THE ADVERSITY QUOTIENT AND ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS AT ST. JOSEPH'SCOLLEGE, QUEZON CITY

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By:

ZHOU HUIJUAN

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RECOMMENDATION

This Thesis entitled The Adversity Quotient and Academic Performance among College Students at St. Joseph's College, Quezon City.
Submitted by Zhou, Huijuan has been examined and found satisfactory and is hereby recommended for ORAL DEFENSE.

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Ms. Mildred L. Lazo

Thesis Adviser

APPROVAL SHEET

In Partial fulfillment of the requirements fro the degree of Bachelor of Science in Psychology, this thesis entitled "The Adversity Quotient and Academic Performance among College Students at St. Joseph's College, Quezon City" was prepared and submitted to the College of Arts and Science by **Zhou, Huijuan.**

Approved by the committee on Oral Defense on March 8, 2009 with a grade of **passed.**

_____
Mrs. Nelia G. Prieto
Chair, Liberal Arts

_____
Ms. Mildred Lazo
Panel Member

_____
Mr. Francisco Lambojon
Panel Member

Accepted in partial fulfillment of the degree of Bachelor of Sciences Major in Psychology.

_____
Sr. Josephini P. Ambatali, SFIC

Dean

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ABSTRACT

THE ADVERSITY QUOTIENT AND ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS AT ST. JOSEPH COLLEGE, QUEZON CITY

ZHOU, HUIJUAN

The major thrust of this study was to investigate the adversity quotient and academic performance of the selected students in St. Joseph's College, Quezon City during the school year 2008-2009.

Two hundred and eighty (280) male and female college students from the College of Arts and Sciences and the Institute of Nursing were included in this study through randomized sampling technique. The major instrument used in the assessment of the adversity quotient of the student respondents was the Adversity Response Profile (ARP) Version 8.1: Student version. A minor tool, the Respondent Profile Data Sheet was designed to obtain from the respondents' brief demographic information necessary for this study. Their GPA during the first semester of the present school year was used in order to determine their academic performance. The profile variables of the respondents were also investigated to find out if their adversity quotient and academic performance would be influenced by such factors.

SPSS computer software was utilized in the calculation of the research data, the result of the t-test found out there was no significant difference between the adversity quotient and the sexes. However, the researcher found that there is a significant difference in the adversity quotient of the respondents when the group

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

The present study concludes that the adversity quotient is a factor which affects academic performance. However, not all the three variables namely sex were found to influence the adversity quotient of the respondents in this study.

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CHAPTER I

THE PROBLEM AND SETTING

This chapter presents the background of the study, statement of the problem, hypothesis, conceptual framework, conceptual paradigm, significance of the study, scope and limitations, and definition of terms.

INTRODUCTION

Life is difficult, no one can deny that. In the different stages of life people encounter or face different hardships, difficulties, challenges, adversities, sorrows, or great losses, which are difficult to bridge. Nevertheless, we each have the God-given inner ability to try to turn such terrible situations to advantage in life.

According to Dr. Stoltz (2000), the Adversity Quotient (AQ), is the science of human resilience. People who successfully apply AQ perform optimally in the face of adversity—the challenges, big and small, that confront us each day. In fact, they not only learn to cope with these challenges, but they also respond to them better and faster.

AQ measures one's ability to prevail in the face of adversity. It explains how one responds to adverse situations, and how one rises above adversity. Stoltz said that life is like mountain climbing and that people are born with a core human

drive to ascend. Ascending means moving toward one's purpose no matter what the goals. AQ is the underlying factor that determines one's ability to ascend (Stoltz, 2000)

Youth, the College or University Students are the hope of society's tomorrow, its future, and also the hope of the church. Do we, young people, realize our responsibility and stimulus to face life's reality not merely, to fulfill our own bright and colorful dream? Do we experience how difficult the life process is in terms of growth and development?

We could not choose where to be born, nor choose our parents, our family, or the environment, but we can choose the way we live; we can choose to change our lives, to be useful people not only for our families but also for the community at large.

Statement of the problem

This study aims to investigate the Adversity Quotient and Academic Performance of selected student of St. Joseph's College.

More specifically, it will also be conducted to find answers to the following questions:

1. What is the profile of the respondents with regards to the following variables:
    1.1 Sex;
    1.2 Course; and,
    1.3 Year Level?
2. What is the level of Adversity Quotient of the student respondents in this

study?

3. What is the Academic Performance (GPA) of the student respondents in the first semester of School Year 2008-2009?
4. Is there a significant difference in the Adversity Quotient of the respondents according to:
    4.1 Sex;
    4.2 Course; and
    4.3 Year Level?
5. Is there a significant relationship between the Adversity Quotient and the Academic Performance of the student respondents in the present study?

Hypotheses

Ho_1 There is no significant difference in the Adversity Quotient between the male and female selected student respondents in this study.

Ho_2 There is no significant difference in the Adversity Quotient of the selected student respondents when grouped according to course.

Ho_3 There is no significant difference in Adversity Quotient of the selected student respondents when grouped according to year level.

Ho_4 There is no significant relationship between the Adversity Quotient and the academic Performance of the respondents in this study.

Conceptual Framework

In the psychological field, the psychologist focuses on different perspectives to study human behavior, such as, the relationship between the EQ and the Academic Performance; or a person's IQ and Academic Performance. For this study, however, the researcher has chosen to focus on this new term, the Adversity Quotient and the Academic Performance.

According to Stoltz, one's Adversity Quotient (AQ) consists of four dimensions: CO_2RE. This acronym includes Control; Ownership and Origin; Reach; and Endurance. CONTROL, begins with the perception that something, anything CAN be done. It determines how and to what extent one takes action in face of adverse events. ORIGIN and OWNERSHIP refer to how one seeks to determine the cause of adverse events in one's life and to what degree one is responsible for the outcome of that adversity. REACH refers to how one can limit an adverse event to being just a problem at hand or how one lets the adverse event affect other areas in one's life. ENDURANCE refers to how one sees the adversity or its cause as being permanent or temporary. Those four elements combine to form a person's AQ and his or her response to any given adversity.

CO_2RE dimensions are grounded on research and breakthroughs in three scientific fields: namely Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology. According to Stoltz (2000), a person's overall AQ, though significant, reveals little about why his /her AQ is in the upper, middle, or lower ranges: one must look closely at his/her CO_2RE to understand it fully.

Academic Performance refers to the Grade Point Average (GPA) of the respondents obtained by the end of the semester. It is the method the school uses to evaluate how well the students performed academically within the semester.

Usually, people think that if a person possesses a high level of IQ, his or her academic performance will be equally high.

This research tried to explain the fact that aside from high IQ, AQ can also be a vital component in good scholastic performance.

In this study, the researcher hypothesizes that the level of AQ affects the academic performance of the respondents. That is, a high AQ can help to achieve a better academic performance.

Conceptual paradigm

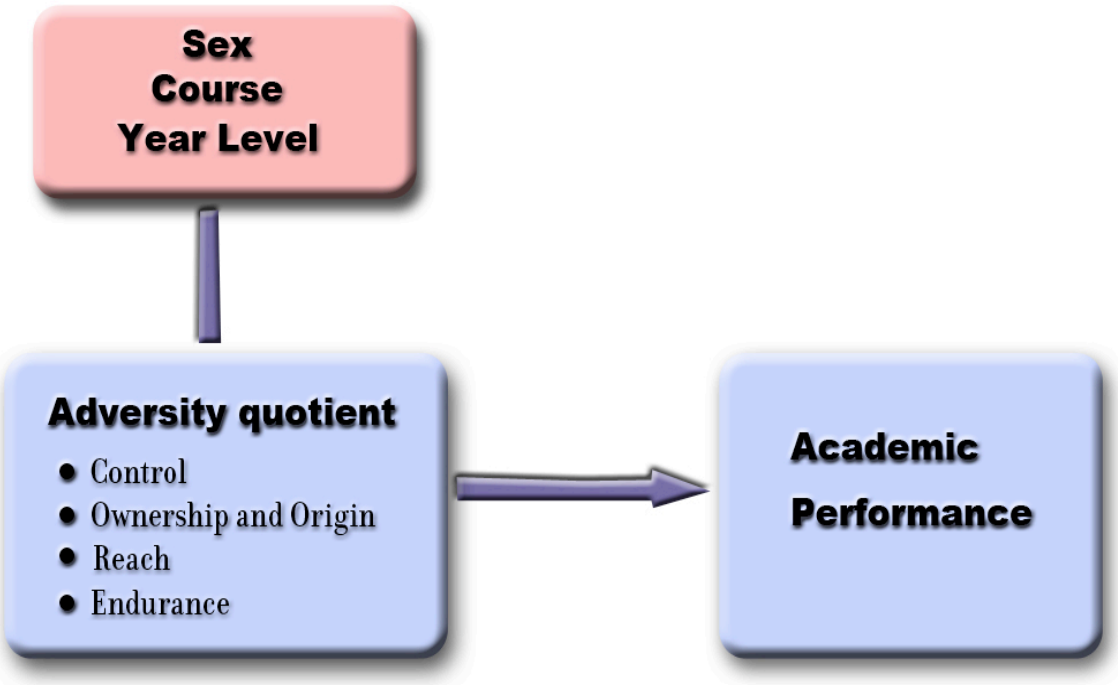

Figure 1 the schematic diagram of the variables used in this study shows the Adversity Quotient and Academic Performance and the possible relationship between them.

Significance of this study

The findings of this study will help college students to discover their level of AQ and the relationship between it and their Academic Performance, in order to help them to improve their Adversity Quotient in their lives.

For the school administration, the findings regarding the student respondents' profile of adversity quotient so they can be a help in designing programs, devices, and appropriate strategies which can further enhance their behavior.

For the teachers, it will help them to handle the orientation of the educational task, to guide their students to improve their AQ during their college study, in order to face their present and future challenges;

For the school counselors, it will help them to conduct the most suitable psychological programs, training and guidelines that assist the college student enhance their AQ.

Scope and delimitation

This study was limited to St. Joseph's College students in the College of Arts and Sciences and the Institute of Nursing who enrolled in the 1st semester in the School Year 2008-2009 only; it focused on two important behavioral variables Adversity Quotient and Academic Performance.

Definition of Terms

Academic performance is the Grade Point Average (GPA) grades of the selected respondents during the first grading period of the school year 2008-2009.

Adversity refers to a given situation which causes a person's stress, conflict, challenges, academic difficulties, misfortune during their college life.

Adversity quotient (AQ) refers to the numerical figure that represents how well the individual deals with and tries to overcome the difficulties and his or her capacity to survive and even conquer the challenges.

Adversity Response Profile (ARP) is the major tool that the researcher uses in this study to measure Adversity Quotient of the selected students in St. Joseph's College.

Coefficient of Determination is the proportion or percentage of variance accounted for by a relationship; computed by squaring the correlation coefficient. (r^2)

CHAPTER II

REVIEW OF RELATED LITERATURE

To further understand the present study, an analysis of the related literature as well as studies is necessary. This study had made use of both local and foreign references, since the Adversity Quotient is a rather new study in the Philippines; therefore, the researcher could not find any local literature whereas the related literature focuses on the relationship between the AQ and other issues frequently encountered in daily life.

Adversity Quotient (AQ) and its nature

Resilience refers to the ability to cope or to give a successful response to high risk or adversity as measured by the four CO_2RE scales of the adversity quotient. It is an outcome of both individual characteristics and environmental causes. Resilience is viewed by the individual from the inside as he or she responds to the outside or external influences and events, viz. Adversity.

Richard Davidson, director of the Laboratory for Effective Neuroscience at the University of Wisconsin, conducted a landmark series of brain imaging studies that tested two groups of people: one identified as highly resilient to life's ups and downs, the other easily upset by them. Davidson tracked their brain function as they performed stressful tasks, such as writing about the most upsetting

experience in their lives or performing difficult math problems under time pressure (Goleman, 1997)

Resilient people have a remarkably rapid recovery from stress. A study of store managers at a large American retail chain store found that the managers who were most tense, beleaguered, or overwhelmed by job pressures ran stores with the worst performance, as measured four ways: by net profits, sales per square foot, sales per employee, and per dollar of inventory investment. And those who stayed most composed under the same pressures had the best per store sales records. Davidson said that the resilient people had already started to inhibit the distress during the stressful encounter. He also considers these people as optimistic and action-oriented. If something goes wrong in their lives, they immediately start to think about how to make it better. (Goleman, 1997)

Another study found that those who reacted to stress with hardiness bear the physical burden of stress much better, coming through with less illness. Indicators of hardiness include the ability to: (a) stay committed, (b) feel in control, (c) be challenged rather than threatened by stress, (d) see work as strenuous but exciting, and (e) consider challenge as a change to develop rather than as an enemy (Goleman, 1997).

Biologically, the brain chemicals that generate enthusiasm to respond to challenges are different from those that are activated as one responds to stress and threat. They are at work when a person’s energy is high, his or her efforts are maximal, and his or her moods are positive. The biochemistry of these productive states revolves around activating the sympathetic nervous system and the

adrenals that secrete chemicals called catecholamines. The catecholamines, adrenaline and noradrenaline, arouse a person to action in a more productive way than the frantic urgency of cortical. Once the brain goes into its emergency mode, it starts pumping out cortical as well as vastly elevated levels of catecholamines, but a person does his or her best work at a lower level of brain arousal only when the catecholamine system is engaged. In a sense then, there are two kinds of stress-good and bad-and two distinct biological systems at work. There is also a balance when the sympathetic nervous system is pumping: our mood is positive, and our ability to think and react is optimal. Here lies our peak performance (Goleman, 1997).

Furthermore, a German study shows this relationship between motivation and the brain chemistry of eustress rather neatly. Volunteers were given a taxing mental challenge, i.e., 120 arithmetic problems that they had to solve in an ever shorter span of time, until they were wrong in one every fourth time. Whenever they felt confident that their answers were correct, they were checked; if right, they were given a cash reward, and if wrong, they were penalized by the same amount. Highest in hope of success-a variant of the need to achieve- those volunteers were best able to keep their mobilization at a level that produced mostly catecholamines, rather than letting it rise to the emergency mode, where cortical kicks in. but those who were motivated by fear of failure were swamped with cortical (Goleman, 1997).

The New Webster's Dictionary defines *adversity* as a "misfortune" (17). There are other synonyms of adversity. These includes stress, conflict, hardship,

misfortune, danger, and challenge. In this study, adversity refers to a given situation in which a person could be hindered in getting what he or she desires. Adversity can be both a general condition and a particular situation.

In this study, adversity is functionally defined as strain, hardship, challenge and emotional or occupational stresses. The level of adversity starts within a person himself and goes beyond the individual and the workplace and lastly, to the society (Stoltz, 1997)

Dr. Paul G. Stoltz (1997) is the proponent of what is now known today as Adversity Quotient (AQ). According to him, AQ determines whether a person stands strong and true, he or she will be crippled or destroyed, or continue to grow when he or she is faced with adversity. It is also a foundational factor of success that can determine how, and to what extent his or her attitude, abilities, and performance are manifested in the world. AQ can be enriched and strengthened because it is learned.

In 1997, Dr. Paul G. Stoltz introduced AQ in his book *Adversity Quotient: Turning Obstacles into Opportunities*. This groundbreaking discovery was based on his 19 years of research and 10 years of application. *Adversity Quotient* or *AQ* is a measure of a person's ability to manage the adversity that he or she faces everyday. People who cannot handle adversity become easily overwhelmed and emotional, then pull back and stop trying. Those who handle adversity well become the leaders of today and tomorrow.

This *Adversity Quotient* tells how well a person withstands adversity and his ability to surmount it. It can also predict who will overcome adversity and who will

be crushed, who will exceed expectations of their performance and potential, and who will fall short. Lastly, it can predict who gives up and who prevails (Stoltz, 1997)

Breakthroughs in science explain why people, groups, associations and societies quit or camp where others persevere. Findings also disclosed that Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology are the building blocks of the Adversity Quotient that results in the new understanding, measure and set of tools that enhance human efficiency.

The first building block Cognitive Psychology deals with a one-process perception, information and situation that have control or mastery over one's life. It is based on the studies of the concepts of learned helplessness, empowerment, attribution theory, explanatory styles, optimism, hardiness, resilience, self-efficacy and locus of control, which are needed in understanding one's motivation, effectiveness and performance (Stoltz, 2000).

According to Stoltz,(2000) the higher one's AQ is the more likely he or she will be resilient in facing adversity, be a top performer and be able to sustain high performance, be authentically optimistic and be able to take necessary risks, thrive on change, remain healthy. In addition, a person having a higher AQ is energetic, vital, takes on difficult and complex challenges, perseveres, innovates to find solutions, is an agile problem solver and thinker and lastly they learn, grow and improves.

The second building block, which is Psychoneuroimmunology, deals with the direct link between one's response to adversity and his or her mental health

and physical health. Also, one's response to adversity influences his immune functions, recovery from surgery, and vulnerability to life-threatening diseases. Control is essential to health and longevity. If the pattern of response to adversity is weak it can cause depression.

The third building block is Neurophysiology. It explains how the brain is ideally equipped to form habits. An individual's habit of response to adversity can be interrupted and instantly changed and if changed, old habits wither while new one's flourish (Stoltz, 1997)

Adversity Quotient has four sub-sections or dimensions: C, O_2, R, and E.

C (control) refers to the amount of perceived control one has over and adverse event or situation. O_2 (origin and ownership) refer to how a person searches for the cause of the adverse events and to the degree to which an individual is willing to own the outcome of the adverse action. Owning the outcome reflects accountability. R (reach) is a manifestation of how far the adversity reaches into other aspects of an individual's life. Lastly, E (endurance) is the measure of endurance, which reviews how long the adversity and its causes will last in one's own life.

Adversity Quotient also explains the three levels of adversity in a pyramid shaped model. This model begins from the top and works down to the individual explaining the two effects. First, it shows and describes societal, workplace and individual adversities people face everyday in their lives, and second, it shows how an individual changes positively, affecting the workplace and the larger scale, the society.

Analyzing AQ does not simply mean as high or as low, it falls on a continuum. The higher the score, the more likely a person will enjoy the benefits of a high AQ. Though an individual's AQ is high or very high, there are still ways to improve and better understand and achieve one's success. At the same time he or she can help other people to continue to ascend (Stoltz, 2000).

The human reactions and different responses to Adversity

We are born with the core human drive to ascend. According to Stoltz (1997), ascend doesn't mean floating in a lotus position into the clouds while methodically chanting your mantra, nor simply moving up the corporate ladder, buying a house on the hill, or accumulating wealth. Ascend is moving your purpose in your life forward no matter what your goals. Whether ascent is about gaining market shares, getting better grades, improving your relationships, becoming better at what you do, completing an education, raising stellar children, growing closer to God, or making a meaningful contribution during your brief stint on the planet, the drive is imperative.

The core human drive to ascend is our instinctual race against the clock to accomplish as much of our mission, written or implicit; as we can in the little time we are given.

The Ascent is not just limited to the individual. Every organization and work team tries to move forward and upward. Total quality programs, growth initiatives, reengineering, restructuring, tapping the power of a diverse workforce, reducing cycle time, eliminating waste, and enhancing innovation are all efforts to

ascend a mountain plagued by avalanches, inclement weather, and unforeseen crevasses.

The *Quitter*, without a doubt, there are plenty of people who choose to opt out, cop out, and drop out. These are the Quitters. 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 *Camper*, these people go only so far, and then say, “this is as far as I can (or want to) go.” Weary of the climb, they terminate their Ascent and find a smooth, comfortable plateau on which to hide from adversity. They choose to sit out their remaining years. Campers, unlike Quitters, have at least embarked on the challenge of the Ascent. They have gained some ground. Their journey may have been easy, or they may have sacrificed much and worked diligently to get as far as they have. Their partial Ascent may be viewed with some as “success” in the final, conclusive sense of the word. This is a common misperception among people who view success as a special destination, as opposed to a journey. However, although Campers may have been successful in reaching the campground, they cannot maintain success without continuing to Ascend. It is the lifelong growth and improvement of one’s self that defines the Ascent.

The *climber,* regardless of background, advantages or disadvantages, misfortune or good fortune, continues the Ascent. They are the Energizer™ Bunnies of the mountain. Climbers are possibility thinkers, never allowing age,

gender, race, physical or mental disability, or any other obstacle to get in the way of Ascent. (Stoltz, 1997)

Quitters have little or no capacity. That's why they quit. The good news is that Quitters are not predestined to always see the mountain from afar. With help, they can be brought back, and their core drive to Ascend re-ignited.

Campers may have weathered considerable adversity to earn their spot on the mountain. Unfortunately, it is adversity that eventually leads the campers to weigh the risks and the rewards and abandon the Climb. Campers, like quitters, have a limited adversity threshold, finding powerful reasons to give up the Ascent. Campers operate in the belief that after a certain number of years or amount of effort, life should be relatively free of adversity. The price of the climb is significant, but so are the rewards. Permanent campers pay the immeasurable price of never knowing or accomplishing what they could.

Climbers are not strangers to adversity. Indeed, their lives have been about facing and overcoming an endless stream of adversity. Climbers do not, therefore, continue the Ascent because they experience any less adversity than campers and quitters. Quite the contrary. Climbing is akin to swimming upstream. It demands unending energy, sacrifice, and dedication. In fact, many climbers come from disadvantaged backgrounds, or worlds submerged in adversity. (Stoltz, 1997)

Human brain---the origin of Adversity Quotient

We all need to make sense of the world. There may be instances when we are perplexed how others are making sense of things and how different their view is compared with ours. We each have a distinct explanatory style, or pattern of responding to life's events. The nature of the pattern determines how we react and all that follows: for example, those who believe that a given setback is far-reaching and long-lasting are more likely to believe that what they do will not matter. This pattern is also known as "learned helplessness."

It has taken close to thirty-eight years of research into how patterns of thought and emotion---such as explanatory style—affect human behavior for it to be fully acknowledged. But after more than 1,500 studies into these patterns we have gradually and fundamentally changed how we view our species. As a longtime student-turned-practitioner of human performance, the researchers saw the concrete, measurable benefits these understandings and breakthroughs can provide.

Martin Seligman, Ph. D., of the University of Pennsylvania, is most prominent among the dozens of accomplished scientists who have contributed to this field of research. His groundbreaking work on the land-mark theory of "learned helplessness" opened a flood of research into depression, optimism, health, and performance. (Stoltz, 2000)

Applications of these patterns of response, or explanatory style, go beyond the typical workplace. According to Seligman, "Basketball teams, optimistic baseball players, and baseball teams all do better than they're expected to,

particularly when the chips are down." Dr. Christopher Peterson of the University of Michigan adds, "The pessimistic individual puts himself or herself in situations where bad things might happen, and they eventually do."

The dozens of researchers in this area have given us new insights into the tragic disease of "give-up-itis." They also provide us with some potential ways to immunize people against learned helplessness.

Seligman says that those with such destructive response patterns "are a group of people who reliably, when bad things happen, say, 'It's going to last forever, going to undermine everything I do, and it's my fault.' However, those who perceive the same setback as limited and fleeting are more likely to respond to the challenge positively and optimistically. The research of Seligman and others clearly indicates that these patterns are learned. More important, it has been determined that these patterns can be permanently rewired and strengthened. These discoveries contribute to our understanding of the Adversity Quotient.

AQ is the next generation of understanding how we explain or respond to life's events. It expands the original research on learned helplessness and related concepts, pulling together for the first time those elements that most precisely predict and influence human effectiveness. To optimize these patterns we must understand how they are formed. (Stoltz, 2000)

Patterns such as your AQ are learned and hardwired into your brain during your impressionable youth when you watch others deal with life's difficulties. As

you unconsciously absorb and adapt these responses, you form your own, unique response pattern, or AQ.

We hardwire all sorts of patterns, including speech, music, and laughter. The brain is ideally equipped to hardwire patterns of thought, emotion, and behavior. Hardwiring patterns is one of the great capacities of the brain. Some hardwired patterns are highly personal, with no real implications for your performance. Laughter patterns vary widely; they probably do not influence your ability to confront life's challenges. However, other patterns, such as your AQ, do influence a broad range of factors, including recovery time from surgery, pain threshold, ability to solve problems, competitiveness, optimism, decision making, sales performance, leadership selection, team performance, agility in responding to change, resilience, and staying power. Medical research is just beginning to acknowledge that these patterns can have as much or greater power over a patient's health as the treatment one receives.

As a specific, hardwired pattern, AQ influences human behavior more dramatically than any other pattern we have discovered to date. It defines what occurs between any given event and your resulting behavior. This is why AQ affects all facets of human endeavor, including vitality and health. To grasp the holistic effect of your AQ, it is helpful to explore how it works at a microscopic level. (Stoltz, 2000)

A constructive pattern of response, or higher AQ, can keep all systems vital, strong, and functioning optimally. A destructive pattern of response, or lower AQ, can create both short-and long-term consequences. In the short term, a lower-AQ

individual suffers all the symptoms of stress, worry, and tensed muscles, maybe rushed decisions, risk-averse behavior, and catastrophizing. This can drag down the individual and those with whom he or she is in immediate contact. In the long term, a person with a low AQ may suffer from a depleted immune system, fatigue, resignation, loss of hope, depression, or worse.

The brain's bias explains why, ultimately, your pattern of response to adversity, or AQ, profoundly influences the functioning of the entire human organism, which in turn affects your entire system and all that you think, feel, and do. Recent breakthrough explains this phenomenon as well as how and why you are constructed more like the internet than a machine. (Stoltz, 2000)

AQ is the tool for transcending these embedded ancestral codes to make powerful, clear, and spontaneous choices to handle any situation to the highest benefit. It interrupts and steps outside these old codes, enabling new, more appropriate patterns of thought to take over AQ changes behavior.

The important lesson from the geneticists and evolutionary psychologists is that we can influence some things more easily than others. This gives us the information needed to focus our efforts on those parts of ourselves that we can most easily and dramatically strengthen for the benefit of our internal network and, ultimately, our world. The highest-leverage change comes with improving your AQ. With the help of AQ, you can influence the structure of your own brain. (Stoltz, 2000)

According to Dr. Fred Gage, a neuroscientist at the world-renowned Salk Institute, you can actually alter the structure of your brain! "The actual structure of

our brain is modified by our experiences," he said. "It turns out we have more control over our biology than we thought." The physical structure of our brain is modified by how we experience experiences. In other words, how you respond to life's events literally shapes your brain. Certain patterns of thought play a powerful role-particularly the way you respond to adversity. This is why AQ can also shape your reality. (Stoltz, 2000)

The AQ Advantage

At its most basic, AQ is the precise, measurable, unconscious pattern of how you respond to adversity. But AQ is much more than a measure. It contributes a vital piece to what is becoming a grand unification theory of human behavior, drawing from nearly four decades of wisdom and scientific research from some of the world's top thinkers. Once you get a picture of how AQ works, you will be able to apply the following science to unravel some of the fundamental mysteries of individual and collective endeavor. (Stoltz, 2000)

Adversity Quotient: As a workplace measure

As virtually every industry becomes more competitive; leaders are under mounting pressure to measure and substantiate their investments and efforts. Whereas, it was once good enough to provide business-relevant training, a person must now demonstrate the impact the training has upon the enterprise. The same mandates apply to investments in new hiring methods or organization-wide initiatives (Stoltz, 2000).

Adversity Quotient can influence all facets of human endeavor. It can be validly and reliably measured, tell a person how well he or she withstands adversity and measures ability to surmount any crisis, can be permanently rewired and improved.

It also determines the value people receive from training, can be a valid predictor of sales, performance, agility, problem solving and long term success, and can also be used to reduce turnover and improve hiring, predict who will quit and who will climb, and plays a powerful role in all relationships.

Adversity Quotient and Leaders

A recent doctoral dissertation by Stoltz and his team compared the adversity quotients of educational leaders and business leaders. One discovery indicated that average educational leaders had significantly lower adversity quotients. It is important to note that adversity quotient is not situational or likely to be changed over the course of one's life without proper awareness and training to strengthen one's CO_2RE and response ability.

One explanation according to Stoltz is that these results may stem from these individuals' original career choices. People who tend to choose careers where they perceive less adversity and a greater opportunity are those with lower AQs, intuitively knowing that they are less equipped for adversity-rich careers.

However, those with higher adversity quotients do not necessarily choose more challenging lives. Many high AQ people prefer to go into education because they want to have a purposeful and rewarding career.

Based on their analysis of turnover, Stoltz and his team discovered that many reasonably high AQ people discovered how difficult it is to implement change in a bureaucratic environment. So some people shifted to other careers, possibly reducing the overall adversity quotient mean among those who remain. In one case, lower adversity quotient individuals may have sensed that their operating systems could not handle the same capacity as those with higher adversity quotients. As a result they sought jobs that they believed would be less demanding only to find out that education is rich in adversity. Or in another case, the educational establishment was seen as an overhang, nudging the higher adversity quotient individuals to seek other ways to live. Adversity quotient can fundamentally influence one's career choice, regardless of industry, passion for one's work, the difficulty one is willing to take on, and one's patience with inertia (Stoltz, 2000).

Adversity Quotient and Performance

Deloitte and Touche LLP, a big six accounting firm in the United States, was voted by Fortune magazine as one of the top ten employers. To strengthen its position as "employer of choice," leaders in Deloitte and Touche's Great Lakes Region began to explore how AQ might help them predict performance and promotability of their new-experienced hires. Over the course of two years they have found that the AQ of their top performers increased by 17 points (a significant difference). Also, those promoted had the highest AQ. Pilot studies on

the AQ training with different levels of managers revealed an 18 percent increase in AQ as a result of the training (Stoltz,2000)

Adversity Quotient and Income

AQ is a predictor of wealth. A study by Dr. Gideon Markman, professor of entrepreneurial studies at Renssealaer Polytechnic Institute, in the United States, revealed a strong relationship between the AQ and incomes of entrepreneurial investors. So far, other studies on AQ and entrepreneurship indicate that higher AQ people appear to earn more (Stoltz, 2000).

Adversity Quotient and Scales

In the research conducted by Stoltz and his team, they were frequently asked to use AQ as a predictor of sales performance since, of all types of performance, sales is one of the most measurable. SBC Telecommunication provided his team with three performance measures, including performance of: (1) top-line sales (new sales), (2) quota, and (3) net sales. They discovered that those in the top half of AQ scores outsold those in the bottom half by 166, 150, and 106 percent respectively. These results are typical, although the differences between high-and low-AQ salespeople may vary from 90 to 320 percent, or more, depending on the industry (Stoltz, 2000)

Adversity Quotient and Hiring

Like so many industries, the world of financial services has been completely redefined---putting intense pressure on the remaining players to hire people who can thrive in an environment filled with uncertainty and demands. In a sample of 278 employees in the retail bank division, Sun Trust Bank discovered that, on average, the high-AQ employees tended to outperform the low-AQ employees. Sun Trust is now moving toward measuring the AQ of every applicant (Stoltz, 2000).

Six ways to improve your AQ radar

1. AQ on television

   As you watch a television drama or sitcom, listen to what the characters say when faced with adversity or even a minor challenge. Listen for each of the CO_2RE dimensions of AQ.

2. AQ on radio

   As you listen to talk shows and the news, pay close attention to what people say in describing or responding to disasters, setbacks, or crises. Listen for the four CO_2RE dimensions in their language.

3. AQ in conversation

   Turn on your AQ radar during meetings, phone calls, and casual conversations. Pay attention to how people describe the challenges of their days, as well as what they think, say, and do about difficulties of all sizes. Pick out the CO_2RE dimensions in their words.

4. Reading for AQ

    As you read newspapers, magazines, and books, look for specific quotations indicating what different people say when faced with adversity. Notice the CO_2RE dimensions in their words.

5. AQ in art

    As you watch dance, examine paintings, scrutinize sculptures, and view performances, look for any indications of what is being communicated about the CO_2RE dimensions of AQ. Notice how the heroes and villains handle adversity.

6. AQ on the net

    As you surf the Internet, explore advertisements and analyze the language people use to explain their business and themselves. Pay attention to how certain Web sites grant you control and ownership, and how some provide ways to deal with any adversities that may arise. (Stoltz, 2000)

A study was conducted by Haller, Howard Edward (2005) on *Adversity and Obstacles in the Shaping of Prominent Leaders: A Hermeneutic Phenomenological Inquiry.* This study involved nine primary participants, two current U. S. Senators, a retired U. S. Army Special Forces Major General, a President of a large educational foundation who previously was Chancellor of one major University and President of another, a well-known author and motivational speaker, and the Chairman and Chief Executives Officers of four major companies. The primary participants selected for the study prior to becoming

prominent leaders had experienced various degrees of adversity in their youth and adult lives. These participants were interviewed to collect data. The results indicated that the adversity in the participants' early lives was not the most important influence and they viewed the obstacles or events in their adult lives as opportunities disguised as challenges.

The findings also revealed that overcoming challenges or obstacles strengthened leaders. This study is significant as it demonstrates the qualities of a successful leader with respect to AQ.

A study conducted by John, Monica Brannon (2005) entitled *Optimism, Adversity and Performance: Comparing Explanatory Style and AQ*, in this study, the Researcher's purpose was to determine the relationship between Explanatory Style and AQ and examine the existence of correlations between each of the constructs and performance in a high-adversity occupation, sales. The study involved 112 western area sales regions of a leading Fortune 500 company in the computer hardware industry. The researcher employed the 'Attributional Style Questionnaire' (Peterson, et,al), ARP (Stoltz) and a demographic data sheet to collect data.

The findings revealed that there was a significant relationship between AQ and performance for short term employees. The findings of this research are important for the present study as they provide evidence for this relationship among working professionals like sales personnel who work in a very demanding environment.

A study of Adversity Quotient of Secondary School Students in Relation to Their School Performance and the School Climate was carried out by Rochelle D'Souza (2006), For the present study, the sample size was decided to be approximately 600 secondary school students studying in the IXth standard of English middle schools to be the sample size. The sample comprised of students from SSC, ICSE and CBSE schools. The sample size from each school board was decided keeping in mind the ratio of SSC schools to ICSE and CBSE schools. The number of SSC schools is greater than that of ICSE and CBSE schools. Thus sample size decided for each school board was approximately 400, 100 and 100 respectively. In order to obtain this sample size, 8 schools of SSC and 3 schools each of ICSE and CBSE were selected.

These schools were chosen from different zones in Greater Mumbai to obtain a representative sample.

The researcher thus collected data from eight SSC, three ICSE and three CBSE schools. 413, 105 and 123 tools were administered to the students of SSC ICSE and CBSE schools respectively. Thus a total of 641 tools were administered to secondary school students. However when the data was processed, tools that were found to be incomplete were disregarded and not considered for the study. This comprised of 14.5% of the total tools administered. After disregarding these tools, the actual sample size for the study from SSC, ICSE and CBSE schools was 358, 92 and 98 respectively and the total size was 548.

The researcher employed the following tools for the study:

A. Student Proforma – This was prepared by the researcher and included questions to determine school performance.

B. Adversity Response Profile®. (Stoltz, 1997): This is a ready made tool which was used to determine AQ

C. Organizational Climate Scale (Pethe, S., Chaudhari, S., and Dhar, U., 2001) – This was modified by the researcher to suit the study.

The ARP describes fourteen scenarios, only ten of which are actually scored. Each scenario is followed by four questions, each answered on a 5-point bipolar scale. Each of the four answers is scored on a different scale. There are, therefore, four scales of ten questions each. The sum of the four scores gives the person's adversity quotient. The four scales of AQ are control, ownership, reach and endurance. Although these scales may be intercorrelated, they measure very different aspects of AQ. Scores on each scale of the ARP can range from 10 to 50, and AQ scores can range from 40 to 200.

Finally, through statistical analysis, the researcher found that: There is no significant difference in the relationship between school performance and school climate for the different school types. The 'r' values for both school types do not differ. This indicates that the relationship between school performance and school climate for these school types does not differ significantly.

i. There is a significant relationship between adversity quotient and school performance of secondary school students for the total sample, SSC, and CBSE school types. This implies that students who are able to overcome adversities will be able to perform well academically. This is because adverse situations like

deleting an important message or meeting being a total waste of time are related to school performance indirectly.

ii. There is no significant relationship between adversity quotient and school performance of secondary school students in the case of ICSE schools. This may be because even ICSE students are perceived better to have control over adversities; these do not correlate to requirements of success in school. Success in school for the students may be determined by their higher socio-economic status.

Abejo (2002) conducted a study on *the Adversity Quotient Profile of 39 out of 74 Employees of the College of Arts and Sciences of St. Joseph's College in Quezon City for the School Year 2001-2002 as indicator of their effectiveness as leaders.* Based on the results, 58.94% of the employees of St. Joseph's College, College of Arts and Sciences fall within the moderate level of adversity quotient, however, there was no significant difference between male and female respondents in their Adversity Quotient, but the results showed that older employees had higher adversity quotient than the younger employees. Moreover, there was no significant difference in the AQ of the workers in relation to their respective job description; viz., teaching, (17) non-teaching (10) and administration (12)

Dela Fuente and Lee (1999) made an exploratory study on *Adversity Quotient Profile of the Graduating students of Assumption College for SY*

1988-1989. Based on the results, the graduating batch 1999 has a moderate AQ and CO_2RE Profile; with their average mean scores for all the four dimensions of Control (C), Origin and Ownership (O_2), Reach (R), and Endurance (E) falling within the mid-range. This could mean that most times, the students are able to handle adversity pretty well, depending on the degree and duration of the adverse event. According to Dela Fuente and Lee, the study of the concept of Adversity Quotient has many possibilities. There is a lot of explore as well as so much to Learn.

Villaver (2005) collected a study on *Adversity Quotient levels of Female Grade School Teachers of a Public and a Private School in Rizal Province in 2005*.105 female grade school teachers from a public (74) and a private (31) school in Rizal Province were included in this study and the majority of the female grade school teacher-respondents were in the early adulthood stage of development. With regard to civil status, the respondents who were single were found to have equal percentages for moderate and moderate low AQ's, whereas the majority of married respondents possessed a moderate AQ level. And the respondents who had teaching experience of ten years or less were found to have moderate AQ, but the greater number of respondents with moderate low AQ had more than eleven years of teaching experience. Findings regarding socio-economic status indicate that the majority of respondents belonging to the lower class socio-economic status have moderate AQ level while those in the middle class shows the utmost level of concentration within the moderately low

AQ level. Finally, the result of the study disclosed that both public and private female grade school teacher-respondents have moderate adversity quotient levels. Therefore, there is no significant difference between the adversity quotient level of public and private female grade school teachers.

Lazaro-Capones & Antonette(2004) conducted a study on *Adversity Quotient and the Performance Level of selected Middle Managers of Different Departments of the City of Manila as revealed by the 360-degreeFeedback System*. The aim of the study was to determine the relationship between the two variables. The study employed the descriptive, correlational method of research. The research involved 102 middle managers from 7 departments of the City of Manila. The findings revealed that most of the respondents had moderate and high AQ.

The study also provided evidence of the relationship between adversity quotient and performance ratings as revealed by the 360-degree feedback system. This study is significant to the present study as it indicates the influence of AQ on performance.

Gender differences in Achievement

Just as debate rages over the relative contributions of heredity and environment to IQ, so, too, do experts debate the contributions of physiological, psychological, and sociological factors to the academic achievement patterns of males and females.

Basically, there are no important gender differences found in either general academic ability or in IQ scores. However, variations in the socialization of males and of females do affect achievement.

According to Boocock (1980) “Test scores…indicate that on all measures there is considerable overlap between the distribution of scores for the two sexes; and that on tests of total or composite abilities, the sexes do not differ consistently, and superior or highly developed ability is more or less equally distributed among boys and girls”.

Nevertheless, males do consistently score higher than females in mathematics, while females score higher on tests of verbal skill. The gap between males and females in math achievement has narrowed, though, as the number of females enrolling in math courses has risen.

Girls have an initial academic advantage over males, in elementary school they consistently outperform males in grades, and maintain this grade advantage into high school, even in math and science (Sadker et, al…1989). At the elementary level males are six times more likely to have learning disabilities or to be emotionally disturbed. However, from the beginning of school boys tend to express more interest than females in mathematics and science. This difference increases with age. Studies of students who are extremely gifted in mathematics found that gifted boys outnumbered gifted girls by a substantial ratio (Benbow and Stanley, 1980).

A study conducted by Dr. Cirello (1997) on *People say that achievement is also a measure of performance* at MP Water Resources, a water utility company located in 11 states, including Florida Water Services, the largest private water utility in Florida, used AQ training to measure and enhance their AQ and performance. Top 60 company leaders had their AQs measured. Then each person's performance was rated by their supervisor on a scale of 1-10, with ten as the highest (PEAK Learning).

The training consisted of two phases. With the initial score in AQ of 132, the score in the first phase of the training increased to 154, and 172 in the second phase. Results undoubtedly showed that AQ correlates with and predicts performance at their company.

There is another study, conducted by Williams, Mark W, in 2003, that examined the relationship between the principal's response to adversity and student achievement, the relationship between the principal and the teacher's response to adversity, and the principals' perceptions of adversity in education. The researcher employed an ex post facto nonexperimental research design. The study involved 17 principals and 79 teachers from the Flagstaff Unified School District of Arizona. The researcher compared AQ scores to standardized student achievement data from the past two years. He also gathered additional qualitative data through five principal interviews. The results of the study indicated that students attained higher achievement scores in schools where principals had a high AQ. It also revealed that the teachers' perceived control over their work environment influenced principal/teacher relationships and student achievement.

This study is useful for the present study as it throws light on the influence of the AQ of the head of the institution on students' achievement.

A study was conducted by Rohini (1981) entitled *Attribution of Success and Failure in Ration to Academic Achievement and Self-Perception,* the aim of the study was to identify the factors that affected success and failure with respect to personal factors, school, home and environment and determined the relationship between academic achievement and self reports of success and failure. The study involved 202 students who had appeared for the SSC exams in March 1980, out of those 25 had scored below 35%. The findings revealed that school played an important role in academic achievement and success and failure. The study indicated that low achievers blamed the school for their failure whereas high achievers gave the credit to home factors. The study further provided evidence that all four factors were important with respect to academic achievement and affected it to the same degree.

Theories of Motivation

The desire to learn and become a school achiever is fairly well established during childhood.

According to Bandura's (1995) Social Cognitive Learning Theory, people are driven neither exclusively by the forces of cognition nor automatically by events within the environment. Instead, human functioning is molded by the reciprocal interaction of behavior, personal factors, including cognition, and environmental events. (Reciprocal determinism)

Bandura's (1995) Concept of Reciprocal determinism is that human functioning is a product of the interaction of (B) behavior, (P) personal variables, and (E) environmental events.

For him, the environmental events will be perceived, evaluated, and acted upon.In other words, the environment itself does not determine our actions, but our perception of the environment is one factor that contributes to our behavior.

Self-efficacy refers to the P (Person) factor and it combines with environment, prior behavior, and other personal variables to produce behavior.

Bandura (1989) defined self-efficacy as "people's beliefs about their capacities to exercise control over events that affect their lives." People with high self-efficacy believe that they can do something to alter environmental events; those with low self-efficacy regard themselves as essentially incapable of executing consequential behavior. Bandura (1984, 1986) distinguished between efficacy expectations and outcome expectations. Efficacy refers to people's confidence that they have the ability to perform certain behaviors. Whereas outcome expectancy refers to one's prediction of the likely consequences of that behavior, it refers to the consequences of behavior, not the completion of the act itself.

Personal efficacy is acquired, enhanced, or decreased through any one or combination of four sources. (1) Enactive attainments; (2) vicarious experiences; (3) verbal persuasion; and (4) physiological arousal (Bandura, 1986) besides these four sources, efficacy is affected by one's internal standards of conduct.

Self-efficacy is one of several self-influences that affect our behavior. For Bandura, the source of control does not reside in the environment, but in the reciprocation of environmental, behavioral, and personal factors. An important personal variable is self-efficacy, and when combined with specific goals and knowledge of performance, it can serve as an important contributor to future behavior (Bandura. 1988b, 1991b; Bandura&Cervone, 1983).

High and low efficacies combine with responsive and unresponsive environments to produce four possible predictive variables (Bandura, 1982c). When efficacy is high and the environment is responsive, outcomes are most likely to be successful. When low efficacy is combined with a responsive environment, people may become depressed when they observe that others are successful at tasks that seem too difficult for them. When people with high efficacy encounter unresponsive environment, they may use protest, social activism, or even force to instigate change, but if all efforts fail, Bandura hypothesized, they will either give up that course or take on a new one or they will seek a more responsive environment. Finally, when low self-efficacy combines with an unresponsive environment, people are likely to feel apathy, resignation, and helplessness.

Observational learning is most effective when learners are motivated to perform the modeled behavior. Attention and representation can lead to the acquisition of learning, but performance is facilitated by motivation to enact that particular behavior. (Feist, 1994)

Murray (2002) developed a theory of human motivation that has exerted a major influence on subsequent researchers. He began by defining the term need, a concept he viewed as similar to the analytic concept of drive. According to Murray, a need is a “potentiality or readiness to respond in a certain way under certain given circumstances. It is a noun which stands for the fact that a certain trend is apt to recur”

Murray believed that needs referred to states of tension and that satisfying the need reduces the tension. According to him, however, it was the process of reducing tension that the person found satisfying, not the tensionless state per se. Murray believed that people might actually seek to increase tension (e.g., by going on a roller-coaster ride or viewing a horror movie) in order to experience the pleasure of reducing that tension (i.e., to end the roller coaster ride or the horror movie).,

Based on his research with the Office for Strategic Services (a forerunner of the Central Intelligence Agency)，Murray proposed a list of fundamental human needs, organized into five Higher-Level Categories:

Ambition Needs: (Achievement; Exhibition; Order)

Needs to Defend Status: (Dominance; counteraction; Defendance; Harm Avoidance; Deference; rejection)

Needs related to Social Power: (Abasement; Aggression; Autonomy; Blame-avoidance)

Social affection Needs: (Affiliation; Nurturance; Play; Sex; Succorance)

Needs related to information exchange: (Understanding; Sentience)

However, Murray believed that each person has a unique HIERARCHY OF NEEDS. An individual's various needs can be thought of as existing at different levels of strength. (Larsen & Buss, 2002)

Although Murray (2002) proposed several dozen motives, researchers have focused most of their attention on a relatively small set. These motives are based on the needs for achievement, power, and intimacy. Needs for Achievement, according to McClelland (1985) are defined as the desire to do better, to be successful, and to feel competent. Like motives, we assume that the need for achievement will energize behavior in certain (achievement-related) situations. It is energized by the incentives of challenge and variety, it is accompanied by feelings of interest and surprise, and it is associated with the subjective state of being curious and exploratory. People motivated by a high need for achievement obtain satisfaction from accomplishing a task or from the anticipation of accomplishing a task. They cherish the process of being engaged in challenging activities. Young adults high in needs of achievement have been found to choose college majors that are of intermediate difficulty and to pursue careers that are of moderate difficulty (reviewed in Kooestner& McClelland, 1990).

Based on the new Oxford Dictionary of English: optimism is hopefulness and confidence about the future or the successful outcome of something. Optimism definitely beats pessimism in promoting self-efficacy, health, and well-being. (Armor& Taylor, 1996, Segerstrom, 2001). Being natural optimists,

most people believe they will be happier in their lives in the future-a belief that surely helps create happiness in the present (Robinson& Ryff, 1999). Students who exhibit excessive optimism (as do many students destined for low grades) can benefit from having some self-doubt, which motivates study (Prohaska, 1994; Sparrell & Shrauger, 1984). (Such illusory optimism often disappears as the time approaches for receiving the exam back—Tayor &Shepperd, 1998.) Students who are overconfident tend to be underprepared. Their equally able but more anxious peers, fearing that they are going to bomb on the upcoming exam, study furiously and get higher grades (Goodhart, 1986; Norem&Cantor, 1986; Showers &Ruben, 1987). The moral: Success in school and beyond requires enough optimism to sustain hope and enough pessimism to motivate concern. (Baron, Byrne &Branscombe, 2006)

The Name Game

An article written by Tara Bruno (2008) called *the Name Game*, said that The Philippines is a spirited place where locals don't think twice about calling a 60-year-old businessman Honey Boy. Or a beloved male professor Tatay-basically, dear old dad. In fact, it's perfectly acceptable (and not the least bit embarrassing) for Filipinos to take whimsical nicknames like Butterball, Boy Blue, or Pee-Wee to the grave. "My cousin Kristina's face looked like a perfect circle when she was born, so her nickname became Bilog, which means round," says Ruth Aniceto, originally from Quezon City. "Even though it doesn't fit her anymore, she'll always be Bilog."

On this archipelago comprising more than 7,000 islands, even government officials are fair game for nicknames. Former president Corazon Aquino was widely known as Tita Cory-Aunt Cory-when the people agreed with her polices. When they didn't support her, they would call her Aling Cory, what one would call the old lady of the village.

And as if saying a name once just doesn't cut it, nicknames are often repeated to created to create multimonikers like Len-Len or Ning-Ning. Also, parents tend to pick names for their children that all begin with the same letter or adhere to themes, such as a family of fruits (Cherry Pie, Peachie Apple) or Greek philosophers (Aristotle, Socrates, Homer). The more creative, the better.

Nicknames are helpful just to tell everyone apart. The island nation was a longtime colony of Spain and still maintains a heavy dose of Spanish culture. Nearly all Filipinos are Catholic, and most are named after popular patron saints or religious figures. That's a lot of Joses and Marias running around. "Since many of the same birth names are used, Filipinos want to instill individualism by finding the most unique name to identify a person," says Kathleen Angco-Viewey a professor of sociology at American International College in Springfield, Massachusetts.

Nicknaming also helps cope with hard times. The Philippines has a history of poverty and political corruption and has suffered natural disasters ranging from landslides and floods to volcanic eruptions and typhoons.

The country was ranked the world's most disaster-prone nation by the Brussels-based Center for Research and Epidemiology of Disasters. So Filipinos

seek happiness in their intimate personal relationships. “It’s important for Filipinos to feel a sense of community, and giving a person a nickname makes you feels closer to that person.” Says Joi Barrios, a professor of Filipino literature and languages at the University of the Philippines.

Filipinos try to laugh in the face of adversity by strengthening their communal bonds. “We are fun-loving and creative by nature,” says Karla Villarin, who moved from Manila to New York, “Giving each other nicknames is an outlet for us.”

Grade Description in St. Joseph’ College, Quezon City

Excellent (97-100) indicates the highest level of achievement and an exceptional competence in the comprehension and in the critical and creative interpretation of the course content.

Superior (94-96) indicates a very high level of achievement and a marked competence in the comprehension and in the critical and creative interpretation of the course content.

Very Good (91-93) indicates a high-level of achievement and a general competence in the comprehension and in the critical and creative interpretation of the course content.

Good (88-90) indicates a fairly commendable level of achievement and fulfillment of the course requirements.

Average (85-87) indicates an acceptable level of understanding and average fulfillment of the course requirements.

Satisfactory (80-84) indicates an acceptable level of understanding and an academic performance that satisfies the subject requirements.

Passing (75-79) indicates the fulfillment of requirements just adequate to pass the subject.

Conditional (70-74) indicates a level of midterm achievement which is generally below the expected academic performance but which may be improved to achieve a higher grade in the finals. No conditional grade is given in the finals.

Failure (below 70) indicates a level of performance, which is definitely below the standard. The student does not earn credits for the course.

Dropped indicates withdrawal from a subject within the stipulated period and with permission from the Registrar and approval by the Dean.

Failure due to withdrawal indicates failure in the subject due to withdrawal beyond the stipulated period for dropping a subject and when the class standing is substandard at the time of withdrawal.

Withdrawal in good standing indicates withdrawal from a subject beyond the dropping period for valid reason with permission from the Registrar and approval by the Dean. Issued when a student at the time of withdrawal is evaluated as having good class standing.

Failure due to absences indicates failure because absences incurred are beyond the stipulated limit.

No credit indicates student has not earned credit for the course. Issued as a final grade when a student is enrolled on an non-credit basis, has a passing

midterm grade, has enjoyed satisfactory class standing in the second half of the semester but has failed to take the final examination for a valid reason.

Policy for Admission and Retention in St. Joseph's College

All students whether in Liberal Arts, Education, Business Administration, Social work and Nursing must obtain and maintain a grade not lower than 80 in major subjects.

Probation and Dismissal

A: academic:

A student who incurs nine units of failure in a semester will be subjected to strict academic counseling and deloading in the following semester by at least 6 units.

Any student with 9 units of accumulated failure will be subjected to strict academic counseling.

Transferees are placed on academic probation in their first semester in the college.

A student transferee who falsifies or withholds information on admission credentials will be dismissed.

A student who does not attend a subject he/she is officially enrolled in and does not officially withdraw from the same earns the grade of FA. (SJC Student Handbook, 2008-2009)

Synthesis

This chapter is about adversity and how the adversity quotient is being applied and used in every situation in human behavior. From the above related literature, we can see that most of the studies are tried to explain and discover the role and the significance of the Adversity Quotient in human performance and the possible factors that highly influence the person's academic performance. Many of the researchers used foreign related studies about Adversity Quotient as the related Literature to help their own study; and the researches are highly related and focused on the workplace, or on job analysis.

However, for the present study, the researcher choose a new field as the basis, that is, the education field, the relationship between the level of the Adversity Quotient and Academic Performance. Since Academic Performance is considered an important method of evaluating the individual's ability in their future performance, so, the researcher would like to discover the AQProfile of students in St. Joseph's College, Quezon City, and the relationship between their AQ and AP. The main purpose is to help the College Students to understand more about their ability to face the difficulties and challenges in their life and to improve their ability to overcome obstacles, and to enhance their quality of life and achieve their great ambitions more easily.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research locale, sample, sampling procedure, research instrumentation, data gathering procedure and statistical treatment of the data.

Research Design

In this study, descriptive-comparative-correlational research design was used.

Descriptive method was employed to find the levels of the respondents' Adversity Quotient of the respondents in this study and their Academic Performance during the first semester of school year 2008-2009.

The comparative method was used in this study to find the significant difference in the level of Adversity Quotient and Academic Performance among the selected respondents in St. Joseph's College according to sex, course, and year level.

The correlational design was used to determine whether there is a significant relationship between the level of Adversity Quotient and the Academic Performance of the selected respondents in the first semester of school year 2008-2009. The Pearson r design was also utilized to determine whether there is a significant relationship between the level of Adversity Quotient and the

Academic Performance among the student respondents in St. Joseph's College, Quezon City.

Research Locale

The researcher conducted this study in St. Joseph's College, Quezon City. St. Joseph's College (SJC), is a private Catholic school run by the Franciscan Sisters of Immaculate Conception, and is located along. Rodriguez Avenue.

St. Joseph's Academy was established in 1932, admitting a few dozen primary schoolchildren who lived in the nearby districts of New Manila, Kamuning and San Juan. The first directress was Mother Magdala Verhuisen, SFIC. The following year, the high school department was opened. Quickly recovering from the ravages of the war (the War with Japan), the Academy was elevated to a college in 1948 and was incorporated as St. Joseph's College, Q.C.

SJC is a Catholic college at the service of the Church and Philippine society, striving for academic freedom and excellence, and for a relevant response to the needs of the people. The College operates five academic departments: SPED**,** Kinder-Grade School**,** High School, College of Arts and Sciences**,** and Graduate School.

Now, St. Joseph's College Department has two main components, College of Arts and Sciences, and the Institution of Nursing. The CSA includes the Liberal Arts Department, the Social Work Department, the Education Department, information technology, and the Management Administration. The Institute of Nursing is a newly –established department which was opened to in 2004.

Sample

According to Sloven's formula, the respondents were selected to a total number of 280 from the population of college students of both the College of Arts and Sciences and the Institute of Nursing from the first to the fourth year, who enrolled in the School Year 2008-2009 at St. Joseph's College, Quezon City. The table below shows the details for the sample in this study according to sex, course and year level variables.

Table 1
The Frequency and Percentile Distribution of the Respondents
According to Sex, Course and Year Level

Variables		Frequency	Percent
Sex	Male	81	28.93
	Female	199	71.07
	Total	280	100
Course	Psychology	31	11.07
	Education	35	12.50
	Mass Com.	26	9.29
	Business Adm.	36	12.86
	Social Work	12	4.29
	Nursing	140	50
	Total	280	100
Year Level	First Year	70	25
	Second Year	70	25
	Third Year	70	25
	Fourth Year	70	25
	Total	280	100

From the table 1, we find that, when grouped, according to sex category, there are far more female (199) than male respondents (81); when grouped by course, 50% (140) of the respondents were taken from the Institute of Nursing

(IN) whereas the other 50% (140) were selected from the College of Arts and Sciences (CAS) since the two main components of St. Joseph's College are almost equal in number. However of the respondents selected from the CAS, the biggest sample represents management administration (36), followed by the student respondents from education (35), then psychology student respondents (31), fourthly mass communication students with a total number of 26, the and finally the social work students (12). When grouped by year level, the numbers are equal (70) per year level.

Sampling Technique

Randomized sampling technique was used in this study. The researcher chose the subjects within the whole population in the two main components of the College of Arts and Sciences and the Institute of Nursing in St. Joseph's College, Quezon City. This sampling technique was used in order to give an equal chance to everybody who was enrolled in St. Joseph's College both semesters of School Year 2008-2009, regardless of year level, the courses they belong to, or their sex.

Instrumentation

To obtain the data necessary for the study to determine the Adversity Quotient level, the researcher used the Adversity Response Profile (ARP) as the major tool for this study.

The Adversity Response Profile (ARP) is a self-rating questionnaire designed to measure an individual's style of responding to adverse situations

(Stoltz, 1997). The ARP describes fourteen scenarios, only ten of which are actually scored. Each scenario is followed by four questions, to be answered on a 5-point bipolar scale. Each of the four answers is scored on a different scale. There are, therefore, four scales of ten questions each. The sum of the four scores is the person's Adversity Quotient (AQ).

The four scales of AQ are Control, Ownership, Reach, and Endurance. Although these scales may be intercorrelated, they measure very different aspects of AQ.

The Control scale measures the degree of control the person perceives that he or she has over adverse events. Ownership is the extent to which the person owns, or takes responsibility for, the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation. Reach is the degree to which the person perceives good or bad events reaching into other areas of life. Endurance is the perception of time over which good or bad events and their consequences will last or endure.

AQ scores are presently available from a diverse sample of 2,414 employees and students in 27 different companies and educational institutions nationwide. The distribution of their AQ scores provides norms with which anyone taking the ARP can compare his or her own score. Of the 2,414 respondents, 3% omitted the question on gender, and 15% omitted the question on ethnic identity. Of those who answered the gender question, 41% were female, of those who answered the ethnicity question, 80% were White non-Hispanic, 5% were Hispanic, 6% were African American, 3% were Asian American, 2% were

American Indian, and 4% did not fit into these categories, the ages ranged from 15 to 77.

Scores on each scale of the APR can range from 10 to 50. And AQ scores can range from 40 to 200.

An individual with a score greater than 177 (177-200) is considered to have high AQ and in a range of 165-176 is considered to have above average AQ, the individual with a score in the rate of 145-164 falls in the level of average and with a score between 134-144 is said to have below average AQ. An individual who scores between 44 and 133 is said to have low AQ.

Data Gathering Procedure

First of all, the researcher requested the permission from Dr. Paul G. Stoltz to use the Adversity Quotient Response Profile (ARP) through electronic mail.

Next, the researcher sought permission from both the Dean of the College of Arts and Sciences and the Dean of the Institution of Nursing, in order to administer the said main instrument (ARP) in SJC, after getting their approval, the researcher approached the respondents and distributed the instrument together with a personal-constructed tool. The researcher read and explained carefully the instructions on both questionnaires; then, the researcher requested the participants to answer honestly and to finish it within the time allocated as soon as possible. After all the 280 questionnaires had been completed, the researcher asked permission for the Grade Point Average (GPA) of the selected respondents from the RAO. Finally, the researcher collected all the test data, encoded them

and sent then to the author's office in California, USA. Finally, after the researcher had worked out all the respondents' AQ scores, she began the statistical analysis used for this study with the help of SPSS software.

Statistical Analysis

After the administration of the tool, the completed Adversity Response Profile was collected, checked, and tabulated. Then, the researcher used the following statistical methods in order to be able to present a valid and reliable interpretation of the data:

1. Frequency and percentile was used to establish the levels of Adversity Quotient and the levels of academic performance of the selected respondents in this study according to sex, course, and year level.
2. T-test was utilized to determine the significant difference in the Adversity Quotient of the respondents when grouped according to sex; meanwhile, the One-way Anova was employed to measure the significant difference in the level of adversity quotient of the respondents when grouped by course and year level.
3. Pearson Product Moment Correlation Coefficient was employed to determine the relationship between Adversity Quotient and Academic Performance of the samples investigated in this study.

Chapter IV

Presentation, Interpretation, and Analysis of Data

This chapter presents the data obtained through the survey conducted, and the analysis of the data using the appropriate statistical treatment and the interpretation of the results obtained.

Problem 1. What is the profile of the respondents in terms of sex, course, and year level?

Table 2

The Frequency and Percentage of Respondents' Profile When Grouped according to Sex, Course, and Year Level

Variables		Frequency	Percent
Sex	Male	81	28.93
	Female	199	71.07
	Total	**280**	**100**
Course	Psychology	31	11.07
	Education	35	12.50
	Mass Com.	26	9.29
	Business Adm.	36	12.86
	Social Work	12	4.29
	Nursing	140	50
	Total	**280**	**100**
Year Level	First Year	70	25
	Second Year	70	25
	Third Year	70	25
	Fourth Year	70	25
	Total	**280**	**100**

As shown in table 2, majority of the respondents were female that is 71.07% of the total population whereas male respondents were only 28.93%. This is a good representative of the population because majority of the students at St Joseph's College are female. In addition, the courses offered in this school are preferred by female students than the male students.

In terms of course, the above table shows that, 50% of the respondents in this study were taken from the Institute of Nursing and the other half (50%) were selected from the CAS, 11.07% were selected from psychology, 12.50% from education,9.29% from mass communication, 12.86% from business administration and the rest from social work and community development.

As shown in the preceding table, the number of respondents in each year level was 25% of the total respondents.

Problem 2. What is the level of adversity quotient of the respondents in this study?

Table 3

The Frequency and Percentile Distribution of the Respondents on the Level of Adversity Quotient

Description	Frequency	Percent	Rank
High	2	0.71	4.5
Above Average	2	0.71	4.5
Average	43	15.36	3
Below Average	62	22.14	2
Low	171	61.07	1
Total	280	100	

Based on the foregoing table the greater number of respondents (61.07%) had a low level of adversity quotient. Sixty two or 22.14% of the entire group were found to possess below average level of adversity quotient while15.36% were in the average level. There was only a very small percentage of respondents (0.71%) with above average and high level of adversity quotient.

Most of the college students in this study have tendency to give up easily or are resigned to their fate when faced with. They abandon their dreams if they believe they will encounter hardship in the pursuance of such dreams for they have very restricted ability or tolerance under stress and have no self-confidence to act independently. These are the people who just stand at the foot of the mountain and watch other climbers go up the mountain (Stolz, 1997). So unlike the climbers, they will never enjoy the beautiful view that could only be seen from the top.

Goleman (1997) gave five indicators about individuals who react well to stress. They are committed, are in control, challenged rather threatened by stress, see work as strenuous but exciting and consider change as an opportunity to develop rather than as an enemy. The opposite can be inferred about most of the respondents. They are not challenged but threatened by the tough tasks assigned to them. They consider change as an enemy. They are not committed and in control.

Based on these findings, the college students of SJC in this study show weak potential to cope with obstacles, difficulties, they have tendency to give up easily.

Problem 3.What is the level of Academic Performance of the respondents during the first semester of the School Year 2008-2009?

Table 4

Frequency and Percentile Distribution of Respondents' Academic Performance

Description	Frequency	Percent	Rank
Excellent	0	0	
Superior	2	0.71	7
Very Good	12	4.29	5
Good	29	10.36	4
Average	53	18.93	2
Satisfactory	135	48.21	1
Passing	44	15.71	3
Failure	5	1.79	6
Total	280	100	

Table 4 sets out the frequency and percentile distribution of the respondents according to the level of academic performance.

This table shows that nearly half (48.21%) of the respondents' academic performance falls into the satisfactory category. The average, passing and good levels were within the range of 10% to 19% of the total number. Although there were only five (5) or 1.79% who failed, the number of respondents whose performances were very good or superior was also low. These were twelve in number or 4.29% and two or 0.71% respectively.

In general, the academic performances of the majority of the students sampled in the study were either satisfactory (80-84) or average (85-87). These students are able to comply with the minimum requirements of most academic

programs of the College , capable of getting at least an average of 80 but not high enough to qualify them for the Dean's list.

Problem 4.Is there a significant difference in adversity quotient of the respondents when grouped by: Sex; Course; and Year Level?

Table 5

The Result of the t-test to Compute the Significant Difference between the Adversity Quotient of the Respondents and Sex

Sex	Mean	Mean Diff.	P-Value(2-Tailed)	t	Analysis	Conclusion
Male	134.3827	2.9154	.083	1.744	Not.Sig.	Accept Ho
Female	131.4673					

Table 5 presents the results of the t-test to determine the significant difference of the adversity quotient between the female and male respondents.

As presented in the preceding table the mean of the male respondents' adversity quotient is 134.3827 whereas, the mean of the females' adversity quotient is 131.4673. The t-value of 1.744 has a significance value of 0.083. Although the mean of the male is higher than that of the female, the difference is not sufficient to reject the null hypothesis. This conclusion is based on the significance value of the t-test which is higher than 0.05. In the SPSS software, the significance or probability value (p-value) is provided instead of the tabular value of the test statistic.

This means that the adversity quotient of the male is not significantly different from that of the female. The result affirmed Abejo's (2002) study that sex has no

influence on the adversity quotient of an individual. The ability to cope or to give successful adaptation response to high risk is basically the same for both sexes.

Table 6

Result of the ANOVA test the Significant Difference of the Respondents and Course

Course	Mean	MS_B	MS_W	F Ratio	Sig.	Analysis	Conclusion
Psychology	136.1935	380.973	157.588	2.418	.036	Sig.	Reject Ho
Education	131.4571						
Mass Com.	136.1154						
Business Administration	135.1944						
Social work	134						
Nursing	130.0714						

Table 6 shows the results of the One-way ANOVA that was employed to determine the significant difference in the adversity quotient of the respondents in relation to course

The F- value as seen in the preceding table is 2.418 with a p-value of 0.036. The null hypothesis is rejected since the significance or p-value (0.036) is lower than 0.05. This means that there are mean differences of the adversity quotient of the different courses that are significantly different from one another. Pair wise comparison was needed to determine who among the courses had significantly different adversity quotient and the result of the statistical analysis used for this purpose is shown in the table below.

Table 7

The Post Hoc Test Result of the Significant Difference in the Adversity Quotient and Course

(I)Course	(J)Course	Mean Diff.	Sig.
Psychology	Education	4.7364	.127
	Mass Com.	.0782	.981
	Commerce	.9991	.746
	Social Work	2.1935	.608
	Nursing	6.1221	**.015**
Education	Mass Com.	-4.6582	.153
	Commerce	-3.7373	.211
	Social Work	-2.5429	.545
	Nursing	1.3857	.560
Mass Com.	Commerce	.9209	.776
	Social Work	2.1154	.630
	Nursing	6.0440	**.025**
Business Administration	Social Work	1.1944	.776
	Nursing	5.1230	**.030**
Social Work	Nursing	3.9286	.299
Analysis	The mean difference is significant at the .05 level.		

Based on table 7, the mean of the adversity quotient of the nursing students was significantly different from the means of the adversity quotient of the psychology students (p-value=0.015), mass communication students (p-value=0.025) and business administration students (p-value=0.030) but was not significantly different from means of the education students (p-value=0.560) and the social work students (p-value=0.299). The three courses, BS Nursing, BS Social Work and BS Education have licensure examinations where the graduates of St. Joseph's College have high percentage passing compared to the national percentage passing. These departments do not also accept transferees from schools with low Grade Point Average (GPA) and shifters from other departments in the CAS like Psychology, Mass Communication and Business Administration

unless they have average GPA or higher. Misfortunes, hardships, harsh conditions and failures in the lives of the students of Psychology, Mass Communication, and Business Administration compared to the Nursing students have strengthened their ability to rise up to challenges such as failures in some of their subjects, change of course, having to work to be able to put themselves through college or belonging to the lower income group. As Dr. Stoltz (1997) stated, AQ can be enriched and strengthened and, unlike genetic traits, AQ is an acquired ability.

Table 8

The ANOVA Result of the Difference in the Adversity Quotient of the Respondents in Relation to Year Level

Year Level	Mean	MS_B	MS_W	F Ratio	P-Value	Analysis	Conclusion
First	128.4143	720.985	155.511	4.636	.004	Significance	Reject Ho
Second	131.6571						
Third	133.0413						
Fourth	136.1571						
Total	132.3107						

The F- value as seen in the foregoing table is 4.636 with a p-value of 0.004. The null hypothesis is rejected since the significance or p-value (0.004) is lower than 0.05. This means that there is a significant difference in the mean adversity quotient of the respondents at different year levels. Pair wise comparison was again utilized to determine who among the year levels have significantly different adversity quotient and the results of post hoc tests are shown in table 9.

Table 9

The Post Hoc Test Result of the Significant Difference in the Adversity Quotient and Year Level of the Respondents

(I)Year Level	(J)Year Level	Mean Diff.	Sig.
I	II	-3.2429	0.416
	III	-4.6000	0.131
	IV	-7,7429	**0.002**
II	III	-1.3571	0.918
	IV	-4.5000	0.145
III	IV	-3.1429	0.444
Analysis	The mean difference is significant at the 0.05 level.		

Based on the table above, the mean of the adversity quotient of the fourth year is significantly higher than the mean of the first year students. This conclusion is justified by the p-value of 0.002 obtained which is lower than 0.05.

The senior students have experienced more hardships or difficulties, encountered more problems and surmounted more challenges in life than the frosh. These life encounters have made them more resilient and thus better able to face adverse life events in comparison with their younger counterparts. For as Dr Stoltz (1997) wrote, stress is the way to enrich and strengthen people's ability to cope and the more difficulties we experience the more we learn how to deal with them.

Problem 5: Is there a significant relationship between the Adversity Quotient and the Academic Performance of the student respondents in the present study?

Table 10

The Result of the Correlation Coefficient of Adversity Quotient and Academic Performance of the Respondents

Variables	Pearson r	r^2	Sig.(2-tailed)	Analysis	Conclusion
AQ	.268	0.0718 or 7.18%	0	Significance	Reject Ho
AP					

Table 10 shows the value of the computed Pearson r that test the relationship between adversity quotient and academic performance of the respondents in the present study.

Pearson r is .268 with a significance value of 0 and a coefficient of determination of 7.18%. The significance value is less than 0.05 hence there is a significant relationship between the level of adversity quotient and the academic performance of the respondents in this study. This confirms the findings of Rochell D'Souza (2006) where it was found that there is a significant relationship between adversity quotient and school performance of secondary school students for the total sample from different types of schools. In this study however only 7.18% of the variance in a respondent's GPA can be attributed to his or her adversity quotient. This means that knowing the adversity quotient of a respondent gets us 7.18% closer to predicting accurately his/her GPA. Others factors such as IQ, EQ, study habits are possible predictors of GPA.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

Summary

The main purpose of this study was to find the relationship between the adversity quotient and academic performance of the selected respondents in the school year 2008-2009 of St. Joseph's College, Quezon City. It was also the goal of the researcher to determine whether the profile variables or psychosocial correlates examined affect the adversity quotient and academic performance of the selected student respondents.

The findings revealed that the great majority of the respondents in this study were female.

Exactly half of the total respondents in this study were taken from the Institute of Nursing (IN), and the other half were selected from the College of Arts and Sciences where each department was represented proportionate to their population.

Equal numbers of respondents were taken from each year level.

The level of adversity quotient among the highest percentage of respondents was low.

The largest percentage of the respondents in this study in terms of GPA was those who had obtained a satisfactory academic performance.

The adversity quotient of the respondents was not influenced by their sex. However, course and year level were found to be significantly related to their adversity quotient for the student respondents in this study.

The level of adversity quotient and academic performance of the respondents were found to be significantly related to each other.

Conclusions

The researcher concluded that:

1. Sex difference did not affect the selected respondents' adversity quotient; however, course, and year level significantly affected the said respondents' adversity quotient.
2. There is a significant relationship between adversity quotient of the respondents as measured by the major instrument ARP Version 8.1of the study and their academic performance as reflected in their GPA during the first semester of the school year 2008-2009.

Recommendations

As a result of the study, the following are recommended for further research:

1. Development and validation of an adversity quotient questionnaire based on Filipino customs, practices or traditions.

2. Development and evaluation of a guidance program that will improve, enrich, and strengthen the students' adversity quotient.
3. A similar study to include a comparison of the adversity quotient of respondents for each year level according to their course and a comparison of the adversity quotient according to the respondent' financial status.
4. A comparative study of the adversity quotient of students from public and private schools.

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APPENDICES

Appendix A

Agreements and Transmittal Letters

Appendix B

Respondents Data

The Data of the Respondents from St. Joseph's College, Quezon City

No. of respondents	Sexes	Courses	Year Level	Score of AQ	Level of AQ	Score of AP	Level of AP
1	F	BSN	4th	133	L	73.68	D
2	F	BSN	4th	132	L	83.55	C+
3	F	BSN	4th	128	L	84.04	C+
4	F	BSN	4th	120	L	80.32	C+
5	M	BSN	4th	137	BA	85.16	B-
6	F	BSN	4th	153	A	83	C+
7	F	BSN	4th	126	L	82.64	C+
8	F	BSN	4th	114	L	83.45	C+
9	F	BSN	4th	146	A	88	B
10	M	BSN	4th	124	L	84.32	C+
11	F	BSN	4th	129	L	78.82	C
12	F	BSN	4th	122	L	83.55	C+
13	F	BSN	4th	142	BA	84.59	C+
14	F	BSN	4th	133	L	81	C+
15	F	BSN	4th	132	L	82.64	C+
16	F	BSN	4th	122	L	82.09	C+
17	M	BSN	4th	145	A	82.91	C+
18	F	BSN	4th	146	A	81.05	C+
19	F	BSN	4th	128	L	83.05	C+
20	F	BSN	4th	142	BA	85.05	B-
21	F	BSN	4th	128	L	87.91	B-
22	F	BSN	4th	121	L	78.82	C
23	F	BSN	4th	145	A	84.88	C+
24	F	BSN	4th	128	L	82.20	C+
25	M	BSN	4th	129	L	82.36	C+
26	M	BSN	4th	160	A	81.59	C+
27	F	BSN	4th	137	BA	86.14	B-
28	F	BSN	4th	119	L	80.27	C+
29	M	BSN	4th	136	BA	78.21	C
30	M	BSN	4th	134	BA	75.80	C
31	F	BSN	4th	120	L	87.56	B-
32	F	BSN	4th	129	L	80.04	C+
33	M	BSN	4th	130	L	79.09	C
34	F	BSN	4th	138	BA	85.27	B-
35	F	BSN	4th	126	L	80.59	C+
36	F	Edu.	4th	155	A	89.13	B
37	F	Edu	4th	143	BA	90	B
38	F	Psy.	4th	130	L	82.17	C+
39	M	Psy.	4th	140	BA	91.75	B+
40	M	Psy.	4th	178	H	90	B
41	F	BSSW	4th	145	A	90.67	B
42	F	BSSW	4th	158	A	95.67	A-
43	F	Mgt	4th	126	L	84	C+
44	M	Mgt	4th	122	L	82.86	C+
45	F	Mgt	4th	135	BA	88	B
46	M	Mgt	4th	131	L	81.14	C+
47	F	Psy.	4th	145	A	85.65	B-
48	F	Edu.	4th	128	L	85.70	B-

49	F	Edu	4th	119	L	87.83	B-
50	M	Mgt	4th	134	BA	87	B-
51	F	Mgt	4th	131	L	80.25	C+
52	F	Mgt	4th	146	A	83.33	C+
53	F	Mgt	4th	125	L	83.25	C+
54	M	ABMC	4th	139	BA	82.60	C+
55	F	Mgt	4th	131	L	84.35	C+
56	F	Mgt	4th	155	A	81.57	C+
57	F	ABCD	4th	135	BA	65.40	F
58	F	Edu	4th	122	L	77.86	C
59	M	ABMC	4th	131	L	91	B+
60	F	Edu	4th	162	A	86.33	B-
61	F	Edu	4th	155	A	87.18	B-
62	F	Edu	4th	137	BA	87	B-
63	F	Psy.	4th	147	A	93.52	B+
64	M	Mgt	4th	141	BA	87.40	B-
65	F	Edu	4th	132	L	78	C
66	F	Mgt	4th	133	L	89.45	B
67	F	ABMC	4th	143	BA	89.29	B
68	F	ABMC	4th	162	A	86	B-
69	F	Psy	4th	136	BA	89	B
70	F	Psy	4th	145	A	86.57	B-
71	M	BSN	3rd	132	L	83.16	C+
72	M	BSN	3rd	133	L	82.08	C+
73	F	BSN	3rd	161	A	84.60	C+
74	F	BSN	3rd	118	L	87.44	B-
75	F	BSN	3rd	134	BA	82.16	C+
76	F	BSN	3rd	115	L	81.79	C+
77	F	BSN	3rd	141	BA	86.63	B-
78	M	BSN	3rd	119	L	82.36	C+
79	F	BSN	3rd	145	A	83.96	C+
80	M	BSN	3rd	124	L	75.33	C
81	F	BSN	3rd	115	L	85.71	B-
82	F	BSN	3rd	129	L	83.79	C+
83	F	BSN	3rd	130	L	84.42	C+
84	F	BSN	3rd	123	L	81.73	C+
85	M	BSN	3rd	134	BA	79.75	C
86	F	BSN	3rd	143	BA	81.50	C+
87	M	BSN	3rd	135	BA	81.63	C+
88	M	BSN	3rd	141	BA	82.63	C+
89	F	BSN	3rd	145	A	84.75	C+
90	F	BSN	3rd	133	L	85.71	B-
91	F	BSN	3rd	143	BA	85.42	B-
92	F	BSN	3rd	113	L	80.71	C+
93	F	BSN	3rd	126	L	80.92	C+
94	F	BSN	3rd	121	L	81.25	C+
95	M	BSN	3rd	125	L	87.17	B-
96	F	BSN	3rd	143	BA	85.42	B-
97	F	BSN	3rd	135	BA	86.25	B-
98	F	BSN	3rd	137	BA	86.38	B-
99	F	BSN	3rd	121	L	84.21	C+
100	F	BSN	3rd	114	L	83.25	C+
101	M	BSN	3rd	126	L	85.83	B-

102	M	BSN	3rd	136	BA	86.21	B-
103	M	BSN	3rd	134	BA	80.21	C+
104	M	BSN	3rd	139	BA	84.25	C+
105	M	BSN	3rd	122	L	79.38	C
106	F	ABCD	3rd	122	L	78.50	C
107	F	Psy	3rd	118	L	80.05	C+
108	F	Edu	3rd	128	L	87.75	B-
109	F	Mgt	3rd	153	A	81	C+
110	M	Mgt	3rd	139	BA	77.95	C
111	M	Mgt	3rd	124	L	84	C+
112	F	Mgt	3rd	145	A	82.85	C+
113	M	Edu	3rd	155	A	90.82	B
114	F	BSSW	3rd	135	BA	85.12	B-
115	F	ABMC	3rd	125	L	83.65	C+
116	M	ABMC	3rd	127	L	81.44	C+
117	F	ABMC	3rd	128	L	82.75	C+
118	F	ABMC	3rd	156	A	87.05	B-
119	F	ABMC	3rd	150	A	93.50	B+
120	F	Psy	3rd	133	L	84.62	C+
121	F	Mgt	3rd	140	BA	79.65	C
122	F	ABMC	3rd	140	BA	90.20	B
123	F	Edu	3rd	119	L	91	B+
124	F	Edu	3rd	141	BA	85.80	B-
125	F	Edu	3rd	123	L	87.47	B-
126	M	Edu	3rd	127	L	85.03	B-
127	M	ABMC	3rd	128	L	79.50	C
128	M	ABMC	3rd	122	L	82.80	C+
129	F	BSSW	3rd	102	L	86.24	B-
130	F	BSSW	3rd	156	A	83	C+
131	F	Psy	3rd	143	BA	89.80	B
132	M	Mgt	3rd	150	A	87.45	B-
133	F	Mgt	3rd	129	L	83.88	C+
134	F	Psy	3rd	166	AA	87.20	B-
135	M	Psy	3rd	153	A	80.40	C+
136	F	Psy	3rd	125	L	80.50	C+
137	F	Psy	3rd	131	L	83	C+
138	M	Psy	3rd	142	BA	91	B+
139	M	ABMC	3rd	128	L	77.91	C
140	F	Mgt	3rd	123	L	89.57	B
141	M	BSN	2nd	131	L	81.44	C+
142	F	BSN	2nd	111	L	84.67	C+
143	M	BSN	2nd	136	BA	88.54	B
144	M	BSN	2nd	154	A	84.47	C+
145	M	BSN	2nd	124	L	85.40	B-
146	F	BSN	2nd	128	L	89.65	B
147	F	BSN	2nd	118	L	85.54	B-
148	F	BSN	2nd	125	L	80.56	C+
149	M	BSN	2nd	155	A	80.92	C+
150	F	BSN	2nd	138	BA	86.88	B-
151	F	BSN	2nd	136	BA	79.50	C
152	F	BSN	2nd	134	BA	82.30	C+
153	F	BSN	2nd	112	L	80.96	C+
154	M	BSN	2nd	137	BA	84.96	C+

155	F	BSN	2nd	151	A	84.12	C+
156	F	BSN	2nd	172	AA	80.04	C+
157	M	BSN	2nd	124	L	81.96	C+
158	F	BSN	2nd	120	L	80.08	C+
159	F	BSN	2nd	110	L	81.46	C+
160	F	BSN	2nd	128	L	80.95	C+
161	F	BSN	2nd	121	L	81.92	C+
162	F	BSN	2nd	126	L	75.05	C
163	M	BSN	2nd	125	L	90.11	B
164	M	BSN	2nd	143	BA	82.62	C+
165	F	BSN	2nd	131	L	77.77	C
166	F	BSN	2nd	140	BA	77.86	C
167	F	BSN	2nd	132	L	77.61	C
168	F	BSN	2nd	143	BA	82.06	C+
169	F	BSN	2nd	132	L	80.62	C+
170	F	BSN	2nd	108	L	78.46	C
171	F	BSN	2nd	117	L	79.73	C
172	F	BSN	2nd	150	A	82.93	C+
173	F	BSN	2nd	114	L	79.88	C
174	F	BSN	2nd	120	L	81.13	C+
175	F	BSN	2nd	122	L	75.85	C
176	F	Mgt	2nd	123	L	89.57	B
177	F	ABCD	2nd	124	L	80.73	C+
178	F	Edu	2nd	128	L	91.79	B+
179	F	ABMC	2nd	149	A	79.48	C
180	M	Mgt	2nd	136	BA	82.09	C+
181	M	Mgt	2nd	156	A	83.96	C+
182	F	Mgt	2nd	141	BA	83.19	C+
183	F	Mgt	2nd	151	A	88.50	B
184	F	Mgt	2nd	122	L	88.80	B
185	M	Mgt	2nd	135	BA	80.80	C+
186	F	ABMC	2nd	134	BA	89.45	B
187	M	ABMC	2nd	122	L	76.90	C
188	M	ABMC	2nd	121	L	74.83	D
189	F	ABMC	2nd	155	A	91.78	B+
190	F	ABMC	2nd	127	L	84.70	C+
191	M	Psy	2nd	148	A	84.71	C+
192	F	ABMC	2nd	133	L	82.91	C+
193	F	ABMC	2nd	115	L	81.45	C+
194	M	Mgt	2nd	128	L	78.65	C
195	F	Mgt	2nd	127	L	89.69	B
196	F	Mgt	2nd	128	L	77.87	C
197	F	Mgt	2nd	141	BA	86.46	B-
198	F	Mgt	2nd	129	L	85.46	B-
199	F	Mgt	2nd	122	L	89.96	B
200	F	BSSW	2nd	148	A	82	C+
201	F	BSSW	2nd	131	L	91.08	B+
202	F	BSSW	2nd	132	L	84.88	C+
203	F	Psy	2nd	132	L	83.62	C+
204	F	Psy	2nd	138	BA	87.85	B-
205	F	Psy	2nd	130	L	81.38	C+
206	F	ABMC	2nd	139	BA	81.52	C+
207	F	Psy	2nd	129	L	83.14	C+

208	M	ABMC	2nd	111	L	87.09	B-
209	F	Mgt	2nd	131	L	80.60	C+
210	F	Mgt	2nd	132	L	87.65	B-
211	F	BSN	1st	127	L	88.14	B
212	F	BSN	1st	142	BA	83.76	C+
213	F	BSN	1st	119	L	83.32	C+
214	M	BSN	1st	136	BA	83.56	C+
215	M	BSN	1st	130	L	79.84	C
216	M	BSN	1st	127	L	79.84	C
217	F	BSN	1st	152	A	78.88	C
218	M	BSN	1st	114	L	76.39	C
219	F	BSN	1st	127	L	85.80	B-
220	F	BSN	1st	140	BA	85.76	B-
221	F	BSN	1st	120	L	83.76	C+
222	F	BSN	1st	117	L	79.28	C
223	F	BSN	1st	124	L	85.68	B-
224	F	BSN	1st	118	L	77.59	C
225	M	BSN	1st	127	L	78.48	C
226	F	BSN	1st	122	L	86.72	B-
227	M	BSN	1st	122	L	81.16	C+
228	F	BSN	1st	133	L	80.72	C+
229	M	BSN	1st	131	L	80.20	C+
230	F	BSN	1st	128	L	80.92	C+
231	F	BSN	1st	121	L	81.64	C+
232	M	BSN	1st	114	L	77.04	C
233	F	BSN	1st	117	L	83.43	C+
234	M	BSN	1st	129	L	83.24	C+
235	F	BSN	1st	121	L	85.08	B-
236	M	BSN	1st	123	L	81.96	C+
237	F	BSN	1st	135	BA	83.52	C+
238	F	BSN	1st	124	L	87.16	B-
239	F	BSN	1st	148	A	91.44	B+
240	F	BSN	1st	127	L	78.60	C
241	M	BSN	1st	125	L	70.59	D
242	F	BSN	1st	124	L	79.60	C
243	M	BSN	1st	123	L	75.76	C
244	F	BSN	1st	113	L	83.44	C+
245	F	BSN	1st	123	L	79.28	C
246	F	BSSW	1st	120	L	79.50	C
247	F	Edu	1st	122	L	89.08	B
248	M	ABMC	1st	181	H	92.96	B+
249	M	Edu	1st	123	L	88.27	B
250	F	Edu	1st	128	L	84.46	C+
251	M	Edu	1st	133	L	85.81	B-
252	F	Edu	1st	131	L	84.73	C+
253	M	Edu	1st	135	BA	77.58	C
254	F	Psy	1st	121	L	86.35	B-
255	F	Edu	1st	132	L	80.12	C+
256	F	Psy	1st	133	L	84.62	B-
257	F	Psy	1st	134	BA	81.62	C+
258	M	ABMC	1st	140	BA	89.53	B
259	M	Edu	1st	146	A	85.96	B-
260	M	Edu	1st	137	BA	88.12	B

261	F	Edu	1st	133	L	81.88	C+
262	F	Edu	1st	120	L	81.27	C+
263	F	Edu	1st	118	L	88.92	B
264	F	Psy	1st	116	L	89.57	B
265	F	Psy	1st	156	A	82.73	C+
266	M	Mgt	1st	152	A	76	C
267	M	Edu	1st	153	A	84.31	C+
268	F	Psy	1st	139	BA	79.65	C
269	F	Edu	1st	128	L	81.92	C+
270	M	ABMC	1st	133	L	82.55	C+
271	F	Edu	1st	109	L	64.85	F
272	F	Psy	1st	119	L	82.27	C+
273	F	Edu	1st	112	L	81.50	C+
274	M	Psy	1st	133	L	83.15	C+
275	F	Edu	1st	120	L	83.77	C+
276	F	Psy	1st	106	L	81.48	C+
277	F	Edu	1st	118	L	81.83	C+
278	F	Edu	1st	129	L	93.74	B+
279	M	Psy	1st	126	L	81.64	C+
280	F	Psy	1st	130	L	94.27	A-

Legend:

AP: Academic Performance
A: Excellent (97-100)
A-: Superior (94-96)
B+: Very Good (91-93)
B: Good (88-90)
B-: Average (85-87)
C+: Satisfactory (80-84)
C: Passing (75-79)
D: Conditional (70-74)
F: Failure (below 70)

AQ: Adversity Quotient
H: High (raw score between 177-200)
AA: Above Average (raw score between 165-176)
A: Average (raw score between 145-164)
BA: Below Average (raw score between 134-144)
L: Low (raw score between 40-133)

Appendix C

Computation

T-Test

Group Statistics

	GENDER	N	Mean	Std. Deviation
Adversity Quotient Score	Male	81	134.3827	12.69111
	Female	199	131.4673	12.65501

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Adversity Quotient Score	Equal variances assumed	.439	.508	1.746	278	.082	2.9154
	Equal variances not assumed			1.744	148.061	.083	2.9154

One-way Anova

Adversity Quotient

	N	Mean	Std. Deviation
Psychology	31	136.1935	14.69789
Education	35	131.4571	13.06172
Mass Communication	26	136.1154	15.65970
Commerce	36	135.1944	10.30068
Social Work/ ABCD	12	134.0000	16.11324
Nursing	140	130.0714	11.44184
Total	280	132.3107	12.71186

ANOVA Adversity Quotient SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1904.865	5	380.973	2.418	.036
Within	43179.103	274	157.588		

Groups			
Total	45083.968	279	

Post Hoc Tests

Multiple Comparisons
Dependent Variable: AQSCORE

LSD

(I) COURSE	(J) COURSE	Mean Difference (I-J)	Std. Error	Sig.
Psychology	Education	4.7364	3.09613	.127
	Mass Communication	.0782	3.33835	.981
	Commerce	.9991	3.07586	.746
	Social Work/ ABCD	2.1935	4.26800	.608
	Nursing	6.1221	2.49181	.015
Education	Mass Communication	-4.6582	3.25017	.153
	Commerce	-3.7373	2.97993	.211
	Social Work/ ABCD	-2.5429	4.19939	.545
	Nursing	1.3857	2.37237	.560
Mass Communication	Commerce	.9209	3.23087	.776
	Social Work/ ABCD	2.1154	4.38103	.630
	Nursing	6.0440	2.68080	.025
Commerce	Social Work/ ABCD	1.1944	4.18447	.776
	Nursing	5.1230	2.34586	.030
Social Work/ ABCD	Nursing	3.9286	3.77597	.299

* The mean difference is significant at the .05 level.

Adversity Quotient SCORE by Year Level

	N	Mean	Std. Deviation
First Year	70	128.4143	12.27876
Second Year	70	131.6571	12.68673
Third Year	70	133.0143	12.59226
Fourth Year	70	136.1571	12.31899
Total	280	132.3107	12.71186

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2162.954	3	720.985	4.636	.004
Within Groups	42921.014	276	155.511		
Total	45083.968	279			

Post Hoc Tests

Multiple Comparisons
Dependent Variable: AQSCORE
Tukey HSD

(I) Year Level	(J) Year Level	Mean Difference (I-J)	Std. Error	Sig.
First Year	Second Year	-3.2429	2.10788	.416
	Third Year	-4.6000	2.10788	.131
	Fourth Year	-7.7429	2.10788	.002
Second Year	Third Year	-1.3571	2.10788	.918
	Fourth Year	-4.5000	2.10788	.145
Third Year	Fourth Year	-3.1429	2.10788	.444

- The mean difference is significant at the .05 level.

Correlations

Correlations

		AQSCORE	APSCORE
AQSCORE	Pearson Correlation	1	.268
	Sig. (2-tailed)	.	.000
	N	280	280

** Correlation is significant at the 0.01 level (2-tailed).