CHALLENGES AND SELF-EFFICACY OF SENIOR HIGH SCHOOL STUDENTS IN LCC SILVERCREST: BASIS FOR GUIDANCE ENRICHMENT PROGRAM

An Institutional Research Conducted for Guidance and Counseling Department

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ABSTRACT

Title: CHALLENGES AND SELF-EFFICACY OF SENIOR HIGH SCHOOL STUDENTS IN LCC SILVERCREST: BASIS FOR GUIDANCE ENRICHMENT PROGRAM

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This study aimed to determine whether there is a correlation between the Challenges and Self-Efficacy and the demographic profile of the Senior high School students in LCC Silvercrest. A total of 217 participants aged 16-19 years old of which 78 are males and 139 are females. The descriptive-correlational method of research was employed. The data were obtained using the 3 sets of questionnaires which measure the level of adversity quotient, self-efficacy and the challenges respectively. The frequency-percentage was used in determining the profiles of the respondents in terms of demographic variables such as age, sex, strand, adversity quotient, while mean was used to determine the Self-efficacy and Challenges. Chi-square was employed to determine the significant relationship between profile and self-efficacy then self-efficacy and challenges. Findings revealed that there is no significant relationship between the demographic profile and the variables in the study.
DEDICATION

The fruit of my hard work is sincerely dedicated to all the students who despite being challenged and confronted with adversities in any aspect of life still managed to overcome it and remain to have positive outlook in their lives.

To the institution, especially the concerned department Senior High School, this research can be utilized for the betterment of the programs and the stakeholders’ needs.

To GOD, our saviour for the greatest source of wisdom and strength

To my husband Albert Ernst and only son, Zachary Neil Gabriel for the constant source of love, support and inspiration. I am truly grateful for having you in my life.

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CHAPTER 1

INTRODUCTION

Challenges are everywhere and no matter what is thrown in your way we must keep in mind that life is continuously worth living. Individuals face challenges each day. Without challenges, life would be trite and boring.

Teenage may be a fundamental stage of life that each human being passes through. Some individuals face this period of their life strongly and positively, whereas others face numerous problems and difficulties. This depends on the environment these young adults live in, their parents, their friends, their living conditions, their education, and many other factors. Like adults, teens are exposed to some internal and external struggles and they are expected to go through with it and cope with the changes as part of growing up.

Adversity quotient® is a concept elaborated by Dr. Paul G Stoltz, AQ® is a measure of how an individual responds to adversity. It is a gauge of human ability to bounce back and deal with an unconstructive situation in a positive way (Resilience). It is the regular way in which one reacts, when faced with a problem to his functioning. Adversity Quotient® (AQ®), was used as a measure of determining as what it takes to get things done in highly demanding situations and is based on scientifically grounded theory. Adverse situations can test someone’s resiliency, we cannot control and prevent adversities because it is really part of our daily living, but we can choose to react with such adversity. However, they come with a purpose and we can learn valuable lessons from it and can help one strengthen the ability to persevere when confronted with stressors. As a teen one must understand that hardships are inevitable to discover oneself better for future and go ahead to the path of success.

Resilience isn’t an inborn characteristic and being resilient does not mean that you will not encounter difficulty or trouble but it essentially implies that adversity will not have an
extraordinary impact which is likely to make one dysfunctional. Resilience includes the
capacity to form reasonable plans and carry them out, confidence in his/her own capacities,
abilities in communication and problem solving, and a control over his/her feelings and
impulses.

Personal appearance due to hormonal changes brought by puberty, peer pressure,
high expectations from family members, and academic adjustments are common challenges
encountered by teenagers and can be stressful at times that most failed to overcome it and
end up being overwhelmed. It is natural that teens are tempted in many circumstances but it
is very essential to have a sense of self-control and learn to judge what is good or bad. Every
teenager must have the resolution to fulfill their goals and aim success. The optimistic self-
belief of his abilities to deal with various situations can be a great motivation in life to the
successful path. Self-efficacy is commonly defined as the belief in his/her own capabilities to
achieve a goal or outcome. Self-efficacious individuals recover quickly from setbacks and
achieve their goals set for themselves. On the other hand, inefficacious individuals tend to
consider challenging tasks as threats that are to be avoided.

The Guidance Department of Lipa City Colleges offers the program which is designed
to serve the developmental and adjustment needs of the students, they provide psycho-social
and academic assistance to students to enhance their academic skills, set career goals,
manage healthy relationships, cope with problems, deal with adjustment difficulties and other
developmental issues they face. These are carried out through friendly, relaxed and
confidential one-on-one counseling sessions, specifically through the routine interview which
it gathers information of students experiencing personal, social, behavioral or family
problems. Also, through assessments, facilitators tend to know the areas of which students
are struggling. Yearly through follow-up interviews, Guidance Facilitator can monitor students'
Furthermore, the researcher would like to address to the Senior High School Facilitator her interest in developing and enhancing program that could help the students know himself, accept himself and adjust to his environment and meet his full personal growth, and, guide students to make sound and effective decisions.

**Theoretical Framework**

**Self-Efficacy Theory by Albert Bandura**

Albert Bandura has been a pioneer in self-efficacy research and Bandura has conceptualized self-efficacy as individuals' beliefs in their capabilities to mobilize the motivation, cognitive resources, and agency to exert control over a given event. It is the belief in one's capabilities to produce a certain outcome or goal that is seen as the foundation of human agency (Bandura, Pastorelli, Barbaranelli& Caprara, 1999). Efficacy beliefs regulate human functioning and emotional well-being through cognitive, motivational, emotional and selective processes. When facing adverse events, those who retain the belief that they will be able to exert control over their thoughts are more likely to persevere in their efforts. Those who are self-efficacious are also more likely to reject negative thoughts about themselves or their abilities than those with a sense of personal inefficacy (Ozer & Bandura, 1990). Thus, unless people believe they can produce the desired goals through their actions they will have very little incentive to persevere in the face of difficulties. Presumably, the self-efficacy would be an important trait in the development of competence when facing adversity. Perceived self-efficacy likely affects individuals' ability to adapt and deal flexibly with difficult situations, and also affects individuals' aspirations, analytical, and perseverance in the face of failure (Bandura et al. 2001). This is particularly relevant to adolescent development because in
order to negotiate the risks Colgate University Journal of the Sciences 117 and challenges associated with this transitional period, adolescents' success is partly dependent on the strength of their perceived self-efficacy (Bandura et al., 1999). If adolescents receive positive feedback from a colleague, and are generally regarded well by others, they are likely to believe they are competent in activities important to them (Saarni, 1999). This reinforces individuals' self-efficacy beliefs, which play a major role in their willingness to engage in future activities, seek new challenges, and invest themselves in worthwhile tasks. Especially when faced with challenging and difficult situations, it is likely that self-efficacy beliefs are important in developing a sense of self-worth that in turn influences a persons’ ability to persevere in the face of poverty, parental discord, a death of a loved one, or however the adversity may challenge them.
The Conceptual Framework of this study illustrates the relationship of the profile to the challenges encountered and the Level of Self-efficacy of the respondents. Also, based on the findings the researcher with the collaboration of the Senior High School Facilitators proposed a Guidance Enrichment Program to further assist the students’ personal, emotional, social and academic growth.
Statement of the Problem

The main focus of this study is to find the results of the following:

1. What is the profile of the respondents with regards to the following variables?
   1.1 age
   1.2 gender
   1.3 strand, and
   1.4 adversity quotient®

2. What challenges are encountered by the students?
   1.1 Personal
   1.2 Family
   1.3 Interpersonal, or
   1.4 Academics

3. What is the Level of Self-efficacy of the respondents?

4. Is there a significant relationship between the profile and self-efficacy?

5. Is there a significant relationship between the Challenges and Self-efficacy?

6. Based on the findings, what Guidance Enrichment Program can be designed?
Hypotheses Of The Study

Ho 1 There is no significant relationship between the profile and Level of Self-efficacy of the respondents

Ho 2 There is no significant relationship between the Challenges and Self-efficacy

Significance Of the Study

This study aims to be beneficial to the following:

Respondents. The study will help the students know and understand the challenges they are facing and how they adjust and deal with it by understanding the level of Adversity Quotient® and Self-Efficacy.

Parents of the Respondents. The study can give information on how resilient their children are. Showing full support, encouraging their interests and focusing on the positive side can help build their self-esteem and make them more inclined to feel capable of progressing.

Teachers. The study will guide them to foster desirable characteristics of students that although confronted with adversities and challenges besides being the source of knowledge, truth, and facilitator of learning they ensure that all students develop values which are a product of good teaching characteristics.

Guidance Counselors/Facilitators. The study will give them ideas to develop and establish a program designed to assist the students' individual needs as an aid in coping with the Senior High School academic, personal, family and social challenges.

Future Researchers. Findings of the study could be of help to future researcher/s in
undertaking studies along this line. It could also contribute to their local literature especially in the Philippine setting.

**Scope and Limitations**

Accordingly, the study focused on determining the Senior High School students' facing challenges and Level of Self-efficacy with respect to their age, gender, strand and adversity quotient and the significant relationship of these constructs as the basis in proposing an enrichment program which is valuable to assist the holistic development of students.

The subjects of the study were two hundred seventy seven (277) Senior High School students enrolled in LCC Silvercrest. The researcher believe that most senior high school students are being challenged as they adjust in the undertaking of the new educational system in the Philippines. Some of them are not yet ready to face the changes that the curriculum has, even when choosing the right track that best fit their abilities and interests and facing some academic difficulties.

In the data gathering procedure, the researcher has considered the students who are enrolled in the A.Y 2018-2019 due to the time that the data collection was performed, but considering the same students who took the Needs Assessment during their 11th Grade.

The Adversity Quotient® of the respondents was measured through the AQ Profile® instrument provided on-line by Dr. Paul G. Stoltz. The challenges were known through the Needs Assessment Questionnaire conducted annually to the students while the Self-Efficacy was measured through the Generalized Self-Efficacy Scale (GSES).
Definition of Terms

The following are the terminologies that were used operationally and are defined for purposes of clarity.

*Adversity Quotient®*- a score that measures the ability of a person to deal with adversities in his or her life. Hence, it is commonly known as the science of resilience.

*Resilience* - is the capacity to recover quickly from difficulties; toughness:

*Self-Efficacy* - is a person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life.

*21st-century skills* - refer to a set of broad ability or capability necessary and important to the success of today's world.
Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

The purpose of this chapter is to review relevant literature and serve as justification for the current study. Numerous studies demonstrate that Self-efficacy influence human lives which reflect that a person is resilient enough in the face of adversity.

Teenager

The Cambridge dictionary has characterized teenager as a person who is 13 to 19 years old. The teenage years are maybe the foremost troublesome to explore through. Teens cope with temptation, raging hormones, broken heart, college performance tension, decisions approximately their characteristic, self-worth and so on. It's not a straightforward time; of course, most teenagers think that their dad and mom are clueless. They don't see to understand that they were once teenagers themselves. And of course, in spite of the fact that out the ages, teens have continuously had issues. However today's highschooler seen to be confronting more choices at that point ever sometime recently. (2018, online)

Being an adolescent has usually been difficult. With limited coping mechanisms in dealing with coping with peer pressure and also the stress of teen life will place teenagers in imprudent, even physically dangerous places. Throughout adolescence, teenagers develop showing emotionally, cognitively, and physically. These changes are not without challenges, However, fortunate education professionals, members of the family, counselors, and psychologists are available to assist the teenagers to navigate this hard duration. (2018, QuinStreet.Inc)

As an adolescent one should perceive everybody needs to bear a couple of hardships in life, which is unavoidable but that will lead to finding you superior for future. But thing is that
we ought to disregard all those hardships, not the lesson we learned from it rather a terrible minute itself and to go ahead within the way of victory (kidzrio, 2016)

Adversity

The Collins English dictionary has outline “adversity” as an awfully troublesome or unfavorable circumstance. There have been alternative words associated with adversity which incorporates hardship, trouble, distress and suffering.

Adversity is one of the most robust potent forces in life. It shapes one’s character, clarifies priorities, and defines his/her path. It can moreover be fuel to significance. Each individual faces a wealthy combination of misfortunes each day, extending from minor hassles to major misfortune, indeed tragedies.. the trail to success, each in business and in life, is learning a way to convert any adversity into a real advantage (Stoltz & Weihenmayer, as cited by Cornista & Macasaet, 2013)

Adversity Quotient®

Dr. Paul G. Stoltz, author of Adversity Quotient® characterizes that it is approximately how you react to life, particularly the extreme stuff. It may be a gauge or degree of how you react and bargain with everything, from regular hassles to the huge difficulties that life can spring on you. It is additionally an established science, theory, and approach for getting to be quantifiably more versatile. The more strong you are, the more efficiently and effectively you react to life’s troubles, and the more satisfying life gets to be.

Adversity Quotient® predicts how one withstands adversity, overcomes it, and foresees who might be overwhelmed, who will exceed and fall brief of their expectancies in their overall performance and ability, and who gives up and prevails.

Stotlz (1997) observed out that AQ® has three forms. First, AQ® is a new conceptual
framework for expertise and improving all sides of achievement. It's miles built upon a big base of familiar research which offers a practical, new combination of information that redefines what it takes to prevail. Second, AQ® is a measure of ways one react to adversity which may be understood and changed and can be calculated and interpreted. Third, AQ® is a scientifically grounded set of tools for improving on a way to reply to adversity ensuing to a universal personal and expert effectiveness. (as cited by Rafols, 2015)

**The CORE of AQ®**

According to Dr. Paul G. Stoltz, AQ® has four core dimensions that describe your pattern of response to adversity. These are Control, Ownership, Reach and Endurance.

As cited by Baroa (2015), (1). Control depicts the degree to which somebody sees they can impact whatever happens next. The more control one has, the more likely one has got to take positive activities. The individual with higher AQ®s see they have more control and impact in unfavorable circumstances than those with lower AQ®s. It determines resilience, health, and tenacity over challenging situations.

(2). Ownership is characterized as the probability that somebody will really do anything to move forward the circumstance, in any case of their formal duties. The high AQ® specialist holds himself/herself responsible for the result of the assembly, notwithstanding of the reason it’s going ineffectively; the low AQ® worker sees himself/herself as a helpless victim. Individual with high AQ® will upgrade his/her responsibility to control the circumstance and propels positive activities whereas the individual with low AQ® will most likely to fault others and composite a averse actions.

(3). Reach is the degree to which somebody sees an adversity will “reach into” and influence other perspectives of the circumstance or past. Somebody with high AQ® will put difficulties in points of view, not letting them demolish the day or the end of the week. He/she
settle to resolve mistakes. A low AQ® worker would extrapolate, turning the single disappointment into proof that he/she is worthless and silly. This will influence other perspectives of one's life driving to disappointment, sharpness, incident and may lead to poor decision making. This dimension will determine a person's burden, stress, energy, and effort; as it tends to have a cumulative effect.

(4) Endurance is the discernment of time over great or terrible occasions and their results will last or endure. Seeing past indeed gigantic challenges is a fundamental expertise for maintaining hope. Those with higher AQ® have the capability to see beyond endless challenges and maintain hope and optimism. Those with lower AQ® see adversity as dragging on indefinitely, if not permanently.

**Resilience in the face of Adversity**

Several definitions of resilience have been utilized in literature. As mentioned by using Harriman, 2016 Block and Block's (1980) defines resilience as ‘dynamic’. This suggests that resilience isn't always a static nation of existence, however instead of a construct that is characterized by steady trade. Therefore, an individual's reaction to adversity will alternate through the years along environmental needs. Both Connor and Davidson (2003) and Rutter (1987) provide an alternative insight into resilience by way of outlining 'personal traits' and 'protective factors'.

In keeping with their view, resilience is part of a character's persona. Just like Block and Block (1980), Rutter (1987) outlines the importance of the environment. An individual's resilience is the idea to be depending on their interplay with the surroundings. Bonanno's (2004) definition extends that means of resilience beyond the mental obstacles with the aid of describing resilience as being based totally on how nice a character is able to maintain each their mental and physical functioning in noticeably disruptive events. Similarly, Cannon’s work
on homeostasis (1926) shows that the degree to which a man or woman can hold their equilibrium will decide how properly they could handle adversity. The final definition with the aid of Leipoid Greve's (2009) outlines the terms 'stability' and 'healing'. When considering stability, similarly attention is given to the homeostatic functioning of an individual. Despite getting used along stability, recovery represents a distinct meaning

Recovery signifies that a man or woman's equilibrium was disrupted and had considering the fact that has been restored to normal, whereas stability indicates a character has been able to keep their regular levels of functioning. An interesting issue of Leipold and Greve's (2009) definition is a man or woman's capacity for growth following an adverse experience. This in addition highlights the degree to which millennials are potentially restricting themselves by allowing their parents to deal with much of the adversities of their lives.

We all have days when we encounter a few inconvenience, weakness, even darkness. At such moments, it may offer assistance to keep in mind that history has appeared that the most fruitful lives were filled with numerous minutes of obscurity. Each dull minute presents us with two choices: to halt the travel or to keep going. The sole factor that happens if we tend to stop is regret. To stay going is far tougher, however invariably the right choice.

The single characteristic of all fruitful individuals is their flexibility through dull periods; they never halt. They persevere. They get it that life is inconceivably challenging. They get it that none of us gets out of here lively which and that, in the long run, what absolutely topics is the difference we made and the legacy we left – something in an effort to encourage others long once we’ve gone. Like them, you may come to see that the road to something awesome is more often than not paved through ache, pain, and depression. You’ll examine that depression makes one robust and that its accompanying darkness regularly brings individual,
Challenges

1.1) Personal Challenges

 Teens undergo and should cope with several frame modifications. Some teens feel too fat, too thin, too tall, too brief, and so on. This sense leads them to spend time wishing they have been no longer too thin, too quick, their hair changed into not too curly or vice versa. The issue with this feeling is that it influences their self-image. As a young boy or girl's body changes, so does the self. When they don't like something in themselves, they have self-esteem and body picture issues. They too see others, especially classmates, to see them as they see themselves.

They can endure more from these issues when they have inconvenience altering. Hormonal changes have tremendous impacts on the common development and temperament of the teenagers. Adolescence changes tempt teenagers to compare themselves with people around them and when they find they do not match their standards, they feel low. They too compare themselves with those seen on TV, in movies, and within the magazines. Most youths' capacity to create positive self-esteem is influenced by family life and parental feedback. Teens who involve negative comments approximate their appearances, their way of conversation, etc stuff moreover create destitute self-esteem and body picture. (yurtopic.com, 2014)

1.2) Parental/Family Challenges

 Along with all the demand in school, you will moreover have at home. If your parents have high expectations from you, they may pressure you concerning what your plans are after
finishing high school. Bear in mind they solely wish the best for you. Their mission is to direct you to succeed in life. However, how overwhelming is it to please everyone in your life? You need to satisfy your companions, your instructors, and your guardians but something needs to provide. Let your guardians know a few of things that you simply are going through. They may shock you since they went through something similar at one time. In turn, you will be on the other side of the range; your guardians may be uninvolved in your life. They may not care almost who your companions are and almost your instruction. You'll be going through other issues at home such as household savagery, alcohol and drug use or neglect. You are feeling frightened, unsupported, and overwhelmed.

A teenager is getting terrible grades at school. This may cause an issue since the parents of a teen who isn't getting the finest grades in school will be stressed almost him graduating and getting into college. Moreover, if a teen gets bad grades, he probably will not get any scholarships for school, which can be a hardship on guardians. A teen is hanging out with a bad crowd.

A teenager who has companions that do things their parents don't favor of can conclusion up doing those things as well and the teen's companions will likely not be gotten well by the guardians. A parent who is excessively strict with their teenager will likely have issues with him at a few points. It is imperative to be firm, but not excessively firm, since this may make a teen need to rebel indeed more. If a teenager gets herself into trouble at school, then she will probably have a few fights along with her parents about it. If they take disciplinary action, she probably will not be happy about it.. Lack of communication causes a lot of problems between parents and teenagers. It is important for both parties to communicate. (C. Soard, retrieved on June 2018)

Parents got to express concern and interest, and engage their adolescent to look for
suitable sorts of help when essential, to form great choices, and to learn from experience. Guardians cannot step in and do it for their student. In any case, a few of the circumstances can be upsetting and troublesome for your adolescent. There's a fine balance in taking a genuine interest and offering help – but not empowering your adolescent to depend on you as well much. (Macalester, 2017)

1.3) Social Challenges

It is troublesome to create companions at a modern place, but don't make the mistake of thinking that you simply will get to fit in with individuals who have distinctive interests in arranging to create new friends at university. You'll be able to be yourself and discover companions at the same time, you just got to be persistent and include yourself in activities that you like. (Reis, 2016)

Students will be leaving old companions behind. They can keep up with them through email and get-aways. In some cases, they will go their partitioned ways. This may surprise and sadden a few students, particularly those who have had the same companions since grade school.

Students will be stood up to with distinctive individuals from a variety of backgrounds. There are social contrasts; racial contrasts; and contrasts in sexual orientation, religion, values, and way of life. It can feel overwhelming to begin over with new individuals. It can be difficult to create new companions. It also gives students a chance to create a new identity. There will be feelings of acceptance as well as rejection. Adapting with new thoughts, new individuals, and the possibility of rejection takes energy. Roommates frequently have diverse ways of life, values, and ways of doing things. A roommate can be specific, messy, dependable, untrustworthy, self-assured, supportive, noisy, confused and troublesome to live with. A few students discover it challenging to live with a new individual. For others, it'll be
simple and friendships will develop. (Macalester, 2017)

On a day by day premise, teenagers impact their peers on everything from dress to unlawful exercises. Fitting in and avoiding insults could be a major figure. No one needs to be left out. Kids who are curious about a certain behavior may choose to undertake, especially in case they think everyone else is doing it. Drinking or smoking at a party could be a great example. A teen may choose to fulfill his interest in the event that all of the other party guests are consuming alcohol. Peer pressure results in poor decisions made by teenagers. A child who is on the fence about engaging in hazardous behaviors often goes along with the crowd to fit in, abandoning his own better judgment. Indeed teens who have refused to take an interest in a given activity in the past may, in the long run, give in under peer pressure. Whereas peer pressure is more often than not associated with negative behaviors, it is worth noticing that some peer pressure results in positive results. Teenagers have the control to utilize peer pressure positively by encouraging peers to create better choices. For example, one teen might encourage a companion to avoid taking an interest in hazardous behaviors or stand up for a bullying victim, hence constraining the bully to stop. (S. Frost, retrieved on June 2018)

1.4) Academic Challenges

Exams are always upsetting since you're under pressure to do well. A few students adapt more effectively with stress than others, but we recognize that in case you're having trouble coping you will benefit from advice and support (University of Southampton, 2018).

The work is difficult and a few students may encounter their first low grades. Most students have done well in high school. A few high school courses are not as demanding as college. A student must learn a specific professor's desires and style of evaluating. Numerous students are used to being the oldest and the brightest, and this is often an enormous shift for
them. Some teachers may not be as exciting and challenging as students thought they would be.

Whereas a few professors are interesting lecturers, a few are not. A few lead discussion classes and anticipate students to do a great deal of the talking. This may challenge calmer students. Some students may have inconvenience with reading and writing assignments. The level of writing required may be higher and in more prominent amount than what was anticipated in high school. A few students require additional mentoring in composing, language structure, spelling, etc. Some readings may be more complex and troublesome than anticipated. Assignments may require a few readings and much more time than students allot. Students may develop anxiety about their performance. Students may truly like their advisor, or may not. If they have an advisor they don't get along with, they will hesitate to ask that advisor for assistance. Most advisors work well with students but sometimes identities don't blend well. Students can alter advisors. Communication is the key here, indeed if identities don't match. (Macalester, 2017)

One of the other issues numerous freshman and practically every student on the planet faces is time management. Time management is frequently an ability many are born with. However, time management is something that can be taught and when properly utilized may give enormous profits to the individual that masters it. By utilizing time management, freshman and other college students will be able to prioritize tasks and get work done more productively.

Most students are paying their education costs themselves so the pressure on them to get precise grades is significant. Even supposing it isn't them paying. There is nonetheless massive social and educational influence of not succeeding in the studies. Students ought to expect the studies to be abundant tougher than before, and the identical time, ought to focus
a lot of on learning instead of obtaining a decent grade point average. (Reis, 2016)

The school could be an upsetting time. The American Psychological Association states that school is the greatest source of stress for teenagers. The pressure on young adults to perform well in a variety of scholarly, sports, and extracurricular exercises is overwhelming. On top of this, teens the high school are anticipated to form wise, life-changing choices. The modern world is wonderful in that there are numerous choices accessible to students, but these same choices can make their high school years seem overwhelming. It is uncommon to find a student who does not endure from a few degrees of test anxiety. In the end, students spend time taking exams. There are end-of-semester tests, end-of-year tests, subject matter tests, aptitude tests, state tests, national tests, and college aptitude tests. The list is endless to a stressed-out teenager. The listing is infinite to a burdened-out teenager. every so often those tests bring with them some real outcomes for no longer doing well. it's no wonder teenagers can feel some critical tension over testing. (T. Kunesh M. Ed, retrieved on June 2018)

Self-Efficacy

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel.

Cherry (2017), Self-Efficacy is your belief in your own capacities to bargain with different circumstances, can play a part in not as it were how you're feeling about yourself, but whether or not you effectively accomplish your objectives in life. Virtually all people can distinguish objectives they need to achieve, things they would like to alter and things they
would like to attain. In any case, most individuals also realize that putting these plans into action isn't very so simple. Bandura and others have found that an individual’s self-efficacy plays a major part in how objectives, errands, and challenges are approached.

Self-efficacy, or confidence as it is commonly known, is one of the foremost empowering psychology models to have been adopted into positive psychology. It is the optimistic self-belief in our competence or chances of effectively finishing a task and producing an ideal result. Self-efficacy plays a major portion in deciding our chances for success; in fact a few clinicians rate self-efficacy above talent within the formula for success. We ought to pay extraordinary attention to self-efficacy when setting objectives to make sure that our efficacy beliefs are in line with our aims and not working against them (Akhtar, 2008 [online]).

Bandura states that the self-efficacy isn't a generalized thought hence; individuals can have high self-efficacy or low self-efficacy in totally different circumstances. Moreover, in association with self-efficacy, individuals with extraordinary affirmation in their capabilities approach difficult errands as tests to be mastered instead of as dangers to be gotten away. They established themselves challenging goals and supported the strong commitment to them. They increase and withstand their judgments within the viewpoint of disappointment. They quickly repair their sense of efficacy after disappointments or failure. They attribute failure to insufficient effort or incomplete knowledge and capacities which are realistic. They saw disturbing circumstances with ensuring that they will be able to act control over them (Feist, J., & Feist G., 2010 as cited by Molano & Nepomuceno, 2015).

Self-efficacy makes a contrast in how individuals feel, think, and act (Bandura, 1997). People with high levels of perceived self-efficacy believe their own capacities in the face of adversity, tend to conceptualize problems as challenges instead of dangers or uncontrollable
circumstances, experience less negative emotional excitement in demanding tasks, think in self-enhancing ways, motivate themselves, and show perseverance when confronted with difficult circumstances. (Bandura, 1997; Luszczynska et al., 2005).

In contrast, people with low perceived self-efficacy tend to encounter self-doubt and anxiety when they experience environmental demands. They perceive demanding tasks to be undermining, avoid troublesome circumstances, tend to manage less practically with stressors, and are more likely to think in self-debilitating ways because they tend to take more duty for their disappointment than for their success. Moreover, they are vulnerable to stress and discouragement (Bandura, 1997). This may result in a self-manifesting component: Since people high in self-efficacy tend to set themselves more yearning objectives and show more effort and determination when confronting troubles, they create more opportunities for experiencing mastery (Bandura, 1995). Mastery experience, in turn, increases self-efficacy beliefs. This complementary relationship between self-efficacy and behavior makes the maintenance or even increase in self-efficacy beliefs in profoundly self-efficacious people more likely. On the other hand, low self-efficacious people tend to involvement disappointment more regularly, as they contribute less effort and give up more easily when they experience challenges. Combined with a self-debilitating attribution style, low self-efficacious people hence tend to be more influenced by disappointments. (Jerusalem & Schwarzer, 1992). As Bandura (1995) stated: “Disbelief in one's capabilities creates its own behavioral validation” (p. 4) (2017, [online])

Related Studies

As cited by Schwarzer & Warner, 2016) Self-efficacy not only influences human lives in exceedingly unpleasant circumstances, but it also makes a difference one to create
inspiration and imagine challenging objectives in life. Hence, it impacts private and professional decision-making throughout the course of one’s life. Resilience, on the other hand, is basically characterized by coping adaptively with traumatic stressors. Thus, it is closely connected to the event of circumstances that one has got to overcome. Resilient people bend without breaking, and they rapidly bounce back from difficulty, which reflects the “ordinary magic” of human adaptive systems. The concept of resilience may be a multifaceted construct that also comprises a few other personal resources, such as self-esteem, optimism, coping strategies, or good social relations. Resilience is usually understood as the capacity to stand up to or bounce back from adversity. Hence, resilience refers to quickly returning to baseline functioning after exposure to trauma. Subsequently, one cannot be strong if there's no stressor. However, self-efficacy can be present in case the stressor has not yet happened or will not happen at all, such as when a person thinks about and plans his or her future without having any specific challenges to fear. Therefore, high self-efficacy beliefs can have a positive effect on motivational processes even if particular stressors are absent. Being self-efficacious may, however, also is helpful to show resilience in the face of adversity. By activating emotional, motivational, and behavioral mechanisms in taxing circumstances, self-efficacy beliefs can promote resilience. Self-efficacy has sometimes been conceptualized as one component of resilience.

Individuals with high self-efficacy utilize their intrinsic motivation to “press forward” through tasks. Similar to resiliency, self-efficacy is a multidimensional construct which should be measured in relation to specific contexts or outcome domains such as academic setting. Bandura (1993) indicated that students with strong self-efficacy were further motivated to persist through academic challenges and access necessary resources to succeed. (Bain et al., 2014)
Martin and Marsh (as cited by Cassidy, 2015) hypothesized that the outcome constructs were consequential to students' capacity to effectively deal with challenge, adversity and setbacks experienced in a school setting. As hypothesized, academic resilience was the strongest. Like resilience, self-efficacy is context specific and seems particularly important when individuals face adversity. When positive self-efficacy beliefs are associated with increased motivation and perseverance and an increased likelihood of rejecting negative thoughts regarding own capabilities.
CHAPTER III

METHODOLOGY

This chapter discusses the research design or method used by the researcher in gathering the data required by the problem.

Research Design

The researcher used the descriptive-correlational method, which is designed to determine whether two or more variables are associated with each other. Descriptive method seeks to find out the level of adversity quotient®, challenges and self-efficacy of the respondents. However, the correlational method was used to determine whether there is a significant relationship between the challenges and self-efficacy among the respondents.

Sampling Design

Purposive random sampling is being used in the study. The respondents are being chosen based on the characteristics of the population and the objective of the study. Using the Slovin's Formula at 0.05, from the total number of eight hundred nighty-nine (899) enrolled students in the A.Y 2017-2018 the computed number of respondents were two hundred seventy-seven (277).

\[ n = \frac{N}{1 + Ne^2} \]

Respondents of the Study

The respondents of the study were 277 Grade 11 students in LCC Silvercrest who are enrolled for the academic year 2017-2018. The researcher chose the respondents believing
that they are more challenged personally, academically, socially and with their families as teenagers.

In the data gathering procedure, the researcher has considered the students who are enrolled in the A.Y 2018-2019 due to the time that the data collection was performed, therefore considering the same students who took the Needs Assessment during their 11<sup>th</sup> Grade.

**Locale of the Study**

The researcher conducted the study at the LCC Silvercrest which is located in Lipa City, Batangas. The LCC Silvercrest’s Senior High School Program is a DepEd-approved and TESDA-certified course with relevant and in-demand career tracks. Several tracks for the Senior High School per department have been identified, and all such tracks shall qualify both as stand-alone or ladderized programs. This means that following the K to 12 rationale, students who shall be taking these tracks are already employable after Senior High School graduation and are also qualified to take college degree programs in a shorter period of time if ever they opt to do so. (LCC website)

**Research Tools and Instruments**

The researcher used 3 sets of questionnaires, the AQ® Profile to measure Adversity Quotient®, Generalized Self-Efficacy Scale to measure the level of self-efficacy and Needs Assessment Questionnaire to know the pressing needs and the area they are most challenged as the major tool for this study.

1) **The AQ Profile**

The AQ® Profile (9.1) is an oppositional, scale-based, forced-choice questionnaire designed to gauge an individual’s resilience — that is their capacity to respond constructively
to difficulties — by eliciting their hardwired response pattern to a broad range of adverse events. (Stoltz, 1997).

It consists of approximately 14 scenarios, which requires participants to answer four questions relating to each situation, by using a 5-point Likert scale to rank their answers from 1-10. It takes most respondents 7-10 minutes to complete answering.

The AQ® Profile has been tested across respondents from 51 countries, and has demonstrated strong universality and applicability across cultures. The AQ® Profile is normative, meaning higher scores are generally superior, reflecting greater overall resilience and effectiveness.

In studies conducted by an independent psychometrician trained at Educational Testing Service (ETS) in the U.S., the AQ® Profile and each of its CORE dimensions have been shown to be highly reliable. Reliability (Cronbach’s alpha) can range from zero to one. In repeated, independent studies conducted by ETS (the producer of the SAT), the AQ® Profile and each of its CORE dimensions have been shown to be highly reliable, or consistent. The Profile has an overall reliability of .91, higher than most popularly accepted psychological instruments and achievement tests. (Technical Overview for the AQ® Profile, [online]).

2) Generalized Self-Efficacy Scale

The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.

The scale is designed for the general adult population, including adolescents. Persons below the age of 12 should not be tested.

The scale is usually self-administered, as part of a more comprehensive questionnaire.
Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring: Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40.

In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is uni-dimensional.

Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by pre-surgery self-efficacy.

3) Needs Assessment Questionnaire

The Needs Assessment Questionnaire is a tool used to discover the pressing needs of the students and being able to understand the challenges they are facing. It allows to obtain specific information about the student and can be an effective tool to clarify problems and identify appropriate interventions or solutions.

The survey is comprised of ten items per category including personal, interpersonal, family and academics. The questions were designed by the collaborative ideas of former Psychometrician and Guidance Facilitators/Counselors.

Data Gathering Procedure

In gathering the data of the study, the researcher first submitted a letter via email to Ms. Katie Martin a Project Liaison for the approval in using the AQ® Profile followed by completing the initial steps and guidelines. After receiving the information necessary, they
provide the research agreement form for signing and will return to them to gain formal permission, after approval they have provided the tool at no cost and sent a unique URL ([http://peaklearningtools.com/flavier](http://peaklearningtools.com/flavier)) exclusive for the researcher and research purpose only. After receiving the URL, the researcher made a letter to gain formal permission to the Senior High School-OIC, for the approval to conduct the procedure to the respondents.

Another letter of permission to the concerned personnel in the approval of utilizing the computer units needed in answering the online questionnaire. The researcher then prepared all the necessary materials to be used in the procedure such as the total number of enrolled students of the academic year, the schedule of the vacant periods of each class and the masters list of each section by strand. Also, the printed secondary data which is the Generalized Self-Efficacy Scale. Since the Needs Assessment Questionnaire has been conducted after a week or two as the classes' started on their 11th grade. The researcher retrieved the data results for reference in knowing the pressing needs of the students. While waiting for the completion of all the number of respondents to answer the questionnaires, encoding of response began. After 2 weeks, the researcher had completed the data collation. An email was sent to the Project Liaison, Ms Katie Martin informing the completion of the data gathering procedure then requested for the spreadsheets of the participants response. Analysis of data gathered was processed with the help and assistance of a statistician for a more accurate statistical result analysis.

**Statistical Treatment**

The data gathered through the use of questionnaires were presented using the descriptive statistics such as frequency and percentage distribution of the respondents' demographic profile.

The Chi-Square is the statistical method used in the study; this statistic is commonly
used for testing relationships between categorical variables. The null hypothesis of the Chi-
Square test is that no relationship exists on the categorical variables in the population; they
are independent.
Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents data gathered from the survey. They were presented in tabular form, analyzed, interpreted and complemented with inferences, implications and theoretical bases based on the posited research questions in chapter 1.

1.1 Age profile of the respondents

Presented in Table 1.1 is the profile of the respondents. Results revealed that most of the respondents are 17 years old as attested by a frequency of 168 (77.4%) out of 217 respondents.

<table>
<thead>
<tr>
<th>AGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17</td>
<td>7.8%</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>168</td>
<td>77.4%</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>24</td>
<td>11.1%</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>3.7%</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

It was followed by senior high school students who are 17 years old with a frequency of 168 and a percentage of 77.4%. There are senior high school students who are 18 years old with a frequency of 24 and a percentage of 11.1%. There are 17 senior high school students aged 16 and another 8 students aged 19.

Since the data gathering procedure was made on the S.Y 2018-2019, the age of the participants on the Grade 12th year are usually 17-18 years old. Few students who are aged 16 (7.8%) are enrolled to Senior High School. Those who are aged 19 are repeaters or they stopped studying during their elementary or junior high school level.
1.2 Gender profile of the respondents

Table 1.2 presents the gender profile of the respondents. As shown the respondents are dominated by female students with a frequency of 139 and a percentage of 64.1%. Meanwhile there are only 78 male respondents. This implies that majority of the respondents were female students from the total population.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>139</td>
<td>64.1%</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>35.9%</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1.3 Strand profile of the respondents

Presented in table 1.3 is the frequency distribution of the respondents according to academic strand they’ve chosen. As shown most of the respondents belong to STEM strand with a frequency of 88 (40.6%) out of 217 respondents. It was followed by ABM strand with a frequency of 46. Meanwhile, HUMSS with a frequency of 41, GAS with a frequency of 20, ICT with a frequency of 14 and HE with a frequency of 8.

The total numbers of enrolled students in the S.Y 2018-2019 are 899. In which, STEM has 285, ABM has 212, HUMMS has 121. GAS has 117, H.E has 86 and ICT has 78 numbers of enrollees.

According to the Facilitator in charge during enrolment period, the main reason why most students are enrolled to STEM strand foresee that there are more career opportunities in line with this track. Moreover, students who chose the ABM strand foresee themselves in the line of business.
<table>
<thead>
<tr>
<th>STRAND</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABM</td>
<td>46</td>
<td>21.2%</td>
<td>2</td>
</tr>
<tr>
<td>ICT</td>
<td>14</td>
<td>6.5%</td>
<td>5</td>
</tr>
<tr>
<td>GAS</td>
<td>20</td>
<td>9.1%</td>
<td>4</td>
</tr>
<tr>
<td>HE</td>
<td>8</td>
<td>3.7%</td>
<td>6</td>
</tr>
<tr>
<td>HUMSS</td>
<td>41</td>
<td>18.9%</td>
<td>3</td>
</tr>
<tr>
<td>STEM</td>
<td>88</td>
<td>40.6%</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### 1.4 Adversity Quotient® of the respondents

Table 1.4 reflects the frequency distribution of adversity quotient® of the respondents.

<table>
<thead>
<tr>
<th>Adversity Quotient®</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
</tr>
<tr>
<td>Above Average</td>
<td>0</td>
<td>0</td>
<td>4.5</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>6.5%</td>
<td>3</td>
</tr>
<tr>
<td>Below Average</td>
<td>80</td>
<td>36.9%</td>
<td>2</td>
</tr>
<tr>
<td>Low</td>
<td>123</td>
<td>56.7%</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

It can be noted that none of the respondents can be said to have high and above average adversity quotient®. The table also reflects that most of the respondents have low adversity quotient with a frequency of 123 and a percentage of 56.7%.

Adversity Quotient® (AQ®), refers to the total score obtained on the Adversity Quotient Profile® developed by Dr. Paul G. Stoltz version 9.1 as a measure on how one handles adversity. According to J Venkatesh*; G. Shivaranjani (2016) characteristics of having low AQ® indicate that they have low levels of motivation, energy, performance and persistence. Have a tendency to give up easily and a tendency to be a quitter. They
abandon their dreams if they believe they will encounter hardship in the pursuit of such dreams for they have very restricted ability or tolerance under stress and have no self-confidence to act independently. (Huijuan, 2009). The person with below average AQ® is likely to be underutilizing his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ®. They have a tendency to be a camper (J Venkatesh*; G. Shivaranjani, 2016). The person with average AQ® usually does descent job of navigating life as long as everything is going relatively smooth. However, the person may suffer unnecessarily from larger setbacks, or may be disheartened by the accumulated burden of life’s challenges. The person with Above Average AQ® has probably done a fairly good job in persisting through challenges and in tapping a good portion of growing potential on a daily basis. The person with High AQ® probably has the ability to withstand significant adversity and to continue to move forward and upward in life. (Amparo, M, 2015). They have the tendency to be a climber, people who are dedicated to a lifelong ascent. They are described as enthusiastic, innovative, energetic, robust, passionate, and thriving on change by taking risks. They never allow any obstruction to get in the way of the ascent. Climbers create change, and the change either inspires or threatens the campers. (J Venkatesh*; G. Shivaranjani, 2016).

2. Challenges encountered by the respondents

Table 2.0 presents the challenges encountered by the respondents. As shown, most number of respondents has academic problems as attested by a frequency distribution of 71 (32.7%).
Table 2

<table>
<thead>
<tr>
<th>Type of Challenges</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>71</td>
<td>32.7%</td>
<td>1</td>
</tr>
<tr>
<td>Family</td>
<td>22</td>
<td>10.1%</td>
<td>4</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>61</td>
<td>28.1%</td>
<td>3</td>
</tr>
<tr>
<td>Personal</td>
<td>63</td>
<td>29.0%</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

There are about 63 respondents who have personal needs while another 61 respondents have interpersonal problems. Another 22 respondents have family problems.

3. Level of self-efficacy of the respondents

Table 3 reveals the self-efficacy of the respondents. As shown, results revealed that in terms of self-efficacy in managing and solving problems, most respondents perceived that “I can solve most problems if I invest the necessary effort” is moderately true with weighted mean of 3.17, which implies that the students believe if they exert effort in whatever they do, if one has the drive to perform a task meaning that person has a sense of high self-efficacy for himself that he believes that his feelings and actions will actually influence the outcome of a given situation. To have a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance (Ahktar M. 2017). On the other hand, the respondents perceived that “I am confident that I could deal efficiently with unexpected events” is moderately true and got the lowest weighted mean of 2.70 which implies that a person tend to be not that efficacious when it comes to unexpected events. When setbacks happen, they tend to give up quickly. Because they don't have much confidence in their ability to achieve, they are more likely to experience feelings of failure and depression.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming
obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity. (As cited by Albert Bandura, retrieved online September 2018).

Table 3

<table>
<thead>
<tr>
<th>Items</th>
<th>1 Not True at All (%)</th>
<th>2 Hardly true (%)</th>
<th>3 Moderately True (%)</th>
<th>4 Exactly True (%)</th>
<th>WEIGHTED MEAN</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can always manage to solve my problems if I try hard enough</td>
<td>1.4</td>
<td>8.3</td>
<td>62.7</td>
<td>27.6</td>
<td>3.17</td>
<td>2</td>
</tr>
<tr>
<td>2. If someone opposes me, I can find the means and ways to get what I want</td>
<td>3.7</td>
<td>25.3</td>
<td>65.0</td>
<td>6.0</td>
<td>2.73</td>
<td>9</td>
</tr>
<tr>
<td>3. It is easy for me to stick to my aims and accomplish my goals</td>
<td>1.4</td>
<td>21.7</td>
<td>53.9</td>
<td>23.0</td>
<td>2.99</td>
<td>4</td>
</tr>
<tr>
<td>4. I am confident that I could deal efficiently with unexpected events</td>
<td>6.0</td>
<td>27.6</td>
<td>56.7</td>
<td>9.7</td>
<td>2.70</td>
<td>10</td>
</tr>
<tr>
<td>5. Thanks to my resourcefulness, I know to handle unforeseen situations</td>
<td>3.2</td>
<td>22.6</td>
<td>57.6</td>
<td>16.6</td>
<td>2.88</td>
<td>6</td>
</tr>
<tr>
<td>6. I can solve most problems if I invest the necessary effort</td>
<td>1.8</td>
<td>11.5</td>
<td>45.6</td>
<td>41.0</td>
<td>3.26</td>
<td>1</td>
</tr>
<tr>
<td>7. I can remain calm when facing difficulties because I can rely on my</td>
<td>3.7</td>
<td>23.5</td>
<td>55.8</td>
<td>17.1</td>
<td>2.86</td>
<td>7</td>
</tr>
<tr>
<td>coping abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>8. When I am confronted with a problem. I can usually find several solutions</td>
<td>2.8</td>
<td>21.2</td>
<td>65.0</td>
<td>11.1</td>
<td>2.84</td>
<td>8</td>
</tr>
<tr>
<td>9. If I am in trouble, I can usually think of a solution</td>
<td>0.9</td>
<td>20.7</td>
<td>54.8</td>
<td>23.5</td>
<td>3.01</td>
<td>3</td>
</tr>
<tr>
<td>10. I can usually handle whatever comes my way</td>
<td>2.8</td>
<td>19.8</td>
<td>59.4</td>
<td>18.0</td>
<td>2.93</td>
<td>5</td>
</tr>
<tr>
<td><strong>GRAND MEAN</strong></td>
<td><strong>2.94</strong></td>
<td><strong>Moderately True</strong></td>
<td><strong>2.94</strong></td>
<td><strong>Moderately True</strong></td>
<td><strong>2.94</strong></td>
<td><strong>Moderately True</strong></td>
</tr>
</tbody>
</table>

In general, the table implies that the respondents have moderate level of self-efficacy as attested by a grand mean of 2.94 with a verbal interpretation of “moderately true”. which reflects their average level of optimistic self-belief they can perform and succeed or cope with adversity, Essentially all individuals can distinguish objectives they need to achieve, things they would like to alter, and things they would like to attain. However, most people also realize that putting these plans into action isn't very simple. Bandura and others have found that an individual's self-efficacy plays a major part in how objectives, tasks, and challenges are approached (Cherry K. 2018)

Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed. People could be persuaded to believe that they have the skills and capabilities to succeed. Consider a time when someone said something positive and encouraging that helped you achieve a goal. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand. Our own responses and emotional
reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. (Cherry K. 2018)

Life is full of challenges and high levels of self-efficacy can help you better deal with these challenges more viably. Your belief in your capacities can predict how motivated you’re feeling, how you’re feeling about yourself, and the amount of effort you put into achieving your goals.

4. Correlation between the demographic profile and the level of self-efficacy of the respondents

Table 4 describes the correlation or association between the demographic profile of the respondents and their level of self-efficacy.

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>Level of Self-Efficacy</th>
<th>Chi-square Value</th>
<th>P-value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>7.49</td>
<td>.278</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>5.66</td>
<td>.059</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>Strand</td>
<td>2.91</td>
<td>.940</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>Adversity Quotient</td>
<td>67.98</td>
<td>.994</td>
<td>Not Significant</td>
<td></td>
</tr>
</tbody>
</table>

As shown the age profile of the respondents is not associated with their level of self-efficacy as attested by a chi-square value of 7.49 and a p-value of 0.27 (p > .05). This means that the variation in the level of self-efficacy of the respondents cannot be attributed to their age. Likewise, the profiles such as gender, strand and adversity quotient do not associate with the level of self-efficacy of the respondents as attested by p-values of .059, .940 and .944 respectively which were all greater than 0.05. This only shows that the variation in the self-efficacy of the respondents cannot be attributed to the gender, strand and adversity...
A study by Ayodele K. (2013) revealed that demographic factors age and gender of students significantly did not have any influence of adolescents’ entrepreneurial intention or attitude.. In addition, a study of the adversity quotient and self-efficacy of teenage mothers by Legaspi, A. (2013), states that based on the results of his data analysis is known to have no significant relationship between adversity quotient and self-efficacy.

5. Correlation between the challenges and level of self-efficacy of the respondents

Presented in table 5 is the analysis of the correlation between the challenges and self-efficacy of the respondents.

<table>
<thead>
<tr>
<th>Challenges Versus Level of Self-Efficacy</th>
<th>Correlation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chi-square Value</td>
<td>P-value</td>
</tr>
<tr>
<td></td>
<td>5.41</td>
<td>.492</td>
</tr>
</tbody>
</table>

It can be reflected that the level of self-efficacy of the respondents is not correlated/associated with the challenges they are facing at the moment as attested by a chi-square value of 5.41 and a p-value of .492. This implies that the types of challenges that the students are facing right now – academic, family, personal and interpersonal is not as source of variation in the level of self-efficacy of the student respondents.

In contrast to the findings, According to an article “Stage of Life, Retrieved June 2018) School was the number one stressor for teens. They talked about courses to take, problems with grades, long-term projects, and the high expectations they set for themselves—and were afraid they couldn’t reach. High self-efficacy will not produce a competent performance when requisite knowledge and skill are lacking. In this instance, a sense of self-efficacy for learning
is beneficial because it motivates individuals to improve their competence. Efficacious learners expect and usually receive positive outcomes for their actions. (Schunk D.H, 1995)

In personal, students nowadays struggle with themselves with all their anxieties and self-doubt. A very important factor that contributes to ones performance is self-confidence that he can achieve such goals. Increased self-efficacy can increase self-confidence to face challenges. A factor that contributes to your child's self-efficacy beliefs is their physical and emotional states. For instance, their efficacy beliefs are strengthened by their ability to reduce feelings of anxiety and depression. Building physical strength and stamina also creates a stronger conviction in their abilities. (Hannes,W, 2018)

In interpersonal, children tend to choose peers who share similar interests and values. Selective peer association will promote self-efficacy in directions of mutual interest, leaving other potentialities underdeveloped. Because peers serve as a major influence in the development and validation of self-efficacy, disrupted or impoverished peer relationships can adversely affect the growth of personal efficacy. A low sense of social efficacy can, in turn, create internal obstacles to favorable peer relationships. (Bandura, A, 1994). People learn from one another through observation, imitation and modelling. Thus, a source of your child's self-efficacy is from the people they interact with on a daily basis. Therefore, seeing and interacting with people that your child can relate to, that overcome their obstacles in achieving their goals will increase their aspirations and beliefs in their own capabilities. “The 5 Sources Of Your Teen's Self Efficacy”, Retrieved on August 2018.

In family, Encouragement and persuasion to believe in themselves during difficulties help people persevere through their difficulties. By persuading your child to persist will aid them in finding a solution to their problem and will increase their chance of success. Additionally, a key component is communicating to your teen that success is a process of self-improvement rather than triumph over other. “The 5 Sources Of Your Teen's Self Efficacy”,

6. Proposed Guidance Program

Lipa City Colleges Guidance Department offers programs designed to serve the developmental and adjustment needs of the students. Such programs provide avenues that could respond to the students' needs/concerns and optimum development of their potentials. The goal of the guidance program is to assist students in the development of a well-functioning individual primarily by helping them to utilize their potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests and needs.

The objectives of this plan is to address the adversity quotient, self efficacy and academic challenges deemed difficult and noted low by the Senior High School. Understanding one's Adversity Quotient is important in achieving life goals or maintain a person's vision towards own success. It tells a lot about the drive of a person against obstacles obstructing ones endeavors, and how resilient a person will be during unfavorable circumstances. Being resilient gives one the ability to handle adversity and makes life more fulfilling. At the heart of a person's resilience is his ability to believe in oneself and through developing own self-efficacy one is able to deal with challenging situations with resilience and optimism. Having high sense of self-efficacy one can be able to work hard and maintain persistence and motivation in the face of adversity.

Through improving adversity quotient and increasing self-efficacy, students will perform well and produce success in the face of academic challenges. The fact that they do not only learn from the challenges but they also respond better and faster in various difficulties.
### Proposed Guidance Program

<table>
<thead>
<tr>
<th>KRAs</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES/PLAN OF ACTIONS</th>
<th>VENUE</th>
<th>TIME FRAME</th>
</tr>
</thead>
</table>
| Improving Adversity Quotient | *to help individuals overcome their problems and also to equip them to meet future problems. *to obtain relief for the client and the long-term goal is to make him 'a fully functioning person'.

*to help the counselee become self-actualizing
*To help the counselee attain self-realization |
|                           | One on One Counseling Session                                                                                                                                                                             | Guidance Office                           | Year round      |                                     |
|                           | Follow-Up Counseling                                                                                                                                                                                      | Guidance Office                           | Year Round      |                                     |
|                           | Homeroom Guidance: Activity 1: Resilience: Build skills to endure hardship

Activity 2: YES I CAN! |
<p>|                           | Respective Rooms                                                                                                                                                                                        | Testing Room or Conference room           | Mid semester    | (vacant period)                      |
|                           | Teachers' afternoon with the Counselors; “ How much do I know my students? : A collaborative work with teachers towards discovering the better way of looking at the Millenials&quot; |
|                           | Testing Room or Conference room                                                                                                                                                                         | (beginning/mid-part/end of the semester)  | 4:00pm - 5:30 pm |                                     |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>Location</th>
<th>Date/Time</th>
</tr>
</thead>
</table>
| **Increasing Self-Efficacy** | *to help the student become self-actualizing*  
*To help the student attain self-realization*  
*to improve and increase personal effectiveness* | Homeroom Guidance: Activity 1: Why Believing in Yourself Matters? | Respective Rooms | Mid Semester (Vacant period) |
| Activity 2: Healing Together Through Companionship | *to help the students face their problems with the help of others inside the group*  
*to make them realize that they are not alone.*  
*to assist them in understanding and facing their dilemmas in a healthy and productive ways.* | Testing Room or Conference room beside the Guidance Department in Grade School Building | Every Thursday, 3:00-4:30 pm |
| **Parenting Seminar for Senior High School Parents/Guardians:** Couch Comfort: How to Make Family Communications Work | *to promote enriching relationship between the parents and school administration*  
*for the parents to create deeper connection to their children especially to their teens*  
*to give parents notes on how they can comfortably communicate with their childrens*  
*to provide proper information and guidance for parents to resolve their children's concerns* | LCC Silvercrest Auditorium | First Semester |
| **Overcoming Academic Difficulties** | *to improve study habits and attitudes which are important to academic success and eventually improve their performance outcomes which is an indicator of quality education in higher* | Study Habit Sessions; Activity 1: Developing Effective Study Habits  
Activity 2: Improving Overall Performance | Respective Rooms | First Semester (vacant period) |
institutions of learning.
*to help the student work out a plan for solving his difficulties.

*to help the student know himself better—his interests, abilities, aptitudes, and opportunities.
*to encourage and develop special abilities and right attitudes in their career pathway.

<table>
<thead>
<tr>
<th></th>
<th>Career Counseling</th>
<th>Guidance Office</th>
<th>Mid semester</th>
</tr>
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CHAPTER V

Summary of Findings, Conclusions and Recommendations

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

Summary of Findings:

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

1. Majority of the respondents were 17 years old. However, few of them are 16 years old and some are overage or 19 years old.
2. Results revealed that there were more female students among the respondents.
3. Eight hundred ninety nine (899) students are enrolled in the A.Y 2018-2019. STEM and ABM are the most preferred strand over other strands.
4. Majority of the respondents respond low in their overall Adversity Quotient®. It means that most of the respondents have low levels of motivation, energy, performance, and persistence as well as a tendency to ‘catastrophize' events.
5. Few students are academically challenged whereas some are personally and interpersonally challenged and least to be challenged with their families.
6. The respondents have moderate Level of Self-efficacy.
7. Based on the findings, the demographic profile and the Level of Self-efficacy of the respondents were found to be not significantly related to one another.
8. Challenges versus the Level of Self-efficacy of the respondents were found out to be not significantly related to each other.
Conclusions:

On the basis of the findings, the following conclusions are made:

1. There is no significant relationship between the profile and Level of Self-efficacy of the respondents

2. There is no significant relationship between the Challenges and Self-efficacy

Recommendations:

In line with the findings of the study, the conclusion reached, and their various implications, the following recommendation are hereby made:

1. Students shall have awareness about their Adversity Quotient® so that they can improve their resiliency which can help them strengthen their capacity to adapt to challenges, setbacks and other adverse situations.

2. The Guidance Department must plan and schedule more enrichment programs that can help students developed hollistically and would allow them engage to activities in which the ultimate goal is to achieve success and realize their strengths as they work to improve areas of weakness while developing coping skills for future challenges.

3. Facilitate Training/Seminar/Workshop on various topics such as stress management, study habits, parental guidance, building self-confidence, career planning, team building, conflict management and peer facilitator’s training.

4. Continuous counseling and follow-up programs to guide students resolve emotional sense of direction.

5. Teachers can boost self-efficacy through persuading communication, feedback and motivate them to make their best effort and succeed in performing a task.

6. To future researcher/s to conduct and explore more studies concerning Adversity Quotient, Challenges and Self-Efficacy and/or relate to other factors.
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