Stoltz, is a gauge for measuring how an individual responds to adversities in life, seeing such adversities positively. It aims to enhance not just an individual's resilience but also other factors that contribute to it such as optimism, mindset, and problem solving. It measures four dimensions (CORE) of an individual's AQ® such as the Control, Ownership, Reach, and Endurance. On the other hand, psychological well-being by Dr. Carol Ryff, consists of the convergence of the frameworks of positive functioning resulting into six dimensions of Self-acceptance, Positive relations with others, Personal growth, Purpose in life, Environmental mastery, and Autonomy. Dimensions of both scales will then be analyzed through statistical analysis of data obtained from the participants. This is to determine if there is a significant relationship that exists between the dimensions.

## Conceptual Framework

This study aims to determine the relationship between the Adversity Quotient® and psychological well-being of the Psychology students of Pamantasan ng Lungsod ng Maynila. It also aims to determine if there is a significant difference in the Adversity Quotient and Psychological Well-Being of the students in terms of the demographic profile of the respondents. Adversity Quotient® and psychological well-being are the variables to be measured, in which the Adversity Quotient® has four dimensions: Control, Ownership, Reach, and Endurance, while the model of psychological well-being proposed by Dr. Ryff has six factors: Self-acceptance, Positive Relations with Others, Autonomy, Environmental Mastery, Personal Growth, and Purpose in Life.

This study used correlational analysis to determine whether a significant relationship exists between the Adversity Quotient® and psychological well-being. It also used a T-test and One-way ANOVA to analyze the significant difference in the Adversity Quotient and Psychological Well-Being in terms of the demographic profile of the students



*Figure 1. Research Paradigm*

### **Definition of Terms**

1. Adversity Quotient® - it is a measure of how an individual responds to adversity; it is a gauge of human ability to bounce back and deal with an unconstructive situation in a positive way (resilience)
2. Autonomy – one of the six factors of psychological well-being proposed by Ryff; the ability to make one’s decisions without relying on, or waiting for, the approval of others; the ability to measure oneself according to one’s own beliefs and not the beliefs of others
3. Control – one of the four dimensions (CORE) of the AQ® Profile; it is the extent to which someone perceives they can influence whatever happens next
4. Endurance – one of the four dimensions (CORE) of the AQ® Profile; it is the length of time the individual perceives the situation/adversity will last or endure
5. Environmental mastery - one of the six factors of psychological well-being proposed by Ryff; the ability to manage the environment and the mould environments, or to choose environments, which aligns with one’s needs and values
6. Ownership – one of the four dimensions (CORE) of the AQ® Profile; it is the likelihood that someone will actually do anything to improve the situation, regardless of their formal responsibilities
7. Positive relations with others – one of the six factors of psychological well-being proposed by Ryff; to be able to form warm, caring relationships with others; the capability to develop intimacy and show empathy with others

8. Personal growth - one of the six factors of psychological well-being proposed by Ryff; to continuously grow and develop as a person; working towards optimizing one's full potential
9. Purpose in life - one of the six factors of psychological well-being proposed by Ryff; having goals in life and the sense that one's life has purpose and meaning; living intentionally and with clear direction
10. Reach – one of the four dimensions (CORE) of the AQ® Profile; it is the extent to which someone perceives an adversity will reach into and affect other aspects of the situation or their life
11. Resilience – ability to cope with stresses, bounce back to a normal state of functioning, and works through challenges by using personal resources such as hope, optimism, and self-efficacy
12. Self-acceptance – one of the six factors of psychological well-being proposed by Ryff; to have a realistic perception of the self, including both good and bad qualities, and still be able to accept oneself.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the research design, locale, samples and sampling technique used, instrumentation, and statistical analysis. These provide the researcher a guide in the process of the study.

#### **Research Design**

This study will use the correlational research design to determine the relationship between the Adversity Quotient® and psychological well-being of Psychology students of Pamantasan ng Lungsod ng Maynila. A correlational design is a quantitative method in trying to determine the relationship between two or more variables from the same group of participants (Gravetter & Forzano, 2017). Correlational research design will be used only to clearly present and demonstrate whether relationships occur between the two variables.

#### **Research Locale**

The participants of this study are the regular students in the 1<sup>st</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year level of Bachelor of Science in Psychology, coming from Pamantasan ng Lungsod ng Maynila or the *University of the City of Manila*. PLM is a pioneer, a leader, and a model institution of higher learning in the Philippines and acknowledge as the premier scholars' university of the capital city whose academic excellence, the Commission on Higher Education recognizes.

## **Samples and Sampling Techniques Used**

The researcher first determine the population of Bachelor of Science in Psychology students of Pamantasan ng Lungsod ng Maynila. Sample size is computed with the aid of the Slovin's formula. Participants were selected through proportionate stratified random sampling to ensure that every subgroups of regular students in the 1<sup>st</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year level of Bachelor of Science in Psychology, will be equally represented. The total population of Psychology students in PLM across all levels is 316. Through the use of the sampling above and with the aid of the Slovin's formula, a total sample of 174 participants is derived. This type of sampling technique will also be used to avoid bias and misrepresentation in the sample.

## **Instrumentation**

### ***Adversity Quotient® Profile***

To measure resilience, the Adversity Quotient® Profile version 10.0 Online was used. It is a robust instrument for measuring resilience and designed for measuring an individual's pattern of response to a broad range of adverse situations. It is an oppositional, scale-based questionnaire designed to measure an individual's resilience – their capacity to respond constructively to difficulties and adversities. The AQ® Profile has been tested across 51 countries, thus demonstrating a strong applicability to a variety of cultures. In a repeated test and independent studies conducted by the Educational Testing Service (ETS), it has been shown that the AQ® Profile and each of its four dimensions (CORE) is consistent and highly reliable. It has been found to

have coefficient alpha value of .91 in its overall reliability. The coefficient alpha for the four dimensions estimates to .82 for Control, .83 for Ownership, .84 for Reach, and .80 for Endurance. An indicator of an acceptable to good internal consistency AQ® Profile subscales demonstrate excellent discriminant validity, with scale intercorrelations ranging from .28 to .72; Reach and Endurance dimensions having the highest intercorrelation but shows some unique variance. As intended, the subscales measure different, but highly related, aspects of AQ®. It has been tested extensively and shows no age, gender, or ethnicity bias. Studies show that it is a valid correlate of many health, life, and, work factors. It is also positively related to self-efficacy, and optimism. Age is slightly correlated with AQ® and its subscales, suggesting that life experiences tend to improve a person's ability to respond to adversity.

Its four dimensions (CORE) are: Control, Ownership, Reach, and Endurance. The sum of these four dimensions (CORE) is considered as the Overall Adversity Quotient® of the person. Control measures the degree of control a person perceives that he or she has over adverse events. Ownership measures the extent to which a person owns, or takes responsibility for, the outcomes of adversity or the extent to which a person holds himself or herself accountable for improving the situation. Reach measures the degree to which a person perceives good or bad events reaching into other areas of life. Lastly, the Endurance measures the perception of time over which good or bad events and their consequences will last or endure.

*Table 1. Range of Scores and Equivalent Interpretation for AQ® CORE Dimensions*

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

*Table 2. Range of Scores and Equivalent Interpretation for AQ®*

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

*Low:* The person probably suffers unnecessarily in a number of ways. The motivation, energy, vitality, health, performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ

*Below Average:* The person is likely to be under-utilizing his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ

*Average:* The person usually does decent job of navigating life as long as everything is going relatively smooth. However, the person may suffer unnecessarily from large 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.

### ***Ryff's Scales of Psychological Well-Being***

To measure psychological well-being, the Ryff's Psychological Well-Being Scale was used. It is one of the most influential approaches to eudaimonia. It is a multidimensional conceptualization of psychological well-being. Ryff Psychological Well-Being Scale had scales of different length: the original 20-item parent scale which consists of 120 items in total, the 14-item scale which consists of 84 items in total, and the 3-item scale which consists of 18 items in total. The parent scales consisting of more number of items, were subsequently reduced to reduce the burden in completing it. Thus, extreme reduction in length was done, resulting to the 18-item scale which in turn faces psychometric problems. That was because items for the ultra-short version were not selected to maximize internal consistency but rather to cover the underlying components of the scale (Ryff, 2014). According to Ryff, item-to-scale correlations were computed for all of the items with all of the scales. Internal coefficients for Ryff's six subscales ranged from .82-.90. The test-retest reliability of over a 6-week period on a subsample of respondents (n=117) were as follows: .85 for self-acceptance, .83 for

positive relations with others, .88 for autonomy, .81 for environmental mastery, .82 for purpose in life, and .81 for personal growth. The internal consistency for the 20-item parent scale (120 items in total) were as follows: .93 for Self-acceptance, .91 for Positive relations with others, .86 for Autonomy, .90 for Environmental mastery, .90 for Purpose in life, and .87 for Personal growth (Ryff, 1989). The internal consistency for the 14-item scale (84 items in total) were as follows: .91 for self-acceptance, .88 for positive relations with others, .83 for autonomy, .88 for purpose in life, .86 for environmental mastery, and .85 for personal growth. Correlation of each subscales to its 20-item parent scale were as follows: .99 for Self-acceptance, .98 for Positive relations to others, .97 for Autonomy, .98 for purpose in life, .98 for Environmental mastery, and .97 for Personal growth.

To be able to gain balance between concerns about scale length and credible assessment of the six scales of well-being, a more recently 7-item version (42 items in total) was introduced. The 42-items was used for this study. Each scale had 7 items and internal consistency for these scales ranged from .69 to .85 (Morozink, Friedman, Coe, & Ryff, 2010). In a study by Villarosa and Ganotice (2018) on a population of Filipino teachers, internal consistency of the 42-item Psychological Well-Being Scale were satisfactory with Cronbach alpha ranging from .62 to .79. .79 for Autonomy, .62 for Environmental mastery, .85 for Personal growth, .74 for Positive relation with others, .78 for Purpose in Life, and .66 for Self-acceptance. The six dimensions were also positively correlated with one another ranging from .24 to .61. Cronbach alpha for the whole scale was approximately .75 to .78 in a study of high school students (Garcia, 2011). Although they are highly intercorrelated, they show differential patterns with

other measures, and multivariate and mean-level analyses show that these strongly associated dimensions load on different factors of well-being and show differential age profiles.

Ryff's Psychological Well-Being Scale has been found to correlate significantly and positively with other measures of well-being and positive functioning such as the affect balance, life satisfaction, self-esteem, morale, and internal control, with coefficients ranging from .25 to .73. It is also positively correlated with Affect Balance Scale and Life Satisfaction Index. However, it is negatively correlated with measures of depression like Zung's Depression Scale.

Ryff's multidimensional psychological well-being consists of six factors: Autonomy, Personal growth, Environmental mastery, Purpose in life, Positive relations with others, and Self-acceptance. Autonomy refers the ability to measure oneself according to one's own beliefs and not the beliefs of others. Personal growth refers to working towards optimizing one's full potential. Environmental mastery refers to the ability to manage environment or to choose environments, which aligns with one's needs and values. Purpose in life refers to living intentionally and with clear direction. Positive relations with others refers to the capability to develop intimacy and show empathy with others. Lastly, Self-acceptance refers to both good and bad qualities, and still be able to accept oneself.

*There are no specific scores or cut-points for defining high or low well-being. Those distinctions can be derived from distributional information from the data collected. For example, high well-being could refer to scores in the top 25% (quartile) of the distribution, whereas low well-being could be scores in the bottom 25%*

*(quartile) of the distribution. Another alternative is to define high well-being as scores that are 1.5 standard deviations above the mean, whereas low well-being is scores that are 1.5 standard deviations below the mean.*

### Autonomy

*High scores:* Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards

*Low scores:* Is concerned about the expectations and evaluation of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways

### Environmental Mastery

*High scores:* Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal need and values

*Low scores:* Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world

### Personal Growth

*High scores:* Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing one's potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness

*Low scores:* Has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors

*Positive Relations with Others*

*High scores:* Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give, and take of human relationships

*Low scores:* Has few, close trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others

*Purpose in Life*

*High scores:* Has goals in life and a sense of directedness, feels there is meaning to present and past life; holds belief that give life purpose; has aims and objectives for living

*Low scores:* Lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning.

*Self-acceptance*

*High scores:* Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of the self, including good and bad qualities; feels positive about past life

*Low scores:* Feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what one is

### **Procedures**

Before conducting the study, permission from the developers of the tests was obtained by the researcher through sending a request via electronic mail. An agreement was signed and submitted to Ms. Katie Martin, the project liaison officer of Global Resilience Institute of PEAK Learning, on behalf of Dr. Paul G. Stoltz, for the grant to use the Adversity Quotient® Profile. Ms Theresa Berrie, administrative assistant of UW Institute of Aging, granted the permission to use the Ryff Scales on Psychological Well-Being on behalf of Dr. Carol Ryff. A letter of request to conduct the study was made and an approval was granted from the College Research Committee of the College of Science to proceed with the data collection among the students. The sample participants will be coming from the population of regular students in the 1<sup>st</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year level of Bachelor of Science in Psychology from Pamantasan ng Lungsod ng Maynila. The participants were chosen through proportionate stratified random sampling. The researcher coordinated to the presidents of each block for a scheduled time in which the participants could answer the test. Two sets of measurement scales were distributed to each of the participants, namely The Adversity Quotient® Profile and Ryff's Psychological Well-Being Scale. During the test administration, an attached informed consent was given along with the two questionnaires, and the nature of the study was explained to them, as well as the confidentiality of the information that will be obtained from the study. Any

clarifications from the participants were answered properly. After administering the test, the scales were collected and were kept properly, ensuring the confidentiality and anonymity of the participants.

### **Statistical Analysis**

To determine the first three statement of the problem, frequencies percentage was used to indicate the relative size of the data and the demographic characteristics of the respondents in terms of percentages. It simply described the characteristics needed without further conclusion about the data. The mean scores of the respondents was also computed to determine the average scores of the respondents for the two scales.

To determine the last three statement of the problem, the researcher used the following formulas: To determine whether a significant difference exists in the Adversity Quotient and Psychological Well-Being of the respondents based on their sex, the T-test for independent means was used. On the other hand, One-way Analysis of Variance (ANOVA) was used to determine whether a significant difference exists in the Adversity Quotient and Psychological Well-being of the respondents based on their year level. Lastly, Pearson r was used to determine the relationship between the Adversity Quotient and Psychological Well-being of the respondents. To test the significance of the measure of the correlation, a value of .05 was used.

**CHAPTER IV**  
**RESULTS AND DISCUSSION**

This chapter includes the presentation, analysis and interpretation of the data gathered by the researcher.

1. What is the demographic profile of the respondents?

*Table 3. Frequency Distribution of the Respondents According to Sex*

	Frequency ( <i>f</i> )	Percentage (%)
Male	24	13.8
Female	150	86.2
Total	174	100

Table 1.2 shows the frequency distribution of the respondents according to sex. It shows that 150 female respondents dominate the sample which comprises 86.2% of the population while the male respondents only comprise 13.8% of the distribution consisting 24 participants.

*Table 4. Frequency Distribution of the Respondents According to Year Level*

	Frequency ( <i>f</i> )	Percentage (%)
First Year	121	69.5
Third Year	7	4.0
Fourth Year	46	26.4
Total	174	100

Table 1.3 shows the frequency distribution of the respondents according to year level. 121 of the respondents are first year students which accounts for 69.5% of the total distribution. It is followed by 46 respondents which accounts 26.4% of fourth year students. Third year students account for the least number of respondents, comprising only 7 respondents or 4.0% of the distribution. The number of respondents in each year level was determined through proportionate stratified random sampling. This represents the population in which the majority are first year students and there is only a small number of third year students. There are no second year students included since there were no new batch of students for a year after the current third years, due to the newly implemented K-12 program.

2. What is the level of the Adversity Quotient of the respondents?

*Table 5. Level of the Adversity Quotient of the Respondents*

	Mean	SD	Interpretation
Control	36.10	6.143	Average
Ownership	36.43	7.662	Below Average
Reach	22.35	5.444	Low
Endurance	31.11	5.779	Below Average
Overall AQ	125.99	14.144	Below Average

Table shows the level of the Adversity Quotient of the respondents based on the CORE dimension and Overall AQ. The results show that the mean levels of the respondents are average in the Control dimension and below average in

the Ownership and Endurance dimensions. This may indicate that respondents on average, may perceive that they have control over the adverse situations in their life which they may see as only temporary and that they are somehow responsible in the outcomes of these events, by setting their own goals to adapt to it. This may reflect the concept of selection, optimization, and compensation stated by Coatta (2008) in which these three works interdependently to help individuals select and set their own personal goals for them to positively adapt to their environment. However, respondents are low in the Reach dimension which may indicate that although the respondents take average control and responsibility over such events in their lives, they may not be well-prepared to face it and that they may see these events to influence other aspects of their lives. Variations in the levels of the CORE dimension can also be observed even in previous studies conducted by Isidro and Ablana (2011) and Amparo (2016). This may be due to the fact that the respondents in this study and the respondents in the previous study are in different settings and situations. The level of the CORE dimension may vary since the degree to which respondents perceive experiences associated with each dimension also differ.

The respondents' mean levels are below average in the Overall Adversity Quotient. This may indicate that even though the respondents may perceive control and responsibility over these temporary adverse events, they might under-utilize their potential to do so, thus these events may take unnecessary toll in their lives. This is the same with the findings in a previous study conducted by Cura and Gozum (2011) among sophomore students of PLM-

CET which shows that the respondents' highest percentage fell in the below average level. It is slightly different from the findings in another study by Patdo, Mariano, and Gonzales (2011) among parents with special children and with parents with normal children wherein their results show an average level of AQ, as well as in the study conducted by Isidro and Ablana (2016) among LGU employees at Tayabas wherein the results also show that majority of the respondents fell in the average level. This may be due to the fact that there is a variation in the age of the respondents for each study. As one would observe, the respondents of this study involved college students, specifically, Psychology students who are almost the same age with the respondents in the previous study conducted by Cura and Gozum (2011) which involved college sophomore students. This may explain why both resulted to below average in the level of the respondents' Adversity Quotient. On the other hand, in the study conducted by Patdo, Mariano, and Gonzales (2011), the respondents are those parents involved in child-care who may have more experience out of life in general. As stated Venkatesh and Shivaranjani (2016), that age is slightly correlated with AQ, which suggests that life experiences tend to improve a person's ability to respond to adversity. A study by Korn (2014), revealed that majority of the participants perceived that their resilience had grown over time, indicating that experience may be a more nuanced definition of age. Also, this may reflect the model of assimilative and accommodative coping as stated by Coatta (2008), in which individuals, through time and experience, may learn

how to accommodate to the environment. They learn to adjust their goals to allow them to cope to changes they cannot control.

3. What is the level of Psychological Well-Being of the respondents?

*Table 6. Level of the Psychological Well-Being of the Respondents*

	Mean	SD	25 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
Autonomy	26.06	5.356	23.00	29.00
Environmental Mastery	24.41	5.895	21.00	28.25
Personal Growth	30.98	5.869	27.00	35.00
Positive Relations with Others	30.29	5.848	27.00	34.00
Purpose in Life	27.84	5.943	24.00	32.00
Self-Acceptance	23.97	7.517	18.00	29.00
Overall Psychological Well- Being	163.56	28.131	145.00	181.50

Table 3.1 shows the mean, 25<sup>th</sup> and 75<sup>th</sup> percentile of the Ryff's Psychological Well-Being Scale and its six dimensions. Respondents who fell in the upper 25<sup>th</sup> percentile (75<sup>th</sup> percentile) are considered to have high levels of psychological well-being and high levels in each of the six facets. On the other hand, respondents who fell in the lower 25<sup>th</sup> percentile (25<sup>th</sup> percentile) are considered to have low levels of psychological well-being and low levels in

each of the six facets. Majority of the respondents fell between the lower 25<sup>th</sup> percentile (25<sup>th</sup> percentile) and upper 25<sup>th</sup> percentile (75<sup>th</sup> percentile) across the six dimensions. Similar to the findings in Husted's (2016) study, the mean scores of the respondents when compared with each other, are highest in personal growth, positive relations with others, and purpose in life subscales. This may be due to the fact that the three subscales focus on a person's ability to grow and develop continuously, as well as in setting goals and the person's perceived purpose in life which according to a study by Walrath (2015) are positively correlated to social interactions of the individual with other people. This may reflect that of Maslow's concept of self-actualization wherein each of us has a tendency to continuously grow and develop congruent with our self, especially with the aid of interpersonal relations with other people. On the other hand, the respondents' mean scores were lowest on self-acceptance, followed by environmental mastery and autonomy. Low scores in the Autonomy and Self-Acceptance subscales may indicate that the respondents have difficulty acting and behaving based on their personal standard and they may struggle to think or decide for themselves. This may be reflected from Erikson's psychosocial stages of adolescence and young adulthood wherein as adolescence, these individuals strive to find out who they are and who they are not. Their identity strengthens into a crisis since they frequently weigh the standards of their society with their own personal standards and beliefs, which may lead to identity confusion and divided self-image. Parallel with this, young adults may also give too much weight in their intimacy with others, wherein they

fuse their own identity with others and seldom consider some degree of isolation to accept their own responsibilities. The Environmental Mastery subscale is consistently low even in previous studies also indicating that individuals often have difficulty in controlling and dealing with their external environment. Overall, majority of the respondents fell between the lower 25<sup>th</sup> percentile (25<sup>th</sup> percentile) and the upper 25<sup>th</sup> percentile (75<sup>th</sup> percentile) in their overall psychological well-being which may indicate that respondents may normally function as individuals in the academic context.

4. Is there a significant difference between the Adversity Quotient of the respondents based on their demographic profile?

*Table 7. Significant Difference Between the Adversity Quotient of the Respondents in Terms of Sex*

	<i>N</i>	Mean	<i>SD</i>	t-ratio	Significance	Decision	Conclusion
Male	24	126.13	16.302	.051	.906	Accept	Not
Female	150	125.97	13.829			Null Hypothesis	Significant

Table 4.2 shows the result of the t-test used to determine the significant difference in the Adversity Quotient of the respondents in relation to sex. As seen in the table, the mean of male respondents' Adversity Quotient is 126.13 while that of the female respondents is 125.97. The t-value of .051 has a significance value of .960. Although the mean of the male respondents' Adversity Quotient is a little bit higher than that of the female, the difference is

not sufficient to reject the null hypothesis. Thus, it indicates that there is no significant difference between the mean differences of the Adversity Quotient of the respondents based on their sex. This is similar to the results of the study conducted by Cura and Gozum (2011) among sophomore students of PLM-CET, in which the researchers found no significant difference between the Adversity Quotient of the respondents based on their sex. This means that regardless of the sex of the respondents, both have the same coping abilities when facing adversities in life.

*Table 8. Significant Difference Between the Adversity Quotient of the Respondents in terms of Year Level*

	<i>SS</i>	<i>df</i>	<i>MS</i>	F-ratio	Significance	Decision	Conclusion
Between Groups	97.642	2	48.821	.242	.785	Accept Null Hypothesis	Not Significant
Within Groups	34512.335	171	201.827				

A One-way ANOVA was conducted to compare the Adversity Quotient of the respondents in terms of Year Level. Table 4.3 shows the results of the one-way ANOVA used to determine the significant difference in the Adversity Quotient of the respondents in relation to year level. The F-value is .242 with a p-value of .785. Since the p-value (.785) is higher than .05, the null hypothesis will be accepted which indicates that there is no significant difference between the mean differences of the respondents' Adversity Quotient based on their year level. The results is different from the findings in the study conducted by

Khairani and Abdullah (2018) in which they found significant differences in AQ scores among the different undergraduate year levels, specifically between 1st and 2nd as well as between 1st and 3rd year undergraduates. This may be due to the huge differences in the distribution of the respondents for each year level in this study.

5. Is there a significant difference between the Psychological Well-Being of the respondents based on their demographic profile?

*Table 9. Significant Difference Between the Psychological Well-Being of the Respondents in terms of Sex*

	<i>N</i>	Mean	<i>SD</i>	t-ratio	Significance	Decision	Conclusion
Male	24	170.38	30.128	1.281	.202	Accept	Not
Female	150	162.47	27.750			Null Hypothesis	Significant

Table 5.2 shows Table 4.2 shows the result of the t-test used to determine the significant difference in the Psychological Well-Being of the respondents in relation to sex. As seen in the table, the mean of male respondents' psychological well-being is 170.38 while that of the female respondents is 162.47. The t-value of 1.281 has a significance value of .237. Although the mean of the male respondents' psychological well-being is a little bit higher than that of the female, the difference is not sufficient to reject the null hypothesis. The results are similar to a study conducted by Husted (2017) among first year students at King's University. This means that both male and

female have the same levels of psychological well-being and that there is no significant difference based on sex of the respondents.

*Table 10. Significant Difference Between the Psychological Well-Being of the Respondents in terms of Year Level*

	<i>SS</i>	<i>df</i>	<i>MS</i>	F-ratio	Significance	Decision	Conclusion
Between	1373.92	2	686.961	.867	.422	Accept	Not
Groups	2					Null	Significant
Within	135535.	171	792.602			Hypothesis	
Groups	003						

Table 5.3 shows the results of the one-way ANOVA used to determine the significant difference in the Psychological Well-Being of the respondents in relation to year level. The F-value is .867 with a p-value of .422. Since the p-value is higher than .05, the null hypothesis will be accepted which indicates that there is no significant difference between the mean differences of the respondents' psychological well-being based on their year level. This may be due to the huge differences in the distribution of the respondents for each year level in this study. Additionally, previous studies heavily focused on the well-being of first year students who experience transitioning just like in the study conducted by Husted (2017) and college students in general.

6. Is there a significant relationship between the Adversity Quotient and Psychological Well-Being of the Respondents?

*Table 11. Relationship Between the Adversity Quotient and Psychological Well-Being of the Respondents*

	Pearson r value	p-value	Interpretation	Decision	Conclusion
Adversity Quotient and Psychological Well-Being	.456	.000	Moderate Positive	Reject Null Hypothesis	Significant

Table 6.1 shows the relationship between the Adversity Quotient and Psychological Well-Being of the respondents. The Pearson correlation is .456, with  $p=.000$  showing that the p-value is lower than .05. Thus, the null hypothesis will be rejected indicating that there is a moderate, positive, significant relationship between the Adversity Quotient and Psychological Well-Being of Psychology students in PLM. This implies that those who scored normally higher in psychological well-being tend to score the same in Adversity Quotient. This suggests that Psychology students who seem to have more positive functioning, which may include satisfaction and happiness in what they do and in how they perceive their lives in line with their goals, also seem to cope and adapt more efficiently to adversities and unexpected events in their lives. The result of this study is the same with the findings in the study

conducted by Khairani and Abdullah (2018) in which they found a positive significant relationship between the Adversity Quotient and well-being among undergraduate students in the school of Pharmacy and school of Medical Sciences in the academic context. The result of this study may be supported by Ong et al. (2006) in which findings indicated that over time, the experience of positive emotions functions to assist high-resilient individuals in their ability to recover effectively from daily stress. Furthermore, this finding suggests that increases in AQ may also lead to increase in the psychological well-being of the students. If both are increased, the students may better function to fit in their roles and to adapt to changes not just in their lives but also with specific stressors brought by different academic requirements.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the results from the data gathered including its interpretations, conclusions and recommendations thereafter.

#### Summary

1. Majority of the respondents are females which accounts for 86.2% of the total sample; 24 are males which accounts for 13.8% of the total sample.
2. Majority of the respondents are first year Psychology students which accounts for 69.5% of the total sample; 46 of them or 26.4% are fourth year students, and only 7 of the respondents or 4.0% are third year students.
3. The level of the Adversity Quotient of the respondents is average in the Control dimension (36.10), below average in the Ownership (36.43) and Endurance (31.11) dimensions, and low in the Reach (22.35) dimension.
4. For the Overall Adversity Quotient (125.99), the respondents fell in the below average.
5. The respondents' mean scores are highest in the Personal Growth (30.98), Positive Relations with Others (30.29), and Purpose in Life (27.84) dimensions. The respondents mean scores are lowest in the Self-Acceptance dimension (23.97), followed by Environmental Mastery (24.41), and Autonomy (26.06).
6. Majority of the respondents have normal Psychological Well-Being (163.56)

7. The Adversity Quotient of the respondents are not influenced by their sex ( $p=.960$ ) and year level ( $p=.785$ ).
8. The Psychological Well-Being of the respondents are not influenced by their sex ( $p=.202$ ) and year level ( $p=.422$ ).
9. The Adversity Quotient and Psychological Well-Being of the respondents are significantly related with one another with a Pearson correlation of .456,  $p=.000$ .

### **Conclusions**

1. This study concludes that there is no significant difference in the Adversity Quotient of Psychology students of Pamantasan ng Lungsod ng Maynila based on their sex and year level. The T-test which was used to determine if there is a significant difference based on sex shows that  $p=.960$ , suggesting that the null hypothesis be accepted since the p-value is higher than .05. This means that there is no significant difference in the Adversity Quotient of the students whether they are male or female. On the other hand, One-way ANOVA which was used to determine if there is a significant difference based on year level shows that  $p=.785$ , implying that the null hypothesis be accepted since the p-value is also higher than .05. It indicates that there is no significant difference in the Adversity Quotient of the students based on their year level. This suggests that Adversity Quotient of the students is not affected by their sex and year level.

2. This study concludes that there is no significant difference in the Psychological Well-Being of Psychology students of Pamantasan ng Lungsod ng Maynila based on their sex and year level. The T-test which was used to determine if there is a significant difference based on sex shows that  $p=.202$ , suggesting that the null hypothesis be accepted since the p-value is higher than  $.05$ . This means that there is no significant difference in the Psychological Well-Being of the students whether they are male or female. On the other hand, One-way ANOVA which was used to determine if there is a significant difference based on year level shows that  $p=.402$ , implying that the null hypothesis be accepted since the p-value is also higher than  $.05$ . It indicates that there is no significant difference in the Psychological Well-Being of the students based on their year level. This suggests that Psychological Well-Being of the students is not affected by their sex and year level.
3. This study concludes that there is a significant relationship between the Adversity Quotient and Psychological Well-Being of Psychology students of Pamantasan ng Lungsod ng Maynila. The results of Pearson correlation is  $.456$  with  $p=.000$ , thus rejecting the null hypothesis and implying that there is a moderate positive significant relationship between the Adversity Quotient and Psychological Well-Being of the respondents.

## **Recommendations**

This study is limited to the regular 1<sup>st</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year Psychology students of Pamantasan ng Lungsod ng Maynila. The researcher recommends that future researches related to this topic should cover a broader scope. They should choose or select participants who are not Psychology students and they should also include such demographic characteristic as age which is not within the scope of this study, since it is believed that Adversity Quotient is somewhat related to age, as experiences tend to improve a person's ability to respond to adversity.

It is known that Adversity Quotient is a gauge to measure resilience and for a person to cope and adapt flexibly with adversities in life, AQ must be raised. On the other hand, psychological well-being involves positive functioning of the individual. With this, the researcher recommends that school administrations should also make concrete actions and plans, including activities, to address these since previous research suggests that AQ might affect academic performance of the students, as well as that of psychological well-being.

Furthermore, the researcher recommends that future research on psychological well-being and Adversity Quotient should be conducted to support the findings of this study of the significant relationship between the two.

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