

ADVERSITY QUOTIENT OF SCHOOL HEADS: IMPLICATIONS FOR LEADERSHIP EFFECTIVENESS

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Abstract

Education shapes individuals and society, with school heads crucial for fostering learning environments and ensuring institutional success. Leading schools involve overcoming obstacles, requiring resilience and informed decision-making. Dr. Paul G. Stoltz's Adversity Quotient (AQ) concept helps enhance school heads' leadership capabilities in navigating challenges. This study evaluates the AQ of school heads in Labo East and Labo West Districts, Camarines Norte, Philippines, and its implications for leadership effectiveness, focusing on decision-making, crisis management, and maintaining school morale and performance during challenging times. The research involves 58 school heads from both Elementary and High School levels for the academic year 2023-2024, using a Descriptive-Correlational design. The research employs the Adversity Response Profile by Paul G. Stoltz, Ph.D., alongside a meticulously developed Researcher-Made Questionnaire.

The study found varying Adversity Quotient (AQ) levels among 58 school heads in Labo East and Labo West Districts, mostly falling in the Moderately Low category with an average ARP score of 133.06. AQ moderately influences leadership effectiveness, especially in decision-making, crisis management, and maintaining school morale. While some AQ aspects lack a significant relationship with leadership, reach and endurance correlate significantly with these areas. The intervention "Resilient Leadership: Navigating Challenges with AQ" aims to deepen school heads' understanding of AQ principles. Targeted interventions are necessary to bolster resilience and aid leaders in overcoming challenges, promoting positive outcomes in the district.

The study suggests using Adversity Quotient (AQ) scores to guide tailored interventions aimed at enhancing leadership resilience in Labo East and Labo West Districts. This involves personalized support mechanisms and individualized assistance for school heads. Educational policymakers should prioritize resilience and adaptability through focused professional development programs. Targeted programs, especially in decision-making and crisis management, are recommended based on AQ associations. The developed handbook entitled "Resilient Leadership: Navigating Challenges with AQ" is recommended as a resource for sustaining leadership resilience and fostering positive outcomes in schools.

Keywords: Adversity quotient (AQ), Leadership effectiveness, Decision-making, Crisis management, maintaining school morale and performance during challenging times, School heads, Intervention, Reach and Endurance

1. Introduction

Education serves as a cornerstone in shaping both individual paths and societal progress. Within educational institutions, school heads play pivotal leadership roles, which underscores their duty to foster conducive learning environments and ensure institutional success. Despite the recognition of their significance, navigating the complexities of school leadership involves overcoming numerous obstacles, necessitating resilience and informed decision-making. Dr. Paul G. Stoltz's concept of the Adversity Quotient (AQ) offers a lens through which to understand and enhance the leadership capabilities of school heads, particularly in confronting challenges inherent in their roles. This study aims to evaluate the AQ of school heads in Labo East and Labo West Districts, Camarines Norte, Philippines, and explore its implications for their leadership effectiveness, with a focus on decision-making, crisis management, maintaining school morale and performance during challenging times, then afterward develop an intervention to enhance the Adversity Quotient scores of school heads in Labo East and Labo West Districts and their leadership within the school community.

2. Methodology

This research focused on 58 school heads in Labo East and Labo West Districts, spanning both Elementary and High School levels for the academic year 2023-2024, utilizing a Descriptive-Correlational design. It aimed to depict the Adversity Quotient (AQ) of these leaders and explored its correlation with effective leadership, providing insights for interventions to enhance both AQ scores and leadership effectiveness within the district. The research employed the Adversity Response Profile by Paul G. Stoltz, Ph.D., alongside a meticulously developed Researcher-Made Questionnaire, ensuring reliability and validity through thorough dry runs and computation of Cronbach's alpha coefficient.

3. Results and Discussion

3.1. Adversity Quotient (AQ) of School Heads in Labo East and Labo West Districts

The Adversity Quotient (AQ) of 58 school heads in Labo East and Labo West Districts varies, with respondents classified into different AQ levels: Low (10 respondents), Moderately Low (22 respondents), Moderate (21 respondents), Moderately High (4 respondents), and High (1 respondent), with an average Adversity Response Profile (ARP) score of 133.06 indicating a Moderately Low AQ classification of the school heads in the said district. The data underscores the significant variability in resilience profiles among school heads in Labo East and Labo West Districts, highlighting the diverse capacities of leaders to navigate challenges effectively. These findings shed light on the nuanced landscape of leadership resilience within the district, emphasizing the importance of tailored interventions to support leaders in their professional development journey. Given the diversity of resilience levels observed, targeted initiatives such as personalized professional development programs or mentorship initiatives (Hirsch et al., 2018) could be instrumental in equipping school leaders with the necessary skills and strategies to effectively address the multifaceted challenges they encounter in their roles.

Table 1. Adversity Quotient (AQ) of School Heads in Labo East and Labo West Districts

RESPONDENTS	C	O	R	E	ARP SCORE	VI
1	9	6	15	25	110	Low AQ
2	17	18	18	18	142	Moderate AQ
3	14	17	15	12	116	Low AQ
4	15	21	25	25	172	Moderately High AQ

5	8	19	17	18	124	Moderately Low AQ
6	20	21	11	20	144	Moderate AQ
7	16	20	21	18	150	Moderate AQ
8	14	16	15	18	126	Moderately Low AQ
9	15	17	14	17	126	Moderately Low AQ
10	17	23	16	13	138	Moderate AQ
11	20	23	20	23	172	Moderately High AQ
12	18	18	17	18	142	Moderate AQ
13	15	15	15	15	120	Moderately Low AQ
14	6	15	5	8	68	Low AQ
15	15	12	11	19	114	Low AQ
16	18	15	16	17	132	Moderately Low AQ
17	16	19	17	16	136	Moderate AQ
18	17	19	17	16	138	Moderate AQ
19	14	12	13	18	114	Low AQ
20	19	24	19	17	158	Moderate AQ
21	20	13	13	11	114	Low AQ
22	17	17	16	15	130	Moderately Low AQ
23	18	19	15	15	134	Moderately Low AQ
24	19	22	16	20	154	Moderate AQ
25	16	19	15	14	128	Moderately Low AQ
26	16	15	15	15	122	Moderately Low AQ
27	16	20	17	10	126	Moderately Low AQ
28	16	23	17	19	150	Moderate AQ
29	17	19	23	19	156	Moderate AQ
30	18	23	21	21	166	Moderately High AQ
31	18	18	19	20	150	Moderate AQ
32	19	23	18	22	164	Moderately High AQ
33	19	19	17	17	144	Moderate AQ
34	24	24	23	22	186	High AQ
35	14	17	18	13	124	Moderately Low AQ
36	15	15	15	16	122	Moderately Low AQ
37	18	18	19	20	150	Moderate AQ
38	15	20	21	18	148	Moderate AQ
39	15	14	18	17	128	Moderately Low AQ
40	17	20	14	14	130	Moderately Low AQ
41	14	33	14	12	146	Moderate AQ
42	14	21	18	16	138	Moderate AQ
43	15	18	18	16	134	Moderately Low AQ
44	17	14	13	19	126	Moderately Low AQ
45	13	16	14	12	110	Low AQ
46	16	20	21	18	150	Moderate AQ
47	6	15	5	8	68	Low AQ
48	17	20	17	16	140	Moderate AQ
49	14	13	16	14	114	Low AQ
50	18	18	19	20	150	Moderate AQ
51	17	17	17	14	130	Moderately Low AQ
52	8	19	17	18	124	Moderately Low AQ
53	13	17	16	13	118	Moderately Low AQ
54	16	19	15	14	128	Moderately Low AQ
56	14	17	16	16	126	Moderately Low AQ
57	16	19	16	10	122	Moderately Low AQ
58	15	16	15	11	114	Low AQ
Average ARP					133.06	Moderately Low AQ

Verbal Interpretation:

High AQ (178-200): elite resilience, strong problem-solving skills, and an optimistic approach to overcoming adversities.

Moderately High AQ (161-177): effectiveness in dealing with difficulties, with potential for even greater resilience.

Moderate AQ (135-160): typical range, indicating individuals fare well with many challenges but may benefit from strengthened resilience.

Moderately Low AQ range (118-134): adequate handling of some setbacks, but there's potential for improvement in dealing with complex challenges.

Low AQ (117 and below): room for significant improvement, offering the opportunity for a transformative experience in facing

challenges.

3.2. Extent to which the Adversity Quotient (AQ) of School Heads Implicates their Leadership Effectiveness within the School Community

The Adversity Quotient (AQ) of school heads has a moderately effective implication on their leadership effectiveness within the school community ($w_m = 3.66$) in terms of decision-making processes, crisis management, and maintaining school morale. This data indicates a balanced approach to navigating various leadership challenges. This underscores the need for targeted interventions and professional development initiatives to enhance leadership competencies, aligning with Moore's research (2019), which offers insights into resilience-building strategies within educational contexts and can inform the development of effective interventions for school leaders.

Table 2. Summary of the extent to which the Adversity Quotient (AQ) of School Heads Implicates their Leadership Effectiveness within the School Community

No.	INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION	RANK
1	Decision-making processes	3.59	Moderately Effective	3
2	Handling Crisis and adversity	3.73	Moderately Effective	1
3	Ability to maintain school morale and performance during challenging times.	3.65	Moderately Effective	2
Average Weighted Mean		3.66	Moderately Effective	

Rating Scale: Not effective: 1.00 - 1.80; Somewhat effective: 1.81 - 2.60; Effective: 2.61 - 3.40; Moderately effective: 3.41 - 4.20; Highly effective: 4.21 - 5.00

a. In terms of decision-making processes, the Adversity Quotient (AQ) of school heads has a moderately effective implication on their leadership effectiveness within the school community ($w_m = 3.59$). This emphasizes the need for targeted professional development programs to enhance decision-making skills, aligning with Borazon & Chuang's (2023) emphasis on resilience-building in educational systems.

b. In terms of handling crises and adversity, the Adversity Quotient (AQ) of school heads has a moderately effective implication on their leadership effectiveness within the school community ($w_m = 3.73$). The analysis reveals that school heads in Labo East and Labo West Districts demonstrate a moderate level of effectiveness in crisis management, particularly in addressing challenges posed by student fraternities and strained relations with the local community, suggesting the need for targeted professional development programs (Fernandes, 2023) to enhance crisis management skills. This highlights the importance of fostering positive relationships with external stakeholders and promoting a supportive school culture, aligning with Motz et al.'s (2023) emphasis on resilience-building programs and collaborative efforts between schools and communities.

c. In terms of the ability to maintain school morale and performance during challenging times., the Adversity Quotient (AQ) of school heads also has a moderately effective implication on their leadership effectiveness within the school community ($w_m = 3.65$). The analysis shows school heads are moderately prepared to address adversity, indicating potential for further development in crisis management. This emphasizes the need to nurture adaptive leadership skills and resilience, aligning with research highlighting the impact of resilient leadership on organizational effectiveness and the importance of emotional intelligence in building resilience among school leaders (Naidu, 2021; Santoso et al., 2022).

3.3. Relationship Between the Adversity Quotient (AQ) Scores and the Leadership Effectiveness of School Heads

While some aspects of the AQ, such as control and ownership, do not exhibit significant relationships with leadership effectiveness, others, notably reach, demonstrate significant associations with certain areas of decision-making processes, crisis management, and maintaining school morale. While endurance demonstrates significant associations in only one area of decision-making processes. The analysis reveals that while some aspects of the Adversity Quotient (AQ) show no significant relationship with leadership effectiveness, others, like reach, correlate significantly with decision-making, crisis management, and maintaining school morale. Yang and Wang (2022) examined resilience training's impact on educational leadership, showing potential benefits for enhancing leadership capacity in challenging environments and contributing to understanding individual trait influence on leadership effectiveness.

Table 3. Test for Significant Relationship between the Adversity Quotient Scores and the Leadership Effectiveness of School Heads

Indicators	Adversity Quotient							
	Control		Ownership		Reach		Endurance	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Decision Making Process 1	-0.11	0.41	-0.173	0.193	-0.23	0.082	-0.135	0.314
Decision Making Process 2	-0.11	0.411	-0.51	0.702	-0.229	0.084	-0.19	0.153
Decision Making Process 3	-0.059	0.661	-0.025	0.853	-0.289*	0.028	-0.155	0.246
Decision Making Process 4	0.048	0.718	0.061	0.647	-0.232	0.079	-0.136	0.307
Decision Making Process 5	-0.119	0.374	0.039	0.77	-0.431**	0.001	-0.302*	0.021
Handling Crisis or Adversity 1	-0.152	0.255	-0.066	0.623	-0.28*	0.034	-0.071	0.596
Handling Crisis or Adversity 2	-0.53	0.691	-0.094	0.484	-0.283*	0.031	-0.043	0.748
Handling Crisis or Adversity 3	-0.039	0.774	0.121	0.364	-0.245	0.064	-0.167	0.21
Handling Crisis or Adversity 4	-0.129	0.334	0.009	0.946	-0.206	0.121	0	0.997
Handling Crisis or Adversity 5	-0.147	0.27	-0.02	0.88	-0.299*	0.022	-0.113	0.397
School Morale 1	-0.119	0.372	-0.13	0.33	-0.412**	0.001	-0.153	0.251
School Morale 2	0.139	0.297	0.063	0.64	-0.218	0.1	-0.087	0.515
School Morale 3	0.061	0.647	-0.091	0.496	-0.283*	0.031	-0.049	0.715
School Morale 4	-0.034	0.799	0.025	0.85	-0.299*	0.023	-0.143	0.285
School Morale 5	0.034	0.798	0.096	0.474	-0.209	0.115	-0.072	0.591

*Correlation is significant @0.05 level

**Correlation is Significant @ 0.01 level

3.4. Developed Intervention to Enhance the Adversity Quotient Scores of School Heads in Labo East and Labo West Districts and their Leadership within the School Community

The intervention, a handbook entitled "Resilient Leadership: Navigating Challenges with Adversity Quotient (AQ)," aims to empower school heads by deepening their understanding of AQ principles, offering practical tools for resilience building, and integrating AQ considerations into decision-making processes. Through proactive crisis management strategies and effective communication techniques, leaders can navigate adversity more effectively, mitigate risks, and lead recovery efforts. Additionally, the handbook provides guidance on maintaining school morale and performance, integrating AQ principles into leadership development initiatives, and offers resources for further implementation support, ultimately equipping leaders to drive positive change within their school communities. The analysis and interpretation underscore the comprehensive nature of the "Resilient Leadership" handbook, offering school heads insights into AQ principles, practical tools, and strategies for enhancing resilience and leadership effectiveness. Cleary's (2018) systematic review highlights the necessity of resilience-building interventions in educational settings, supporting the handbook's role in equipping leaders with essential skills to navigate challenges and drive positive outcomes.

4. Conclusion and Recommendations

Based on the obtained results, the researcher formulated the following conclusions.

1. Assessing the Adversity Quotient (AQ) among Labo East and Labo West Districts school heads reveals a spectrum of resilience levels, indicating the need for targeted interventions to bolster leadership resilience and support effective navigation of challenges within the school community.

2. The moderate impact of Adversity Quotient (AQ) scores on leadership effectiveness among school heads underscores the importance of fostering resilience to enhance their ability to address various challenges and promote positive outcomes within schools.

3. While higher AQ scores on reach may correlate with less engagement in certain aspects of leadership, the weak correlations suggest the need for further research to understand the complex interplay between AQ and leadership effectiveness, guiding evidence-based strategies for nurturing resilient school leaders.

4. The "Resilient Leadership: Focusing on Reach and Endurance" handbook equips Labo East and Labo West Districts school leaders with essential skills and proactive crisis management strategies, promising to foster resilient leadership and drive positive outcomes within schools by preparing leaders to confront challenges effectively.

The conclusions lead to the following proposed recommendations.

5. Utilize Adversity Quotient (AQ) scores of school heads in Labo East and Labo West Districts to tailor interventions, such as professional development and mentorship, to enhance leadership resilience, acknowledging the diversity in resilience levels. Identifying school heads with lower resilience levels provides avenues for further research to inform evidence-based interventions, fostering a culture of excellence in education.

6. Prioritize resilience and adaptability among school leaders through targeted professional development initiatives focusing on decision-making, crisis management, and morale maintenance, empowering leaders to navigate challenges effectively.

7. Develop targeted professional development programs to enhance resilience-building skills among school heads, particularly in areas where significant associations with Adversity Quotient (AQ) scores are observed, such as decision-making and crisis management.

8. Implement the "Resilient Leadership: Focusing on Reach and Endurance" handbook as mandatory training for school leaders in Labo East and Labo West Districts, alongside ongoing professional development programs to reinforce AQ principles. Collaborate with educational research institutions to evaluate the handbook's effectiveness and foster a supportive organizational culture that encourages continuous learning and adaptation for sustained leadership resilience and positive educational outcomes.

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