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Senior High School Students in Pateros Catholic  
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November 11, 2023

# **Adversity Quotient and Leadership Styles among Senior High School Students in Pateros Catholic School: A Module for Leadership Training Program**

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## **Abstract**

**Introduction:** This study was conducted to determine the relationship of adversity quotient and leadership styles of Senior High School student leaders in Pateros Catholic College, and to generate a module for Leadership Training Program.

**Methodology:** The researchers used Pearson Correlation Method, Percentage Distribution, and Frequency Distribution to analyze the data gathered. Leadership Style Survey and Stoltz' Adversity Quotient Questionnaire were given to 30 purposively chosen Senior High School student leaders studying at Pateros Catholic College to assess their leadership styles and adversity quotient.

**Results:** Most of the student leaders scored low on their Adversity Quotient. In addition to that, delegative style was the most practiced leadership style among the SHS student leaders.

**Discussion:** It has been concluded that adversity quotient has a negligible positive relationship to leadership style of SHS Student leaders. Also, the result was not significant.

**Keywords:** Adversity Quotient, Leadership Styles, Senior High School, Leadership Training Program

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## **INTRODUCTION**

Every person can be a leader. Everybody can lead a small organization or even the whole nation. But not everyone can become an efficient leader. Not everyone can perpetuate their position, and not all will be firm and vigorous whenever unexpected situations or adversities occur. Being a leader has never been an easy journey (Sheninger, 2017).

Being a leader is one of the most challenging roles one can be, most especially if that person has also a role of being a student. Student leaders experience many hardships in their personal as well as in their organizational life. Hence, their capability to become resilient must be of enormous enough to endure and control these adversities. If a leader is infirm, it would not be able to cross over the hardships. But if a leader is courageous and motivated in accomplishing and controlling difficult

situations or adversities, success and desired results will be followed (Thomas, 2016). This capability to become resilient is also termed by Dr. Paul Stoltz as adversity quotient.

Adversity Quotient enhances effectiveness of leadership styles and efficiency of subordinates. Having low AQ might negatively affect how to handle the organization and its subordinates due to the inability to bounce back after encountering adverse situations (Bautista, et al., 2016).

However, according to Napire (2013), leadership styles were not significantly related to the Adversity quotient of the respondents on their study. Thus, suggesting that they have to improve through stress-management training workshop since they already have consistent leadership preferences.

In addition, the leadership skills and Adversity Quotient of the School Administrators on the study of Baroa (2015) were correlated as low implying that a skill of being a leader is not affected by the level of his/her adversity since it is just a part of the leadership skills. However, the Reach Dimension of the Adversity Quotient is highly correlated with leadership skills implying that their high leadership skills help them put setbacks into learnings.

Leadership style refers to a leader's characteristic behaviors once leading, motivating, guiding, and managing teams of individuals. The study led by Lewin identified different styles of leadership. First is the Authoritarian Leaders which focuses

on both command by the leader and control of the followers. The Participative or Democratic leadership which is the most effective leadership style. These leaders offers guidance to group. They participate in the group and is open to suggestions their followers have. Democratic leaders make their followers feel their importance to the team. Lastly, the Laissez-Faire leadership which is the least productive of all the styles for it lacks guidance from the leader and the group members are expected to solve problems on their own (Cherry, 2018).

This study was supported by Fiedler's Contingency Theory of Leadership. The theory mainly discussed that there is no best leadership style and that the ability of a person to lead depends on the situational favorableness or control. Thus, this theory implied that situations decide the leadership style and that situational variables interact with the behavior and personality of a leader (Travis, 2018). The current study was also anchored by Stoltz's theory on Adversity Quotient. This theory focused on the capability of a person to respond on life's adversities and the ability to become resilient. Hence, this theory inferred that the level of Adversity Quotient can possibly predict the success of a leader in handling the organization and the situations that may arise (PEAK Learning). These two theories implied that student leaders were able to fit in and lead within the group even when they have gone through challenging situations.

## **METHODOLOGY**

### ***Method***

The researchers used the descriptive method

in this study. Descriptive approach was used because it sought to find out the relationship of adversity quotient and leadership styles of the SHS Student leaders. In addition to that, quantitative method was also observed as the researchers used numerical data from the respondents through the survey questionnaire.

**Sampling Technique**

In this study, Criterion Sampling Technique was used to determine the respondents of the study, the student leaders. The researcher utilized a set of criteria based on the characteristics needed in the study in order to meet the objectives and goals of this research.

**Procedure**

The study started off with researchers gathering all the respondents. After gathering all of them, the survey questionnaires were distributed to the respondents. The researchers briefed the respondents about the study and instructed them on how to answer the survey questionnaires. The respondents answered the survey questionnaire. The data gathered were tabulated, analyzed and interpreted using several statistical tools.

**Sample Population**

In this research, the participants are 30 students of Pateros Catholic School who are senior high school student leaders, at least male and female with the range of 15 – 18 years old, these students who are willing to participate in this study will be selected.

**Statistical Treatment**

To interpret the gathered data, the researchers will use the following:

1. Percentage distribution, arithmetic mean, and standard deviations to

describe the demographic profile, the CORE Dimensions of Adversity Quotient, and the Leadership styles of the respondents.

2. Pearson-r Correlation to determine the relationship of the Adversity Quotient to the Leadership Styles of Student Leaders.

**RESULTS**

From the surveys that were given to the student leaders, the following data has been gathered and presented:

Table 3  
Leadership Styles of Senior High School Student Leaders

Leadership Styles		
	f	%
Participative	9.0	30%
Delegative	21.0	70%
Total	30.0	100%

TABLE 1

Table 1 shows the respondents' age. The data showed that 22 out of 80 respondent belong to the 15 to 16 years old with 27.5 percent and 58 out of 80 or 72.5 percent of the participants are 17 - 18 years old. Christodoulou, E and Thiran, R (2017) analyzed that with the understanding that leadership is established slowly over the years. They can create development plan that journeys with an individual from a young age to late adulthood. They also explained that, to grow a person into a leader, It is not suitable to look only at their soft skills and technical efficiency. They must consider the characteristics of a person like their capabilities, self-awareness, competitiveness and sense of leadership.

TABLE 2

As suggested from the data, out of 80 respondents there are 32 male participants with the percentage of 40 while the female had a frequency of 48 or 60 percent. Figures propound that more female respondents participated in this study which means that they student body prefers to have a female leader than male. According to Folk (2017) Women make better leaders than men because woman have a genuine passion for working with others, they consider sharing ideas and solutions that will be effective for everyone involved in the process which means that women are a good at giving their members a chance to say their conclusions. Garfinkle (2016) explained that it is not the gender of a person make a better leaders. The reality is that the discrepancy between male and female leadership styles can expand the creativity and innovation of their members. Whichever gender you are, determine your skills that can bring all your members to their full potential and hidden skills they have.

Table 3 showed the leadership styles of the Senior High School Students. Out of 30 respondents, 9 or 30 percent of which use Participative as their Leadership Style while 21 or 70 percent of which use Delegative as their Leadership Style.

Table 5 showed the relationship between the Leadership Style and the Demographic Characteristics of the student leaders. It was shown in the table there was no significant relationship between age and leadership style ( $p.621 > .05$ ). It was also found that gender and leadership style are not related to each other but they were significant ( $p.355 > .05$ ).

Table 5

**Relationship of Leadership Style to Demographic Profile**

Demographic profile	Pearson-r	P-value	Interpretation
Age	.102	.621	Negligible Correlation Not significant
Gender	.175	.355	Negligible Correlation Significant
Academic Strand	0.26	.891	Low Correlation Not Significant
Grade Level	-.106	.578	Negligible Correlation Not Significant
Position	-.321	.084	Low Correlation Not Significant

Additionally, the table revealed that there was low correlation between the academic strand and leadership style of the student leaders. The data also revealed that there was no relationship between grade level and leadership style of student leaders and they are not significant to each other ( $p.578 > 0.05$ ). Furthermore, the table above denoted that position of the student leaders had weak correlation to leadership style, however, they were not significant to each other ( $p.084 > 0.05$ ).

The table presented above indicated the relationship of adversity quotient and leadership styles of Senior High School student leaders. It can be seen that adversity quotient has negligible positive relationship to leadership style (r-value .164). More data revealed that the result was not significant (p-value .388 > .05).

## DISCUSSIONS

The statistical data in demographic characteristics and leadership styles suggested that leadership style had a negligible correlation to age, gender, grade level, and position and were not significant

except the gender that revealed to be significant and it implied that it could not be generalized to all student leaders. This finding is contrast with Kotur et al. who found a positive relationship between age and leadership style. Moreover, academic strand and the position of student leaders revealed to have low correlation to leadership styles of student but not significant. Other studies such as Tatlah et al., supported this findings,

**Table 6**

**Relationship of Adversity Quotient and Leadership Styles of Student Leaders**

Adversity Quotient	Leadership styles			
	r-value	Verbal Interpretation	p-value	Verbal Interpretation
	.164	Negligible positive correlation	.388	Not Significant

stating that the course or academic strand and position had no significant relationship with leadership style.

Majority of the Senior High School Student Leaders allow their co-officers to make decisions, however the leader is still the one responsible for the final decision. The leader seeks suggestions from the co-officers for them to be able to come up with the right decisions. Their subordinates can analyze the situation and know what needs to be done and how it can be done. Delegation of tasks is important for the student leaders. However, some of the senior high school student leaders become involved in the process of decision-making together with their co-officers. But the leader still maintains the final decision-making authority. As supported by Davies (2013), developing student leaders at school allows more genuine students to involve in the decision-making of the school. Thus, it promotes

communication between the leaders and their subordinates regarding their concerns. In addition, Smith (2016) stated that leadership styles are essential in positive educational outcomes and building positive school culture such as involving and maximizing student leaders as possible human resource of the administration in conceptualizing decisions.

The level of resiliency a student leader has will only have a little effect on the way he/she leads a group or an organization. Although it can be noted that the adversity quotient may have a slight influence on the leadership style of a leader, other factors must also be considered such as leadership experience and others. Additionally, the result does not apply to other student leaders outside the study. This study was supported by Napire (2013) wherein leadership styles were not significantly related to the Adversity quotient of the respondents on their study. However, this was in contrast with the study of Bautista et al. (2016) where adversity quotient has significant relationship with the leadership styles of the student leaders.

## CONCLUSIONS

The results could help the student leaders be informed about their Adversity Quotient and Leadership skills in which would give them awareness about its role on their overall capabilities and potentials as a leader. Also, the parents could use this to support their children as it improves their child's resiliency and it gives capacity to deal with adversities. This study could also help the school organizations make programs or seminars

that would prepare the SHS student leaders for the complexities of school organization dynamics as well as make of activities associated with resiliency and leadership of students that would train and instruct them the pertinent ways to act, behave, lead and even decide within the organization. For future researchers, it is recommended that they intensify this study by understanding more about adversity quotient and its subtypes and investigating more about its importance not only in the aspect of leadership but also in daily living.

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