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**TOWARDS THE DEVELOPMENT
OF ADVERSITY MANAGEMENT GUIDE MODEL
FOR SCHOOL PRINCIPALS**

JEAZ DC. CAMPANO

**A Dissertation
Presented to the College of Graduate
Studies and Teacher Education Research**

MARCH 2015

APPROVAL SHEET

In partial fulfillment of the requirements for the Degree of Philosophy with specialization in Educational Management, this dissertation entitled **“TOWARDS THE DEVELOPMENT OF ADVSERSITY MANAGEMENT GUIDE MODEL FOR SCHOOL PRINCIPALS”** prepared and submitted by **JEAZ DC. CAMPANO** who is hereby recommended for approval and acceptance.

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ACKNOWLEDGEMENT

The Researcher whole heartedly acknowledges the following person who in their special ways contributed in the realization of this worthwhile endeavor and greatly treasured work.

First and Foremost, to the Almighty God who has held and guided the researcher's hand and walked along with him in the most trying moments throughout the accomplishment of this paper and utmost gratitude for granting the author the sustaining favor needed to finish this study.

The Honorable members of the Committee on Oral Examination, for their vital ideas and suggestions to improve this piece of work;

To **Dr. Danilo K. Villena**, former Dean of the College of Education, full time graduate professor and researcher's adviser for his exceptional contributions and invaluable suggestions and insights in developing the researcher output. Without him, the researcher would find the study difficult and complicated to finish;

To **Dr. Fortunato Vendivel Jr.**, co-adviser of the researcher for sharing his inspirational experience and untiring support extended from the very start of the study through its completion;

To **Dr. Rene Belecina**, statistician of the study and highly appreciated PNU mentor in the field of measurement and evaluation for his patience in improving the research work and even giving the researcher the opportunity to ask questions and clarify results.

To **Dr. Gabriel G. Uriarte**, motivated the researcher to pursue and finish her study despite struggles she encountered in this study;

To **Dr. Marilyn U. Balagtas**, graduate studies professor for her several good ideas given during the validation of instruments;

To **Dr. Jose Ocampo** for his noteworthy suggestions and comments towards the completion of the study;

To **Dr. Zenaida Q. Reyes**, Dean of the Graduate studies for her bright ideas and commendable suggestions to improve the researcher's work. Her expertise in the field of research has opened doors for producing state of the art researches recognized locally and internationally.

To **Ms. Estelita G. Pineda**, CESO V, Schools Division Superintendent of the Division of San Jose Del Monte, Bulacan for her utmost cooperation and assistance showed when the researcher gathered and retrieved data;

To **Mr. Alexander D. Angeles**, Vocational School Administrator I of San Jose Del Monte National Trade School for encouraging and enlightening the researcher's mind during her most trying times. His recommendations has helped the researcher realized how to improve her work.

To the Elementary and High School Principals of the Division of San Jose Del Monte, for their heartwarming accommodation to the researcher during the conduct of survey, interview and for granting the author of this work the permission to seek copies of their performance evaluation result for three consecutive years without hesitation;

To **Mr. Niel Santos**, Planning Officer II of the Division of San Jose Del Monte, for providing the profile records of principals-respondents of the study;

To **Mrs. Evelyn G. Pascual**, a very sympathetic and supportive staff in the Department of Educational Management, for her unselfish assistance given to the researcher and for her untiring hospitality whenever the researcher is visiting the department for follow ups.

To **Friends and Classmates in PNU** for their prayers, moral support and for helping the researcher pursue her Doctorate degree.

To **Jerome Campano**, for his kindness and understanding when the researcher has to focus most of her time in this study and for making the researcher accomplish this work with ease.

To **Hence Benndict Campano and Xian Janel Campano** as well as my brother and sister for being an inspiration to work hard and reach success despite odds and set back and finally for always making the researcher feel god especially during hard days.

DEDICATION

**This treasured success
is whole-heartedly and humbly
dedicated to the
God Almighty**

**To my beloved grandmother
who became my inspiration to be a Teacher
and my role model to be prayerful and competitive**

**To Hence Bennedict and Xian Janel who served as my strength
and reason of my pursuit of
Love, Patience, Happiness Knowledge and Success**

TO GOD BE THE GLORY.

ABSTRACT

TITLE:	Towards the Development of Adversity Management Guide Model for School Principals
RESEARCHER:	JEAZ DC. CAMPANO
KEY CONCEPTS:	Adversity Quotient, Leadership Styles Leadership Performances
DEGREE:	Doctor of Philosophy in Education
SPECIALIZATION:	Educational Management
RESEARCH ADVISERS:	Danilo K. Villena, Ph. D Fortunato Vendivel Jr., Ph.D

The development of Adversity Management Guide Model for School Principals is based on the extent to which different types of adversity have affected the lives of school principals and how each adversity manifested in their leadership roles and performance as school principals as well as in their workplace and personal aspect constitute the task of this piece of academic work. Employing a mixed method of quantitative and qualitative research design and specifically used descriptive assessment technique to obtain quantitative result and standardized open ended interview to obtain qualitative data to strengthen the validated quantitative data.

A total of 49 school principals both in the elementary and secondary level in the Division of San Jose Del Monte, Bulacan participated and got involved in the research.

Using Dr. Paul Stoltz standardized Electronic Adversity Quotient Questionnaire, the researcher was able to determine principals' level of Adversity Quotient. On the other hand, the self-made Leadership Styles Survey Questionnaire was used to identify school principals' leadership styles. Leadership Performance of The School Principals were measured using Performance Appraisal System for School Administrators for the past three consecutive years. Instruments used by the researcher were validated by experts for appropriateness and validity.

Findings of the study revealed that School Principals' Adversity Quotient were found to be in the mid-range level in the four dimensions of Adversity which means that respondents' Adversity Quotient was in Moderate level characterized by comfort-driven, low-risk, compatible, settle for good, competent, limited creativity and cautious about change.

Among the four Leadership Styles, the Selling Leadership Style was the most applied and practiced leadership style.

In terms of Managerial Performance, majority of the school principals were rated Very Satisfactory characterized by advanced competence, skills and knowledge, has space for creativity and high dedication for work and committed to improves ones performance though were sometimes cautious to accept change and decide on things that would produce risky condition.

As for the four Dimensions of Adversity Quotient only Endurance Dimension was related to all types of leadership styles. In general, Adversity Quotient was only correlated to Telling Leadership Style.

School Principals' Performance in school was not significantly affected by Principals' Adversity Quotient.

From the results and findings of the study, an Adversity Management Guide Model for School Principals was developed in order to group and classify the different kinds of adversities according to the four dimension of Adversity Quotient. Through the gathered qualitative results the researcher was able to identify the operational characteristic of each dimension based on the coded and labeled answers of respondents.

The Adversity Management Guide Model for School Principals was made in order to give school principals the idea about the characteristic they are possessing based on the four dimensions of Adversity Quotient when confronted with a specific adversity found in the personal, workplace and social level.

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CHAPTER I

THE PROBLEMS AND ITS BACKGROUND

Introduction

In keeping with the 21st century's growing demands, challenges, and innovations in education, the task of managing school becomes a vital concern among its stakeholders – school heads, staff, faculty, students, parents and the school external's publics. As pressure for improving student performance in the current standards-based accountability, environment intensifies and test results are increasingly scrutinized, school principals are being urged to focus their efforts on the core business of schooling – teaching and learning (Supovitz & Paglinco, 2009). More recently, the external pressures on schools and colleges from national initiatives and local delegations, the technological advances, and the move towards globalization have played a part in prompting considerable changes, many of which have created particular pressures and adversities on traditional management structures and arrangements for the organization and delivery of curriculum (Briggs & Sommefeldt, 2009).

Globalization is the trade mark of today. The flourishing era of globalization has opened doors for economies both nationwide and worldwide. During the last decade government get hold of the systems in taking advantage of the opportunities for international business as well as venture. The effect of globalization in education is very much evident as these bring about rapid expansion in technology and communication, the changing roles of students and teachers, shifting from industrialization towards an information-based society. In the 21st century, education systems deal with the twofold challenge of providing students with the new

knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world.

Generally, education is the sole building block of an individual in order to rise from the crucial stages of human and national development. This addresses not only the knowledge but as well as the in-service trainings needed to be exposed to those different fields. Indeed it is inevitable to connect education to the present globalization condition which is now pressured with a lot of expectations in bringing up an individual who will not only be suitable but as well as flexible in the different functions of different orientations.

A nation's economic development is always coupled with the development of educational system. Globalization to education should be considered in the light stream of opportunity for Philippine education system to improve. To closely adhere to nation's aspiration on becoming globally competitive the Department of Education modified a new curriculum that will provide every Filipino pupil with a global standard of education. The curriculum is known as The Enhanced Basic Education Act of 2013, which will provide every Filipino student with a global standard of education. The implementation of the K to 12 education plan in the Philippine Basic Education Curriculum is the key to our nation's development. Though the government will face many problems in the long run of the implementation of the program, there really is a need to implement it because the enhancement of the quality of our education is very urgent and critical.

Globalization's threat to education should be considered as a gate way of opportunities for Philippine education system to advance, thus, the government adopts a package of policy reforms called Basic Education Reform Agenda geared towards the improvement of educational

outcomes through an enabling policy such as the ongoing implementation of School Based Management. This is defined as decentralization of decision making authority for central, regional, and division levels to the school or cluster of schools. SBM objectives are to (1) empower the school heads to lead their teachers and students in a continuous school improvement process which will lead to higher learning outcomes. (2) Bring resources including funds within the control of schools to support the delivery of quality educational services. (3) Strengthen partnership with the communities and LGU's in order for them to invest time, money, and resources in providing a better school learning environment (4) institutionalize participatory and knowledge- based continuous school improvement process. SBM serves as the main tool for continuous improvement of the school. SBM is consistent with and support the realization of country's dream to be globally competitive so that our nation will not be left behind with the other nation's development when it comes to producing globally competitive graduates who can later be a promising leader of the future.

Along with globalization are the challenges and adversities that school heads need to face to in order to implement all these goals and aspiration. The role of the principal has become dramatically more complex, overloaded, and unclear over the past years. The challenges faced in contemporary education were never faced twenty years back. Today school leaders are beleaguered and disoriented when faced with new challenges, some beyond their comprehension while others too alien in nature to resolve and tackle.

Many school heads have claimed that the most critical phase in SBM and The Enhanced Basic Education implementation are fund generation, allocation and utilization of human and physical resources. Among others are the unprecedented levels of adversity such as increasing

costs and decreasing budgets, unfunded mandates, swelling accountability, increased poverty, aging facilities, teacher's morale issues, students' low academic achievement, uncompromising parents and stakeholders, school discipline, communication gap among members, partiality, professional jealousy, school gossips, and problems on school improvement.

Currently, school heads maintain that their job have changed over the last five years (69 percent say the responsibilities are not very similar) and 75 percent say their jobs have become too complex. Principals also report high levels of stress and limited control over key academic functions in their schools. About half of all principals (48 percent) and teachers (51 percent) report that they feel under great stress at least several days a week. Meanwhile, nine in ten principals (89 percent) say they are accountable for everything that happens to the children in their schools, but fewer principal say they have a great deal of control over key school-based functions, including the curriculum and instruction in their schools (42 percent) and making decisions about removing teachers (43 percent). All these scenarios contribute to school heads' responsibility and accountability and need to be addressed as soon as problem arises.

Adversity has many names, including opposition, difficulty, frustration and stress. We all experience those times in life that we wish weren't there, the times when we are brought down to our knees because we don't know what to do or where to turn, the times when our strength is sapped and our efforts seem to have been in vain. Adversity `comes in many sources including natural disasters, the choices and actions of others, accidents and illness, genetic inheritance, and predispositions, in one's workplace and most importantly our own choices and actions.

Adversity is a natural, vital part of life. When adversity is understood it can become an opportunity to learn and can create new alternatives something that was not possible before. The

challenge for people in adversity is to apply the principle of effective coping mechanisms, and resiliency development strategies which is effective in helping school leaders to overcome adversity and accomplish organizational objectives.

Accordingly, school adversities are inevitable and school leadership has never been easy. However, educational expert like Garcia (2005) wrote that current school leaders are facing a variety of adversities that make sustaining school reform efforts exceedingly difficult but at least these school leaders have the capacity to form the perfect storm. The storm of school life is also exceedingly varied in kind and intensity. They can range from inconvenience and frustration caused when inclement weather cancels outdoor activity at an elementary school to angry public controversies over grading policies, to the devastating disruption caused when a student dies. The varied contexts of school storms will also produce different outcomes. A school with a stable, respected leader and a trusted faculty will weather a public controversy much more successfully than a school that has a history of an adversarial relationship with its community.

In the light of different adversities experienced in educational institution, school heads need effective strategies to cope with these difficult circumstances to continue the thrust toward school reform. Through employing healthy coping mechanisms, school leaders can model positive adaptations to difficult circumstances during times of adversity. Current school leaders certainly face tremendous challenges. However, the incorporation of healthy coping mechanisms into a balanced lifestyle can lead to both positive health benefits and more effective leadership. By utilizing these healthy coping mechanisms as part of their daily lives, school leaders are more likely to overcome adversity and accomplish organizational objectives. School leaders employing these healthy coping mechanisms have an increased likelihood of mental, physical,

and social vigor. Through the effective use of healthy coping mechanisms, school leaders develop resilience skills and increase their capacity to overcome adversity.

Adversity is one of the most potent forces in life. It shapes one's character, clarifies priorities, and defines path. It can also fuel greatness. School heads, teachers, students and each of us faces a rich assortment of adversities every day, ranging from minor hassles to major setbacks and challenges, even tragedies. But merely coping with or overcoming adversity barely keeps you in the game. The key to success in education, business and life, is learning how to become an alchemist and convert any adversity, major or minor, into a genuine advantage.

While some people take adversity as a negative event, positive thinkers believe that it is short-lived and manageable. Adversity can be an opportunity to strengthen ones character and build ones achievements. The achievement of individual and the true accomplishment, even the true greatness, comes not in spite of adversity, but because of adversity.

Generally, failure to face the challenges in life by these academic heads may result to more serious problems that will affect the success of students, teachers, parents, stakeholders and even the whole educational institution. Adversities can be a barrier to the fulfillment of the school administrators' personal and organizational dreams and goals. In facing adversities, school administrators have to decide whether to withdraw from the race, to perish, or to face them head on with confidence that they will cross the other side, better and stronger administrators than ever (Ferrer, 2009).

There were already few research made similar to the main concept of the study however, research studies made were merely concentrated on finding the level of leaders' adversity

quotient and few correlation which do not suggest any of its effect to the lives and behaviors of school principals the reason why the researcher came up with this study.

This research attempts to study the capacity of the school administrators to rise quickly from defeats, frequent frustrations, and stress as they perform their duties and responsibilities. The researcher would like also to find out the relationship of Adversity Quotient to Leadership Styles and Performances. Knowledge of these factors may help develop academic managers to become self-motivated, assertive, decisive, patient, trouble-shooter, concentrated, determined and resilient when facing challenging situations.

Through this study, the researcher will be able to determine also the educational leadership styles that are currently in used by the principals in public schools. The researcher found it very interesting to study the relationship of AQ in educational leadership styles and performances of school heads because of the nature of principal's job which requires him to work closely with different people from different organization.

From the findings of the study, the researcher would likewise be able to predict which of the four dimensions of Adversity Quotient do principals excel most, thereby, be able to determine the best predictors associated with leadership styles and performance.

The researcher felt that looking into the capacities of principals to manage schools are deemed necessary in the division of San Jose Del Monte, Bulacan for the researcher believes that with the growing demands and needs of the school most of the principals are experiencing various adversities that for them are sources of strain and anxiety, hence without looking into it further this adversity can be great opportunity to become a better and effective leaders of the future.

By means of this study, researcher would be able to determine if incoming principals are as resilient or not with those principals who have been in the service for years. If found to be lacking in any of the dimensions of adversity then principals will have time to think of strategies they can use in facing school dilemmas in the most possible way,

This study can also help future school heads to face challenges by knowing their adversity quotient so they can devise coping mechanisms to lessen the impact of adversities in their daily lives as future leaders.

It is also the desire of the researcher to come up with Adversity Management Guide Model as product of this study which is based principals' AQ test, leadership styles and performances. Adversities experienced by the school principals are grouped and labeled according to its dimension with suggested strategies and coping mechanisms.

By understanding the concept Adversity Quotient future schools principals can better understand how principals and others react to challenge and adversity in all aspects of life. In fact, how people respond to adversity is a strong indicator of ability to succeed in many endeavors.

Theoretical Bases of the Study

This Study is mainly anchored on *the theory of Self – Efficacy of Albert E. Bandura (1995)*, states that people who have a sense of self-efficacy bounce back from failures, they approach things in terms of how to handle them rather than worrying about what can go wrong. Through self – reflection people make sense of their experiences, explore their own cognitions and self-beliefs, engage in self-evaluation, and alter their thinking and behavior accordingly. Of all the thoughts that affect human functioning, and standing at the very core of social cognitive theory, are self-efficacy beliefs, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties (Pajares, 2006)."

Adversity Quotient is the science of human resilience. It is the measurement of resiliency to cope with adverse situation. To be resilient is to quickly recover from adversity. It is one's capability to be flexible withstanding the different emotions that humans experience from and within adverse situations. Barbara Frederickson's (2001) in her "broaden-and-build theory" described the form and function of a subset of positive emotions, including joy, interest, contentment and love. The theory explains that people experiencing positive emotions like laughing, pleasant relationships, enjoyable moments, and feelings of job satisfaction expand their cognitive skills and strengthen resiliency. Negative emotions such as fear, anger, anxiety, and worry constrict their cognitive skills and weaken resiliency.

Theoretical Bases

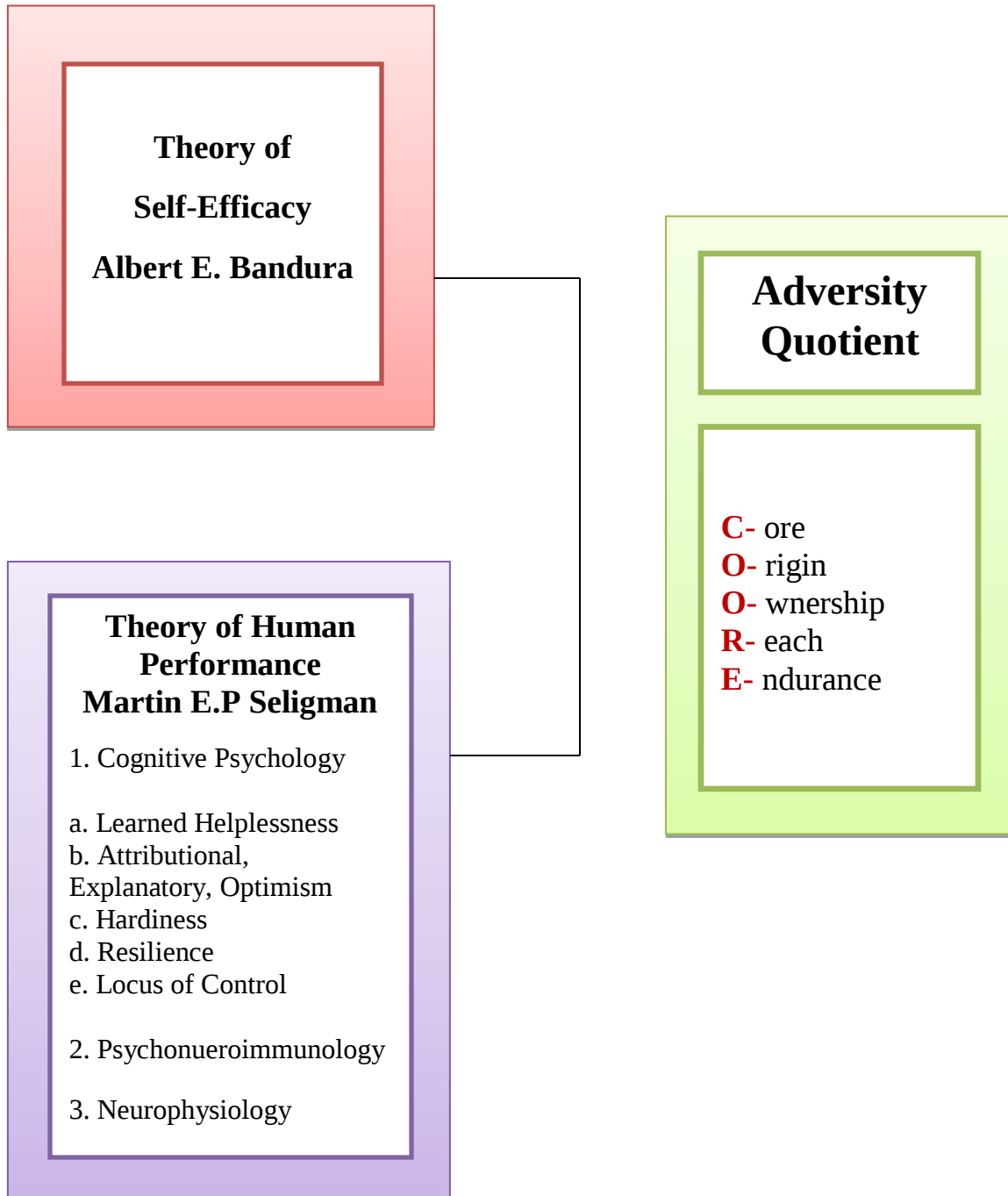


Figure 1: Theoretical Bases of the Study

A key proposition is that these positive emotions broaden an individual's momentary thought-action repertoire: joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savor and integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships. A second key proposition concerns the consequences of these broadened mindsets: by broadening an individual's momentary thought-action repertoire--whether through play, exploration or similar activities-positive emotions promote discovery of novel and creative actions, ideas and social bonds, which in turn build that individual's personal resources; ranging from physical and intellectual resources, to social and psychological resources..

The first building block, Cognitive Psychology, is comprised of the extensive and growing body of research related to the human need for control or mastery over one's life. It includes some essential concepts for understanding human motivation, effectiveness and performance.

Learned Helplessness was inspired by Martin E.P Seligman et al. It explains why many people give up or stop short when faced with life's challenges. For this reason, this theory is the most significant ingredient in the formation of AQ. This is simply internalizing the belief that what you do does not matter.

Attributional Theory, Explanatory Style, and Optimism, Seligman et.al discovered that those who respond to adversity as stable, internal, and generalizable to other areas of the life tend to suffer in all areas of life, while those who explain adverse events as external, temporary, and limited tend to enjoy benefits ranging from performance to health. For that reason, person's success may be largely determined by the way he or she explains or responds to life's events.

Hardiness, like optimism, is a strong predictor of physical and mental health in the face of adversity and overall quality of life. Studies done by Okun revealed that woman with individuals with greater hardiness means that they have better and stronger immune systems than those scored lower on hardiness. Furthermore, those who respond to adversity as an opportunity, with a sense of purpose remain tough while those who suffered adversity tend to become weak and helpless.

Resilience refers that these individuals enjoy better health than those who lived with stressful upbringings. Once in mid – life people who possess this trait are reported to be resilient and happy and were less likely to be reported with emotional health problems. They also possess the ability to spring back from adversity and termed as climbers. This ability stems not from the adversity itself, but from how they respond to it.

Locus of control is about the relationship between control over life's events, motivation and success. Rotter (1966) proposed that people who believe that they control their rewards and punishment as internal locus of control are less likely to be depressed and more likely to take action to improve a bad situation than those who perceive that rewards and punishments are due to external locus of control such as bad luck, weather or chance. People knowledgeable to response to all these theories of cognitive psychology have strong indicators of their ability to succeed in many endeavors.

The second building block is based on the science of psychoneuroimmunology, according to Henry Dreher, author of *The Immune Power Personality*, states that our thoughts and feelings are mediated by brain chemicals that also regulate our body defenses; therefore, the chemical carriers of our human emotions directly influence our physical health. How you respond to life's

events can have profound implications for one's health and the ability to ascend. Pannebaker (1990) showed that writing down your feelings has a positive and enduring effect on your immune system. Expressing feelings in writing creates chemical changes in one's body, resulting in better health as this enhances one's sense of control. Seligman et al (1993) revealed that is a causal link between learned helplessness and have found that pessimistic responses to adversity can lower immune functions, thereby decreasing chances of recovery from surgical procedures, and increase vulnerability to diseases.

The third building block is based on the concept of neurophysiology, the science of the brain reported that the brain is ideally equipped to form habits. These habits become hardwired in the subconscious region of the brain. The subconscious habit like adversity quotient can be immediately altered forming new habits that are strengthened over time.

The combination of these theories result in a major breakthrough in understanding what it takes to succeed. Stoltz pointed out that if one can measure and strengthen his response to adversity, he would be able to enjoy greater productivity, performance. In the field of education and other motivation, learning, vitality, resilience, health, improvement and success, a high AQ workforce translates to increased capacity, productivity, and innovation, and higher morale

Stoltz concept of Adversity Quotient is a product of extensive research based on learned helplessness theory, attributional theory, optimism, hardiness, resilience and locus of control theory the main reason why lines were connected to the present studies developed by Dr. Paul Stoltz.

Conceptual Framework

This study typically centers on the application of Adversity Quotient in the field of education to find out the correlation of Adversity Quotient to leadership styles and performances.

Principals have a very important role to fulfill in their daily duties and responsibilities. They are the guiding force which makes schools what they are today. Schools facing increasing pressure to improve teaching and learning, facilitating school's interaction with parents and others in the school community. With all these things to consider principal cannot avoid experiencing adversities which may range from simple to complex level. The role of the principal as leader is also critical in influencing adversity response, both individually and institutionally. Rutherford (1974) maintains that, "An immediate leadership challenge is the attainment of better understanding of the sources of education's adversity and their implications for change.

The principals' adversity quotient measures how one responds in the face of difficult problems encountered in school which can be understood, and changed. AQ tells (a) how well you withstand adversity and your ability to surmount it. (b) AQ predicts who will overcome adversity and who will be crushed. (3) Predicts who will exceed expectations of their performance and potential and who will fall short lastly, AQ predicts who gives up and who prevails.

As seen in Figure 2, the concepts of Adversity Quotient and leadership styles and performance will be fused in order to design a new framework-model. The right box contains Adversity Quotient that begins with individual's behavior and it encompasses

Conceptual Paradigm

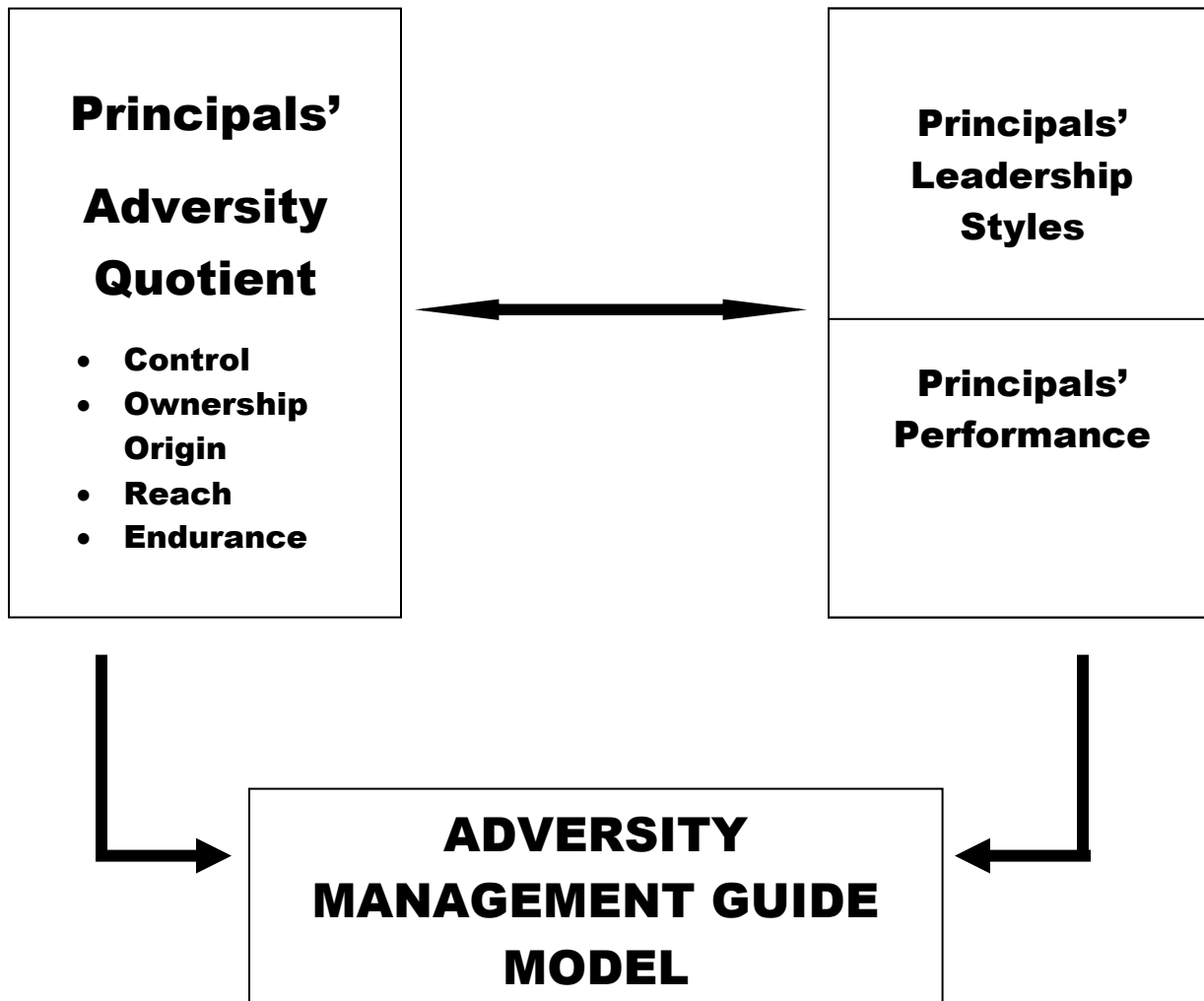


Figure 2: Conceptual Paradigm of the Study

four dimensions of control, ownership, reach and endurance. Control measures the degree of control a person perceives over adverse events which is a strong gauge health and resilience measures the extent to which a person holds himself or herself accountable for improving a situation. It is useful for gauging accountability and willingness to take action. Reach is the perception of how large or far-reaching events will be. It is a strong gauge of perspective on burden experienced by a person. Endurance is the perception of time over which good or bad events and their consequences will last or endure. It is a strong gauge of hope and optimism.

According to Dr. Paul G. Stoltz life is like mountain climbing. Fulfillment is achieved by relentless dedication to the ascent however it can be sometimes slow and painful. Success can be defined as the degree to which one moves forward and upward, progressing in one's lifelong mission, despite all obstacles or other forms of adversity. AQ begins with individual, but goes beyond as one is exposed to an organization. Stoltz (2000) advised that these skills can be applied to oneself, to others, and to organization. The theory discovered can be measured and enhanced the effectiveness of teams, relationships, families, organizations, communities, cultures, and societies. AQ will strengthen one's effectiveness as a leader while enhancing the effectiveness of those being led.

Adversity quotient is a major breakthrough in our understanding of what it takes to succeed. AQ takes three forms. First, AQ is a new conceptual framework for enhancing all facets of success. Second, AQ is a measure of how you respond to adversity finally; AQ is a scientifically-grounded set of tools for improving how you respond to adversity.

Stoltz (2000) emphasized that if one can measure and strengthen his response to adversity then he would be able to enjoy greater productivity, performance, motivation, learning, vitality,

resilience, health, improvement, and success. For businesses and other organizations, a high-AQ workforce translates to increased capacity, productivity, and innovation, and higher morale.

The role of AQ in leading self and others have played a vital function in the life of being an effective leader. Stoltz further states that being an effective leader required a person to master a broad list of competencies. Leaders inspire, influence, create a vision, guide, coach, serve, value diversity, strategize, live by example, take risks, drive change, mediate, communicate, show purpose, work with passion, and constantly renew themselves and others. It is also required for them to have the ability to train their subordinates to deal with adversity positively. Leaders are most of the time confronted with numerous adversities, such as taking risks, , creating a sense of team, guiding others through a minefield of uncertainty, juggling their own needs and the needs of others, or simply being under the constant scrutiny of and serving as an example to their followers. The conditions under which a leader must lead are also adverse.

In the current times of chaos and change, it is not enough to lead. As a leader it is a responsibility to make sure people have the capacity to follow through challenging times. In relation to leadership, Stoltz through a decade of intensive research believes that there is significant relationship between Adversity Quotient and leader's capacity to lead. In keeping with his idea, he disclosed that a leader might be brilliant at creating compelling vision, strategizing and inspiring others. But these skills would be useless if the person is incapable of preserving through adversity. If a leader has low AQ, all of his skills become fair weather abilities, useful as long as the conditions are perfect and the path is smooth. One will not follow such a leader any sooner who would board a plane ill-equipped to handle turbulence. Like the plane, the moment adversity strikes, the low AQ leader weakens, even fragments, becoming

demoralized, dispirited, and disillusioned. In this sense, “leadership” and “low AQ” are mutually exclusive terms. By definition, he thrives on adversity, persevering where the low AQ leader gives up. Where he sees insurmountable overhangs, the high AQ leader sees challenges worthy of even greater effort, creativity, and resources. What he lacks in polish and precision, he makes up for tenacity. In this sense, “leadership” and “high AQ” are one and the same.

Leadership keeps up its effectiveness by natural sequence according to established rules. The simplest way to measure the effectiveness of leadership to involve evaluating process, later he/she can as leader master it. However, this approach may measure power rather than leadership. To measure leadership more specifically, one may assess the extent of influence on the followers, that is, the amount of leading. Effective leaders generate higher productivity and opportunities. Leaders create results, reach goals, and realize vision and objectives quickly and with high level of quality. The functional leadership model conceives leadership as a set of behaviors that helps a group perform a task, reach their goal, or perform their function. In this model, effective leaders encourage functional behaviors and discourage dysfunctional ones. Leader has the function of clearing the path toward the goals of the group, by meeting the needs of subordinates. The quality of the leadership process: An effective leader has to get a group of potentially diverse and talented people, many of whom have strong personalities to work together toward a common output.

Robbins and Coulter (2009) states that leadership is a process of influencing a group to achieve goals. It is, in its broadest sense, one’s science and art of moving people to realize their vision, perform their mission, reach their goals and accomplish their objectives. Leaders use power and persuasion to motivate followers, and arrange the work environment so that they do

the job more effectively. Newstorm (2007) described that the total pattern of explicit and implicit of leaders' actions as observed by employees is called leadership style.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are ten leadership styles that are mentioned in this study and these are autocratic leadership, Bureaucratic, Charismatic, Democratic/Participative, Laissez-Faire, Relations Oriented, Servant, Task-Oriented, Transactional and Transformation leadership style.

Boyd (2002) exhibits different styles of leadership that are most applicable to school environments. She explains them in models that are prevalent on how students are managed through cooperation of all the stakeholders. Educational leadership is often associated with transactional and transformational approaches. Davies, et.al (2005) differentiate them that transactional leadership is managing the people in performing their jobs while transformational leadership involves revolutionizing the culture of the people through aligning energies, talents, and work with the shared goals of a cohesive team.

McShaine and Von Glinow (2000) impart leadership styles in different perspective. The competency perspective tries to identify the characteristics of effective leaders. This style suggests leaders who have leadership motivation, self-confidence, above-average intelligence, integrity and drive. The behavioral perspective identifies two clusters of leader behavior: people oriented and task oriented. The “hi-hi” leadership hypothesis states that the most effective leaders exhibit high levels of both types of behaviors. The contingency theory takes the view that effective leadership diagnoses the situation and adapts their style to fit the situation. The path-goal theory names four leadership styles – directive, supportive, participative, and achievement

oriented. Fiedler's Theory states that leaders have natural styles and need to change the leader's environment to suit his or her style

In relation to leadership styles, leadership performance is the backbone of leadership. It is the way leaders manage and lead our organization for success. The ability to handle difficult conditions at work influence one's work and performance. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. Performance of each person challenges their physical and mental abilities.

The four dimensions of Adversity Quotient were used as basis of the study to find out principals' level of Adversity Quotient using Adversity Quotient Profile, standardized questionnaire by Dr. Paul G. Stoltz.

On the other hand, in order to determine the correlation between Adversity Quotient and Leadership Styles and Performances a survey questionnaire was developed.

The findings and results of this study became the bases in designing the new model, which was called Adversity Management Guide Model for School Principals.

Statement of the Problem

The primary purpose of this investigation is to show the relationship among leadership styles and performance of school principal in relation to their Adversity Quotient level.

More specifically, the study sought to answer the following questions.

Specifically, answers to the following questions were sought:

1. What is the level of Adversity quotient of the respondents in terms of the following?
 - a. Control
 - b. Ownership
Origin
 - c. Reach
 - d. Endurance
2. What is the leadership styles and performance of the respondents under this study?
3. Are there significant relationships between and among dimensions of Adversity Quotient, leadership styles and performance?
4. Which of the four dimensions predict principals' adversity quotient? And Performance?
5. Based on the findings of the study what adversity management guide model may be developed to help school principals manage their different adversities to improve their leadership styles and performance.

Significance of the Study

This study is especially relevant in the field of leadership and management in educational institution in general. The output framework created in this study may serve as a schematic guide for top level managers as they can obtain an inclusive guidance on how to overcome adversity that can help them in clarifying priorities and defining better path when making educational innovations. The key to success is how to become a transformer and convert any adversity that will come their way whether it is a major or minor into a genuine advantage.

The findings and conclusions may contribute as inputs for school principals who used to face a rich assortment of adversities every day, ranging from minor hassles to major setbacks and challenges and even tragedies it is important that they stay positive and resilient under pressure so they can still pursue all their goals for the advancement of administration and instruction and be an effective decision-makers.

As testimony to the vital and crucial role of educational leaders of the 21st century, it is therefore deemed necessary for school leaders to be able to face adversities and challenges with hardiness and resistance. It is hoped that same findings would generate other frameworks on defining the great leadership behind effective management of adversities and obstacles whether in personal, emotional, spiritual and social aspects of life and work.

The conceived idea of this study may be particularly useful to the faculty and staff as they will be inspired to perform at their best, knowledge of adversity quotient can increase energy in teaching, elevate morale, decrease stress when faced with different obstacles, strengthens relationships among fellow workers, students, parents so that implementation of school policies and innovations would be easy. With the views and experiences of the

respondents, faculty and staff may discover ways in managing adversities and obstacles positively and see how other people surpass all trials that paved their ways.

Data obtained from this study would add to the repertoire of knowledge and skills of curriculum experts as it may provide them guidance about how to respond quickly and effectively to change while enduring minimal stress when designing, and developing curriculum content, training materials and managing all aspects of curriculum development programs.

Future researchers may also use this as basis of this study employing different variables that are not explored yet.

Finally, this study may also be favorable for learners to read as it can help them to understand that adversities strike without warning and knows no age or status in life it is important that they know how to rise quickly from defeat and as young as their age be able to develop an irrepressible character which cannot easily be swayed by storms of life, and more importantly improve their study to gain knowledge and maturity in making decisions.

Scope and Delimitation of Study

The pivotal purpose of this investigation is to shed light on the essence of adversity as focal point of this study. This investigation was sought to determine the relationship of leadership styles and performances to Adversity Quotient of 29 elementary and 16 secondary school principals in the Division of City San Jose Del Monte, Bulacan.

School principals were the chosen respondents of this exploration to ascertain their level of Adversity Quotient using the standardized Adversity Response Profile (ARP) which predicts how well one withstands adversity and his ability to triumph over it. Measurement of AQ is a better index in achieving success than IQ, education or even social skills which is similar to Myers Briggs Type Indicator (MBTI) and it also assesses AQ. According to Stoltz AQ is a valid predictor of one's success, stress-threshold, and performance, and risk-taking, capacity for change, productivity, improvement, energy and health.

Adversity Quotient scores fall into three broad bands, with an expected normal distribution Low (0-59) this is characterized by low levels of motivation, energy, performance and persistence, doing the minimum, poor learners, absentee, goes through motions and threatened by change. There is a tendency to 'catastrophize' events. Moderate (95-134) is characterized by being comfort-driven, playing it safe, low risk, compatible, settle for good, competent, limited creativity, and cautious about change. High AQ (166-200) is characterized by being lifelong learners, relentless, tenacious, and resilient, with high initiative, visionary, catalyst for action and able to withstand significant adversity and maintains appropriate perspective on events.

In this study, researcher's self-made questionnaires which underwent thorough validation of experts was expected to determine the emerging leadership styles of the principals and their performances. Researcher also conducted an interview and recorded all their responses for transcribing.

In order to obtain the performance rating of each principal, the researcher opted to use the annual self-rating evaluation sheet of principals which is termed as Performance Appraisal System For The School Administrator (PASSA) which is composed of three areas namely occupational competence which has five sub sets and these are: Instructional Supervision, Development/Implementation of Education Programs, Administrative Management, Research and Performance Assessment. This is followed by Professional and Personal characteristics and last is based on Attendance and Punctuality.

The data gathered were documented, analyzed and synthesized to thoroughly show the quantitative and qualitative findings of respondents' responses to the questionnaires given to them. Finally, an adversity model was created from these data that would serve as guide for school principals and future school heads in overcoming obstacles and adversities.

The standardized Adversity Quotient developed by Dr. Paul Stoltz was merely concentrated only in gauging respondents' level of adversity quotient which was based on the four dimension *Control, Ownership, Reach, and Endurance* where in each of the dimension is composed of 15 daily scenarios encountered by leaders answerable through a likert type scale survey according to the extent to which the respondent handles the situation from which may start from simple to complex. Scenarios mentioned were based on life experiences which can be experienced personally by the respondent, in the work place area and in the society as a whole.

In terms of the four dimension, the proponent of Adversity Quotient were not able to present the characteristics of each dimension and how each dimension is manifested in the behavior of school principals when confronted with similar life experiences as presented in the questionnaire.

The delimitation of the said instrument gave the researcher the idea to qualify each of their answer according to the four dimension, from the result, the researcher was able to find out the manifestation of each dimension to school principals' behavior when confronted with different adversities. The researcher was able to label each of respondents' answers based on the commonalities presented by each scenario found in the four dimensions of standardized Adversity Quotient Tool.

Based on the generated qualitative results the researcher was able to categorize respondents answer to which dimension they belong. Therefore, the gathered characteristics and manifestations of each dimension was based on the operational perceptions of respondents based on their own definition and examples of adversities experienced in school

The researcher also found out the questions found in the standardized tool were prone to gender and cultural biases as some of the questions there were not reflective our own culture in other words the context of question were far from what is used to be perceived and experience by school principals in the Philippines.

Some questions were gender biased and not very reflective of how Filipinos perceived the behavioral characteristics of male and female leaders. The researcher also noticed that questions were quite few to really determine level of school principal's adversity quotient the

main reason why the researcher thought of using qualitative results in order to support and strengthened the quantitative result derived from the standardized instrument.

The scope and delimitation of the study paved the way for the researcher to create qualitative instrument so she can further investigate the underpinning theories situated in the main concept of the study. The qualitative results help the researcher to prove that there was really a gap existing between the previous and present study.

In terms of the four components of the Adversity Quotient Level it was found out that there should be a clear operational definition so that each question in the instrument can be easily categorized and labeled so that future researchers and users of the instrument can determine the behavioral scope of each component as well as its behavioral manifestation.

If possible, the result obtained in the standardized instrument should be clearly explained by the Learning Institute.

On the same vein, it also proposed that each question should focused on the dominant adversities frequently experienced by the school leaders and those with great impact in the ability of the school leaders to lead, manage and perform.

Definition of Terms

The following are dominant terms that are operationally used in the study.

Adversity – Adversity is an unavoidable part of life. Death of a loved one, breakup of a relationship, malicious action by another, job loss, natural disaster, or any other undesirable event are all circumstances people encounter. Events happen that are beyond our control. Adversity could be situation that create problems or conflicts if not manage well. Troubles that hinder effective delivery of performance, Trials and tribulation while accomplishing the task, It is hardship but at the same time a healthy competition and exchange of ideas and lastly it is anything that is counterproductive, detrimental and anything that implies opposition.

Adversity Quotient - implies the ability of school principals to survive trials and rise quickly from defeat³

Control - This is one of the most important element that determine how individuals respond to and handle adversity. It's all about understanding the extent to which an individual can influence the situation and how much perceived control they have. In other words, it's about empowerment and influence, resilience and gritty determination. People with a high perceived sense of control will take action which in turn results in even more control.

Origin and ownership - This element consists of the perception of responsibility for improving a situation and the extent to which the individual needs to play a role in improving the situation. Those with higher AQs hold themselves accountable for dealing with situations regardless of their cause. Those with lower AQs deflect accountability and most often feel victimized and helpless. In other words, accountability is the backbone of action.

Reach - This relates to the scope and extent of the "fallout" from a situation into other areas of one's life. Individual who can compartmentalize and keep the fallout under control, limiting the impact of the adversity, seem to engage in much more efficient and effective problem-solving. Those with a lower AQ tend to think in terms of catastrophe and engage in twisted thinking that holds them back and allows negativity to bleed into other areas of their life. They quickly feel overwhelmed.

Endurance - People who see adversity as simply temporary tend to believe that the future will get better; they see light at the end of the proverbial tunnel. Their sense of hope creates energy and optimism and increases the likelihood of action. Those with a lower AQ can be quite fatalistic and see the adversity as longer lasting, perhaps going on indefinitely.

Leadership Style – it is the manner and approach by which a school principal translate his objectives, wants and desires into a form of communication or action for an organization to work. This is also about organizing people to achieve common goals. In this work, it is the collection of traits, behavioral tendencies, characteristic methods of principals in the different facets of educational leadership and management. The style may characterize situational, transactional, moral, servant, pedagogic, strategic or distributed leadership.

Leadership Performance –In this study the term performance exemplifies significant activities they do, accomplish and resolve. This also suggests activities in relation to the improvement of instruction, policies and accomplishment of programs and projects. These are also repeated or habitual activities at which a person or individual is engaged or involved.

School Leadership - Principals ability to lead and motivate people is most of the time are affected by adverse situations such as those coming from the principal himself, his workplace and society as well.

Model / Framework –the result of the analyses of respondents’ experiences, perspectives and beliefs on a particular phenomenon or aspect of life.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the salient ideas gleaned from related resources which provide the background of the study with relevant theories as well as some studies and readings from various books, which serve as basis in conceptualizing the research problem. It also gives direction to the study and substantially supported the major thrust of this research.

Adversity Quotient and Its Characteristics

Adversity as dictionary defines it is a great affliction or hardship or misfortune. Everyone experiences a form of loss, set back or adversity at some point in their lives. It usually strikes without notice and can hit anywhere, in a relationship, career, loved ones, health, job, financial status, business and the like.

Adversity varies from one person to person. What may be a catastrophe for someone could be only a bump in the road for someone else. Every problem in life can be described as adversity however it's how one looks at these obstacles that makes life easier. If one has the ability to turn adversity into challenge instead of becoming depressed every time something goes wrong, the smaller problems in life won't be a problem at all and the larger problems will be easier to deal with. It can be also described as bad luck such as an unnecessary and unforeseen trouble resulting from an unfortunate event. It can cause a state of great suffering and distress. Adversity is anything that will make one's life harder.

Often the extent of damage caused to one's performance by adversities is quite ignored. IQ is inherent, EQ can be developed but reacting in the right manner at the right time can prove beneficial to one's health, relationships and performance. It not only helps to understand and

control oneself but also others. If we are able to channelize our reactions to events in a productive manner, other benefits will follow. (Stoltz, 1997)

The leading advocate of Adversity Quotient, Dr. Paul Stoltz, emphasized in his best-selling book that AQ determines whether a person stands strong and true, be crippled or destroyed or continue to face life while trying to survive adversity. It is also said to be the core factor of success that can determine how person's attitudes, beliefs and performances are manifested in the world. Individual's AQ can be enhanced and strengthened because it is acquired.

Adversity Quotient predicts how one well withstands adversity, overcome it, and foresee who will be crushed: who will exceed and fall short of their expectations in performance and potential; and who gives up and prevails. It is build upon a substantial base of familiar research, which offers a practical, new combination of knowledge which redefines what it takes to succeed. Secondly, AQ is a measure of how one responds to adversity which can be understood and changed and can be calculated and interpreted. Thirdly, AQ is a scientifically-grounded set of tools for improving how to respond to adversity resulting to an overall personal and professional effectiveness.

It has been found that, people having the same Intelligence Quotient do not responding the same way to identical situations. We see people who, in spite of seemingly insurmountable odds somehow keep going, while others are pounded down by an incessant avalanche of change. These individuals are able to consistently rise up and break through being more skilled and empowered as they go. All these reflects one's self concept, confidence in one's abilities and courage to face adverse situations.

Adversity Quotient is the science of human resilience. Resilience is the ability to adapt well to stress, adversity, trauma or tragedy. It entails remaining stable and maintaining healthy levels of physical and psychological functions, even in the face of chaos. People who successfully apply Adversity Quotient perform optimally in the face of adversity – the challenges big and small that confront us each day. In fact, they not only learn from these challenges, but they also respond to them better and faster. This is because, Adversity Quotient leverages on our natural ability to learn and change, enhancing this vital ability. Recent researches have proved that Adversity Quotient can be increased dramatically, permanently rewired and strengthened.

Four Dimensions of Adversity Quotient

Adversity quotient encompasses four dimensions, which measures the AQ of an individual. They are Control, Ownership, Reach, and Endurance embodied in the acronym C.O.R.E. The first dimension is *control* which is able to predict and control events fosters adaptive preparedness. On the other hand the inability to exert influence over adversity breeds apprehension, apathy, and occasionally despair (Bandura, 1986). Specific perceived control over adversity is a major source of action because people who believe they can attain certain outcomes have the incentive to act (Bandura, 1997).

The second dimension deals with the sense of *ownership* which is the outcome of adversity. Some individuals experience strong emotions and discontent when they fail to achieve certain outcomes (Medvec, Madey, and Gilovich, 1995). Very often the discontentment drives the individual towards taking accountability of their actions and therefore the outcomes. They take

steps to circumvent unpleasant events or center their attention on the outcomes of adversity regardless of its origin (Stoltz, 1997)

The third dimension is *reach*, which look at the perceived scope of the adversity, i.e. how far the adversity gets into the areas of one's life. The greater the perception of the scope of adversity, the more handicapped such persons will feel. They tend to adopt pessimistic outlooks, experience agitation, sleeplessness, bitterness, and helplessness; make poor decisions; and become socially and professionally isolated (Stoltz, 1997). The ability to manage the "reach" of adversity, the ability to quarantine adversity benefits all individuals regardless of occupations (Lyubomirsky et. al., 1998).

Those with higher AQ® keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQ® tend to catastrophize, allowing a setback in one area to bleed into other, unrelated areas and become destructive. (Stoltz, 1997)

The last dimension stands for *endurance*, which is linked to the perceived duration of the adversity. Attribution theory of Peterson et. al. (1993) indicated that there is a big difference between people who attribute adversity to something temporary versus something more permanent or enduring. Applying this theory, people who see their ability as the cause of failure (stable cause) are less likely to continue than people who attribute failure to their effort (a temporary cause). An element of endurance is also the sense of hope that "this too shall pass". Hope is a confidence grounded in a realistic appraisal of the challenges in one's environment and one's capabilities for navigating around them (Groopman, 2004)

Building Blocks of Adversity Quotient

The three building blocks of Adversity Quotient are based on the breakthroughs in three different scientific fields.

Each of these represents a building block which becomes the foundation of person's success.

The first building block Cognitive Psychology is related to the human need for control or mastery over one's life. It is based on the studies of the concepts of learned helplessness, empowerment, attribution theory, explanatory styles, optimism, hardiness, resilience, self-efficacy and locus of control, which are needed in understanding one's motivation, effectiveness and performance.

It was found out that the higher one's AQ is the more likely he or she will be resilient in facing adversity. In addition, a person having a higher AQ is energetic, vital, takes on difficult and complex challenges, perseveres, innovates to find solution to overcome problems and finally become resilient and optimistic Stoltz (2000).

Cognitive Psychology is comprised of research related to the human need for control or mastery over one's life, and includes concepts for understanding human motivation, effectiveness, and performance. Cognitive Psychology accounts for learned helplessness - the belief that what one does, matters not. It also explains why many people give up, or stop short, when faced with challenges. Cognitive Psychology is the most important ingredient in the formation of AQ.

The second building block, psychoneuroimmunology, states that there is a direct, measurable link between what you think and feel and what goes in your body. According to

Henry Dreher, our thoughts and feelings are mediated by brain chemicals that also regulate body's defenses. Therefore, how one respond to life events can have profound implications on one's health and the ability to ascend?

PNI research shows that there is a direct, measurable link between what one thinks and feels and what goes on in one's body. It explains why some people seem to weather major surgery better than others; why some people remain robust into old age while others become ill and frail; how brain activity affects the likelihood that a person will contract cancer, diabetes, or other disease; what effects specific patterns of thought or emotion have on a person's health. (Stoltz, 2000)

The third building block which is *neurophysiology* explains how the brain is ideally equipped to form habits which can be interrupted and changed. An individual's habit of response to adversity can be replaced while new ones flourish.

Leaders need to rethink on how to make decisions, solve problems, plan for the future, communicate successfully, allocate time efficiently, manage politics and get the most of other people and themselves as effective leaders. It is now that the position of organizational heads has become quite demanding as they are the ones who are expected to lay down good systems and workable procedures within their workplaces, re-organizing their thinking, behavior and styles of functioning. And this is possible only when heads as transformational leaders initiate the process by understanding their workplaces and people within. (Diwan, 2000)

Adversity quotient becomes more and more important as person's daily dose of adversities rises. To help frame the challenges we face in life, Stoltz, (2000) consider the three

levels of adversity. First, it describes the accumulated burden of societal, workplace, and individual adversity that each of us confronts along our perilous life.

In societal adversity, people experiencing a profound shift in wealth, a pervasive sense of uncertainty about the future, a dramatic rise in crime, a heightened sense of anxiety about economic security, unprecedented environmental destruction, radical redefinition of the home, a nationwide moral crisis, and a loss of faith in our institutions, including our educational system.

On the other hand, work place adversity, deals with person's capacity to overcome problems encountered while working and at the same time trying to maintain their composure in the hope that they can catch up with the growing demands of the organization in order for them to stay.

The third level is about individual adversity is the level where one can make difference. For most people, life has nothing to laugh at all, the individual is on the bottom, because that is where change begins and control is instigated.

The core human drive for the individual, as defined by Stoltz (2000), is a person's purpose in life, the "why" for which a person exists. He further symbolizes a person's purpose to that of a mountain and emphasizes that everyone has a personal mountain to ascend. Giving an example, he explains that if a leader manages 46 people, 46 different mountains show up to work each day (not counting the leader's own mountain.)

Adversity Quotient and the Three Categories of People

In this regard, Stoltz (2000), identified a growing gap between individual mountains and the organization's mountain results in three categories of people: Quitters, Campers and Climbers.

Quitters can be described as being lethargic, not motivated, complacent, retired on the job, thinking of themselves as victims, beaten down, exhausted, and often in poor health. They do just enough to get by. Quitters lead compromised lives. They have abandoned their dreams and selected what they perceive to be a flatter, easier path. Unfortunately, Quitters suffer far greater pain than that which they tried to avoid by not climbing. Quitters can compose about 15% of any given work force. (Stoltz, 2000)

Campers are a group of people who have taken on the mountain; they grow, they strive, they improve for years or decades. Their performance is solid and getting the job done, but not tapping much of their capacity is not growing. Most of us camp in some facets of our lives. The gravitational pull of a campground is huge – our friends are there. The camper's assumptions are that the mountain will remain stable. But the mountain is experiencing an avalanche of change, the weather is intensifying. The longer a person camps in one place the greater the deterioration of his or her capacities; the person actually experiences atrophy. Campers make up about 80% of any given work force.

Climbers are people who are dedicated to a lifelong ascent. Climbers are described as enthusiastic, innovative, energetic, robust, passionate, and thriving on change, taking risks. They never allow any obstacle to get in the way of the ascent. Climbers create change, and the change either inspires or threatens the campers. Change often results in turnover of people. If the people who leave the organization are campers, it may be because the campground is being shaken up. But if the climbers are leaving, the future of the organization is being lost. (Stoltz, 2000) Regardless of background, advantages or disadvantages, good fortune or misfortune, climbers always continue the ascent. Stoltz describes them as “the Energizer TM Bunnies” of the

mountain and possibility thinkers. No organization can have 100% Climbers. The incentive to camp is too great. But if an organization can increase its percentage of climbers from 19% to 30%, it will experience a significant improvement in organizational outcomes.

Adversity Quotient as Science of Human Resilience

Resilience is a concept that has been reaching increasing prominence both within academia and industry over the recent years. According to Bhamra et al. (2011), the concept of resilience is closely related with the capability and ability of an element to return to a stable state after a disruption and is related to both the individual and organizational responses to turbulence and discontinuities.

Bossworth and Earthman in Ferrer (2009) described on their article “School leaders’ perspectives on resiliency” as the ability of children to overcome adversity and become successful adults. School-based programs, strategies or policies designed to enhance resiliency are relatively new. School administrators who had attended an informational meeting about a country-wide resiliency initiative were interviewed about their understanding of resiliency and their present and future plans to implement resiliency initiatives in their schools. Interviewees provided various definitions of resiliency, ranging from relatively narrow focus on individual characteristics to a broad focus on various environmental phenomenon that could be promoted in a school setting decided to participate in the community-wide initiative. However, the concept of resiliency has captured the imagination of these school administrators and is seen as a relevant organizing point for designing school programs and school environments.

Organizational resilience is also often regarded as the ability of organizations to address and overcome disruptive events, and emerge from these periods of adversity strengthened and

more resourceful (Sutcliffe and Vogus, 2003). Given the increasing uncertainties and disruptions in the global landscape, it's not difficult to understand why understanding organization resilience is growing in importance. Resilience within the organization is also seen as a positive organizational behavior which can yield significant individual and organizational benefits such as improved productivity, improved wellbeing, reduced absenteeism and turnover for example (Luthans, 2002).

On the same vein, Patterson (2001) gives another meaning to resilience as the capacity for moving ahead under adverse circumstances. School superintendents are advised to stay upbeat and mindful of “both-and” opportunities; stay focused on what they care about; remain flexible and tolerant of ambiguity; be proactive, not reactive; and apply resiliency-conserving strategies during difficult times.

Three Levels of Adversity

These previous detail lead to Paul Stoltz (1997) to say that we are facing crisis of hope. In our environment, despair is sucking vitality from our cooperation, institutions, families, children, schools – from our very hearts and souls. We are living in ***Age of Adversity***, and it is eating us alive. Adversity quotient becomes more and more important as your daily of adversity arises. Business leaders, children, entrepreneurs, teachers, professionals, parents, and teenagers alike describe ever-greater challenges – a relentless barrage of adversity in their lives. Regardless of how effectively one handles these challenges, their magnitude and frequency continues to mount. Adversity is on the rise, and it strikes earlier and more unrelentingly than ever. To help frame the challenges we face in life, consider the “Three Levels of Adversity” Unlike most pyramid shaped models which begin at the bottom and work up, this model begins at the top and

works down to you, the individual. In this way the model describes two effects. First, it describes the accumulated burden of societal, workplace, and individual adversity that each of us confronts along our perilous journey. This model depicts the growing reality that adversity is a pervasive, real and inevitable part of life. However, it need not crush your spirit.

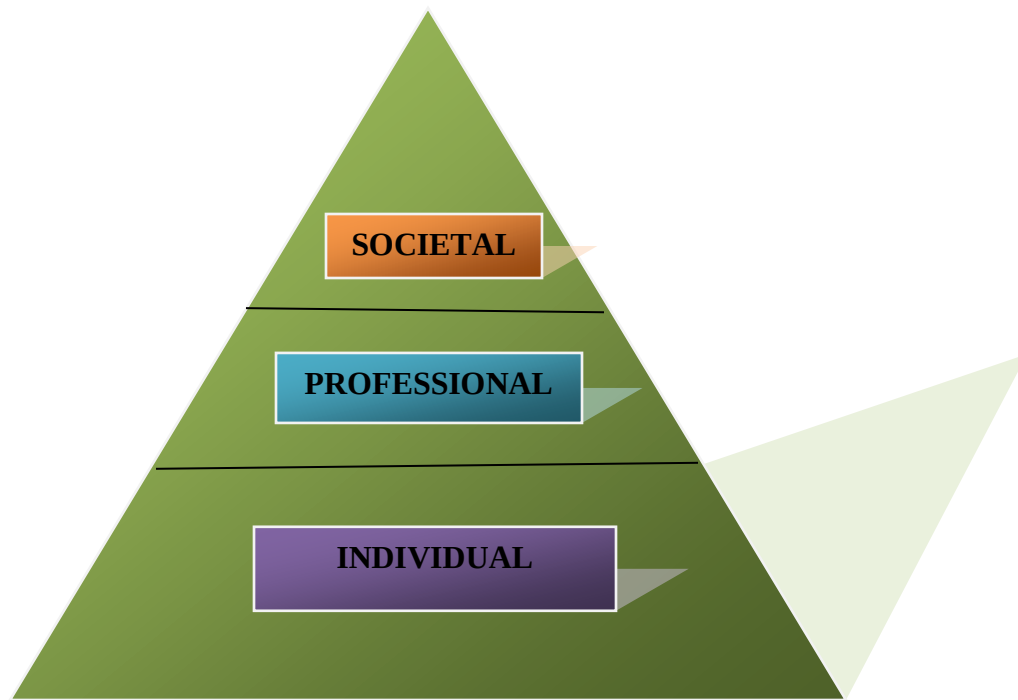


Figure 4: Levels of Adversity According to Paul Stoltz

The Three Levels of Adversity shows that positive change at all three levels starts with you, the individual, and works up, affecting the workplace, and ultimately society - at - large. In order to create change, one must have the relentless fortitude to climb through adversity. In that

case, *you must develop a sufficiently high Adversity Quotient*. In societal Adversity, people experiencing a profound shift in wealth, a pervasive sense of uncertainty about the future , a dramatic rise in crime, a heightened sense of anxiety about our economic security, unprecedented environmental destruction, a radical redefinition of the home, nationwide moral crisis, and loss of faith in our institutions, including our educational system. Together these changes are called societal adversity.

BARRIERS TO EFFECTIVE LEADERSHIP

Barriers in the school organization are organized by societal level in which they operate. Societal level refers to barriers operating in society as a whole which may prevent a leader from advancing or succeeding in leadership. Societal level barriers may cause adversarial condition in the work place of the leader and eventually within one self. Professional level barriers are those which operates at the level of group, work place and organizations. Individual level barriers operate at the level of the individual and include individual's daily interactions. Tannenbaum, R. & Wrschler, I. & Massarik, F. (1959) Leadership and Organization.

Participants described the most significant adversity they have experienced in life, either personal or professional and adversities brought about by the society. If they had chosen about societal adversity, they were asked to speak about their most significant professional adversity, if they had chosen a professional adversity, they were asked to speak about their most significant personal adversity, if they had chosen a personal adversity, they were asked to speak about their most significant societal adversity,



Figure 5 : Barriers to Effective Leadership

Tannenbaum's Model for Leadership Barriers simply illustrates that adversity models which begin at the bottom and work up, this model begins at the top and works down to you, the individual. In this way the model describes two effects. It describes that stored burden which starts in the upper level of the circle (marco level) , going down to the middle (meso level) and works down to you (individual /micro level). This also suggests that progressive change may start with the individual himself going upward.

On Leadership

Leadership keeps up its effectiveness by natural sequence according to established rules. The simplest way to measure the effectiveness of leadership to involve evaluating process, later he/she can as leader master it. However, this approach may measure power rather than leadership. To measure leadership more specifically, one may assess the extent of influence on the followers, that is, the amount of leading. Effective leaders generate higher productivity and opportunities. Leaders create results, reach goals, and realize vision and objectives quickly and with high level of quality. The functional leadership model conceives leadership as a set of behaviors that helps a group perform a task, reach their goal, or perform their function. In this model, effective leaders encourage functional behaviors and discourage dysfunctional ones. Leader has the function of clearing the path toward the goals of the group, by meeting the needs of subordinates. The quality of the leadership process: An effective leader has to get a group of potentially diverse and talented people, many of whom have strong personalities to work together toward a common output.

The following suggested qualities of leadership: technical and specific skills, charismatic inspiration it is attractiveness to others and the ability to leverage this regard to motivate others, clear sense of purpose, mission, clear goals, focus, commitment, results-orientation it is directing every action towards a mission via priority of activities to spend time where results most arise, cooperation, optimism. Ability to encourage and nurture those that report to them - delegate in such a way as people will grow, role models, self-knowledge, self-awareness an ability to lead.

Leaders have to understand the environment, how they lead and how they affect and are affected by it. The leadership characteristics as innate labels some people as born leaders.

Leadership development involves identifying and measuring leadership qualities, screening potential leaders, then training those with potential. Leadership skills mostly are a pattern of motives. The successful leaders will tend to have a high need for power, a low need for affiliation. Leadership behavior becomes a function not only of the characteristics of the leader, but of the characteristics of followers as well. These following determinants include: the nature of the task; organizational policies, climate, and culture; the preferences of the leader's superiors; the expectations of peers; the reciprocal responses of followers. The nature of the problem, the requirements for accuracy, the acceptance of an initiative, time-constraints, cost constraints. The following cover leadership styles: articulate vision to followers, leaders display a passion, they engage in outstanding/extraordinary behavior, leaders show a high degree of faith, confidence, and persistence in themselves. Leaders need to have a very high degree of self-confidence and moral conviction. They see their followers as competent, credible, and trustworthy. Leaders communicate expectations of high performance from their followers and strong confidence in their followers' ability to meet such expectations and confidence in followers. To persuade followers to accept and implement change, outstanding leaders engage in frame alignment. This refers to the linkage of individual and leader interpretive orientations such that some set of followers' interests, values, and beliefs, as well as the leader's activities, goals, and ideology, becomes congruent and complementary. Leaders often, but not always, communicate their message in an inspirational manner using stories, slogans, and symbols. Even though these ten leadership behaviors and approaches do not really equate to specific styles, evidence has started to accumulate that a leader's style can make a difference. Style becomes the key to the formulation and implementation of strategy and plays an important role in work-group members'

activity and in team citizenship. Little doubt exists that the way or style in which leaders influence work-group members can make a difference in their own and their people's performance.

Today the landscape of the principalship has changed dramatically from that of the authoritative bureaucrat to one of a nurturer and catalyst for individual and organizational development. Much responsibility has been placed on the shoulders of the school principal as public cries for overcoming challenges, accountability, and demands for restructuring have been voiced. In answering challenges for educational renewal, principals have come to realize although they may facilitate the task, its accomplishment will not be realized without the full cooperation and involvement of all organizational members. A new brand of leadership style is needed to accomplish renewal – one committed to personal empowerment and the building of community.

Different scholars interpret the concept of leadership differently. Leadership is the process of influencing the activities of an organized group toward goal-setting and goal-achievement (Stogdill, 1974).

On the other hand, Doyle and Smith (2001) observe that four things stand out in this respect. First, to lead involves influencing others; second where there are leaders there are followers, third, leaders seem to come working when there is crisis or special problem, fourth, leaders are people who have a clear idea of what they want to achieve and why. De Becker (2002) defined leadership as the ability to consistently deliver extraordinary results by making decisions about values and resources. He added that it is also the capacity for setting strategy – allocating scarce resources in a differentiated manner that leads to sustainable results. He stresses

that the most important element of leadership is execution, ensuring that a company's tactics and everyday activities reflect its strategy. It is very obvious that what distinguish the leader from a follower are the laudable qualities possessed by the leader. Such qualities according to experts made the leaders an exceptional individual.

To support Doyle and Smith's observation on leadership, Cheng (2006) found two general elements of leadership in the numerous definitions: first, leadership is related to the process of influencing others' behavior; and second it is related to goal development achievement. For the first element, there are many methods to influence followers or other people to work. Based on different perspectives, different approaches may be developed to lead, to manage, to influence and even to control people and their activities in the educational institution. For the second element, how to set goals, create meanings, direct actions, eliminate uncertainty or ambiguity and achieve goal is also a core part of leadership activities in education.

On Leadership Style

Trait Theory

The trait approach rose from the "great man theory" a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership could be reunited, selected and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions.

After several years of research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the observance of them did not necessarily mean they were not leaders (Gosling et.al, 2003).

Although there was a little consistency in the results of the various traits studies some traits, however, did appear more frequently than others. These include, task motivation, application to trait supportiveness, social skills, emotional control, administrative skill, general charisma and intelligence. Of these, the most widely explored tends to be “charisma”

Behavioral theory

The results of the traits studies were inconclusive. Traits among other things were hard to measure. Gosling et.al (2003) contested that traits such as honesty, integrity, loyalty, or diligence are difficult to measure. For this reason, attention was shifted to “behavioral theories,” McGregor was considered to be the cutting edge of managing people. He influenced all the behavioral theories which emphasize focusing on human relationships along with the output and performance. In 1930s, Kurt Lewin developed a framework based on a leader’s behavior. He argued that there are three types of leaders:

a. *Autocratic Leaders* make decisions without consulting their teams. This style of leadership is considered appropriate when decisions needs to be made quickly, when there is no need for input, and when team agreement is not necessary for a successful outcome.

b. *Democratic Leaders* allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This style is important when team agreement matters, but it can be difficult to manage when there are lots of different perspectives and ideas.

c. *Laissez – Faire Leaders* don’t interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable, is motivated and doesn’t need close supervision. However, these behaviors are appropriate at different times. The

best leaders are those who can use many different behavioral styles, and choose the right style for each situation.

d. Behavioral approach in leadership is seen in *McGregor's (1960) Theory X and Theory Y*. According to these theories, there are two basic classes of people: those who want to lead and take responsibility and those who want to be directed and do not want to take responsibilities. Theory X assumes that man is inherently lazy, dislikes work and avoids it whenever possible as a result, leaders are authoritarian. On the other hand Theory Y style of leadership is based on Maslow's (1943) concept of self actualization. It considers that work can be enjoyable, people will work hard and assume responsibility if they have the opportunity to satisfy their personal needs while at the same time achieving organizational goals, an individual's performance is actually based on innate rather than external controls.

Contingency Theory

Fred and Fiedler and his associates have spent two decades developing and refining a contingency theory of leadership. According to the theory, the effectiveness of a leader in achieving high group performance is contingent on the leader's motivational system and the degree to which the leader control and influences the situation.

After a though studies and observations, Fiedler concludes that the relationship between leadership style and effectiveness depends on several factors in the situation. He identified three: leader-member relations, task structure, and position power.

- a. *Leader-Member Relations* refer to the quality of the relationship between the leaders and the group. The degree of confidence, trust and respect subordinates have in the leader assesses it. Good or bad classifies leader- member relations. The assumption is that if

subordinates respect and trust the leader, it will be easier for the leader to exercise influence in accomplishing tasks. For example, if subordinates are willing to follow a leader because of her personality, trustworthiness, and so on. On the other hand, when the relationship between the leader and her subordinates is not good, the leader may have to resort to special favors to get good performance from subordinates.

- b. *Task Structure* refers to the nature of the subordinate's task – whether it is routine (structures) or complex (unstructured). Task structure can be operationally defined by (1) the extent of goal clarity, (2) the multiplicity of goal paths, (3) the extent of decision verifiability, and (4) solution specificity. When the task to be performed is highly structured, the leader should be able to exert considerable influence on subordinates
- c. *Position power* refers to the extent to which the leader possesses the ability to influence the behavior of subordinates through legitimate, reward and coercive powers. Examples are the power to hire and fire, to give pay raises and promotions, and to direct subordinates to task completion. The more position power held by the leader, the more favorable the leadership situation.

Path Goal Theory

Another widely known contingency theory of leadership is path goal theory which is based on the expectancy theory of motivation and emphasizes the leader's effect on subordinates' goals and the paths to achieve the goals. Leaders have influence over subordinates' ability to reach goals, the rewards associated with reaching goals, and the importance of the goals. The House's path goal model is comprised of four models.

- a. *Directive Leadership* a directive leader lets subordinates know what is expected of them, provides specific guidance concerning what is to be done and how to do it, sets performance standards, requests that subordinates follow standard rules and regulations, schedules and coordinates work, and explains his role as leader of the group. Directive leadership is similar to the Ohio State researchers' initiating structure.
- b. *Supportive Leadership* this type of leader is friendly, approachable, and concerned with the needs, status, and well being of subordinates. A supportive leader treats subordinates as equals and frequently goes out of her way to make the work environment more pleasant and enjoyable.
- c. *Participative Leadership* consults with subordinates concerning work related matters, solicits their opinions, and frequently attempts to use subordinates' ideas in making decisions.
- d. *Achievement – Oriented Leadership* sets challenging goals for subordinates, emphasizes excellence in performance, and shows confidence in the subordinates' ability to achieve high standards of performance.

Leadership Style Continuum

Robert Tannenbaum and Warren Schmidt elaborated on two styles identified in the earlier trait and behavioral studies of leadership. They conceive of a continuum that runs between boss centered leadership at one extreme and subordinate centered leadership at the other. Between these extremes are five points representing various combinations of managerial authority and subordinate freedom.

- a. *Telling* the leader identifies a problem, considers alternative solutions, chooses

One of them, and then tells her followers what they are to do. Members may be considered but do not participate directly in the decision making. Coercion may or may not be used or implied.

- b. Selling* the leader makes the decision but tried to persuade the group members to accept it. She points out she has considered organizational goals and the interests of the group members, and she states how the members will benefit from carrying out the decision.
- c. Testing the* leader identifies a problem and proposes a tentative solution. She asks for the reaction of those who will implement it, but she makes the final decision.
- d. Consulting* the group member has a chance to influence the decision from the beginning. The leader presents a problem and relevant background information. The group is invited to increase the number of alternative actions to be considered. The leader then selects the solutions she regards as most promising.
- e. Joining* the leader participates in the discussion as a member and agrees in advance to carry out whatever decisions the group makes.

Situational Leadership Styles

Another well – known and useful framework for analyzing leadership behavior is Paul Hersey and Kenneth Blanchard’s situational leadership theory. It is an extension of Tannenbaum and Schmidt’s leadership style continuum. Four basic leadership styles are in the model:

- a. Directing Style* this is a high task, low relationship style and is effective when subordinates are low in motivation and ability.
- b. Coaching Style* this is a high task, high-relationship style and is effective when subordinates have adequate motivation but low ability.

- c. *Supporting Style* this is a low-task, high relationship style and is effective when subordinates have adequate ability but low motivation.
- d. *Delegating Style* this is a low-task, low-relationship style and is effective when subordinates are very high in ability and motivation.

Leadership Grid Styles

Popular approach to identifying leadership styles of practicing administrators is Robert Blake and Jane Mouton's Leadership Grid (formerly Managerial Grid). They define two dimensions of leader orientation as concern for production and concern for people. There are five styles according to Blake and Mouton's view of leadership.

- a. *Authority-Obedience*. Leaders concentrate on maximizing production through the use of power, authority and control.
- b. *Country Club Management*. Leaders place primary emphasis on good feelings among colleagues and subordinates even if production suffers as a result.
- c. *Impoverished Management*. Leaders do the minimum required to remain employed in the organization.
- d. *Organization Man Management*. Leaders concentrate on conforming to the status quo and maintaining middle-of-the-road or "to-go-along-to-get-along" assumptions.
- e. *Team Management*. Leaders use a goal-centered approach to gain high quantity and high quality results through broad involvement of group members: participation, commitment and conflict resolution.

Leaders and Followers Model

This model depicts the leader as some frontal figure who stands out from the rest for being different and for leading the rest of the people in the group. It recognizes the importance of leader relationship with his/her followers and their interdependency or roles. The leader in this model is no longer the role leader but the team leader; not the leader always in front but the leader who has the capacity to follow; not the master, but servant.

- a. *Servant Leadership*. This term, created by Robert Greenleaf in the 1970's, describes a leader often not formally recognized as such. When someone at any level within an organization leads simply by meeting the needs of the team, he or she can be described as a "servant leader." These types of leader have high integrity and lead with generosity. In many ways, servant leadership is a form of democratic leadership because the whole team tends to be involved in decision making. However, servant leaders often "lead from behind," preferring to stay out of the limelight and letting their team accept recognition for their hard work.
- b. *Transactional Leadership*. This has been the traditional model of leadership with its roots from an organizational or business perspective in the "bottom line," Stephen Covey (2003), in his principle-centered leadership suggested that transformational leadership focuses on the "top line" and offers contrast between the two.

Transactional leadership has remained the organizational model for many people and organizations that have not moved into or encouraged the transformational role needed to meet the challenges of our changing times.

- c. *Transformational Leadership*. According to Bass, these types of leaders determine what subordinates need to do to achieve their own organizational objectives, classify those requirements, help subordinates become confident that they can reach their objectives by expending the necessary efforts, and reward them according to their accomplishments.

The goal of transformational leadership is to transform people and organizations in a literal sense is to change them in mind and heart; enlarge vision, insight and understanding; clarify purposes; make behavior congruent with the beliefs, principles, or values; and bring about the changes that are permanent, self-perpetuating, and momentum building.

Male's and female's style in leadership

As we know, women enter leadership sphere, which mainly occupied by men. The leadership styles of women and men are differs. Mostly there is basic information about leadership styles of women and men on the example of autocratic and democratic styles of both men and women.

The behavior of women and men in leadership style related to leadership roles. It is different for men and women and the fact that women face more barriers to become leaders, especially for leader roles that are male-dominated. This issue is usually discussed in terms of leadership styles, than behavior.

Distinctions in styles can be important because they are one factor that may affect people's views about whether women should become leaders. It is not surprising that women are the usual focus of discussions of the impact of gender on leadership. From one side, the differences in leadership style can provide a rationale for excluding women from opportunities

and especially from male dominated leadership roles. From another side, the perception of sameness would fail to acknowledge the relational qualities which are traditional source of female pride and that may contribute to superior performance by women leaders. But differences and similarity is not the main point.

Therefore, leadership styles of women and men are different, probably because women more cooperative and collaborative, but less hierarchical, than men. However, men and women have different social roles, for instance in the family and employment place. The main differences of *men* from *women*, that male are assertive, controlling, and confident tendency, for example: they characterized as ‘aggressive, ambitions, dominant, independent, self-confident and competitive’. On the contrary, *women* are ‘affectionate, kind, helpful, sympathetic, nurturant, interpersonally sensitive and gentle’, Alice H. Eagly, Linda L.Carli, (2003). *Having different characteristics male and female try to adopt each other’s’ style of leadership in order to be competent in leader roles.*

Another point of view, that leadership doesn’t know the gender. The definition of leader is a person named by the group as the leader, person who group members perceive to be the leader, person who has the greatest influence on the groups’ decision and who actually performs leadership behaviors. According to the task behavior women emphasize production. They will continue their strong contributions to the task at hand when the group is doing well, whereas men will reduce their contributions as the group does better. It was found out that female leaders spend more time communicating about the task on hand than men, as they make more off-task comments. There are suggestions to strengthen females and their work in group. They generate

twice as many procedural suggestions in resolving conflicts as men do. It is usually because females worked substantially harder than any other member in the group.

When we look to the social-emotional behaviors, we can tell that women are more likely to meet the social-emotional needs of the group slightly more than men do. Women are rated as being more interpersonally warm during the first interactions than male leaders. Females using an authoritarian style of leadership were perceived less favorably than males using the same style. In decision making, women use a democratic or participative style than men. Men who worked under women supervision were more opened for the leadership of a woman. Women value listening as a skill that makes others feels both comfortable and important.

How women interact and what kind of way they are using: First of all, women have an equalitarian (a person who believes in the equality of all people) view among themselves. Secondly, women are described to be more cooperative and supportive, while their male counterparts tend to be more self-assertive and competitive. Thirdly, women desire leaders who are cooperative, empathetic, supportive, democratic, and calm. Fourthly, most women perceive leadership more as a facilitation and organization rather than power and dominance. If we summarize above written, females and males are equally effective leaders. In addition, female and male leaders are equally effective in conflict management styles.

The only difference in female and male conflict management styles include age, education, and managerial experience - the leaders must share similarities to one another. Both, 'men and women who have female bosses are more collaborative, and less aggressive than men', Alice H. Eagly, Linda L.Carli, (2003). They seek consensus, emphasize team building, are more nurturing and empathetic, and are more approachable. However, males are still frequently rated

more positively than females for the same behaviors. Men show more leadership, have higher-quality contributions, being more desirable for hiring, meriting a higher salary, and more responsible job. For the same behaviors females were rated as more emotional, less warm, less sensitive, and less attractive than males. Women have begun to increase their individual power, independence, assertiveness, and competitiveness. Male dominance is effectively reduced when people are reminded of their equalitarian attitudes.

During research it is important to characterize who are leaders, what are gender differences, and leadership styles. As for leaders' definition, they are people with concept of natural born leaders - born to lead. Leaders, both male and female, believe in their own actions and inspire followers for reaching goals. There is gender, which is a social construct, and there is what is referred to as a masculine or feminine leadership style. These leadership styles are based on how female and male are usually socialized, but a man or woman might use a masculine or feminine style. That's why good leaders of both genders are able to use these styles according to the current or particular situation. All leaders have some preferred styles which they can use to approach things. Female and male leaders learn the skills by themselves and develop people around them with these strengths.

The research study about females' and males' leadership shows that women, gender, and leadership mean very different things to different people. Therefore, some women still perceive many barriers and challenges. Females usually have to work harder and perform better, but they are perceived as having more opportunities.

However, for today, the drive to the equalitarian roles of male and female is not a fight against of men or women. Also, it is not a war against men and their rights, family life and

mutual respect between the sexes. The equality model is that has as much relevance to a modern society. This equality is a delicate balance of power, respect and sharing of responsibilities between men and women. That's why egalitarian style is making female and male an efficient and productive, flexible and effective. This is proof of the fact that the best leaders are married people; they are the best in leadership. For instance, men are best when they lead and provide for their families, at the same time they improve themselves through skills of leaders and contribute their positive impact to society and vice versa. Both male and female get leadership skills during their study, education, job experience, trainings, seminars, they obtain good characteristics as qualifications, intelligence, hard work, and so forth. The best leaders, female and male, use rationally and successfully all obtained skills according to their surroundings, job occupation, environment, situation.

On Leadership Performance

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance—if it is recognized by others within the organization—is often rewarded by financial and other benefits. Performance is a major—although not the only—prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

The high relevance of individual performance is also reflected in work and organizational psychological research. To get a clearer picture about the importance of individual performance in empirical research we conducted a literature search in the twelve of the major work and organizational psychology journals.¹ These journals cover a broad range of individual, group-level and organizational-level phenomena. Based on this literature search we located a total number of 146 meta-analyses within the past 20 years. Among these meta-analyses, about a half (54.8%) addressed individual performance as a core construct in the majority of these meta-analyses, individual performance was the dependent variable or outcome measure (72.5%). In about 6% of those meta-analyses that included individual performance measures, individual performance was the independent or predictor variable. Twenty-one per cent of the meta-analyses addressed performance appraisal and performance measurement issues.

The widespread use of individual performance measures in single studies and metaanalyses shows that individual performance is a key variable in work and organizational psychology. Interestingly, individual performance is mainly treated as a dependent variable—which makes perfect sense from a practical point of view: individual performance is something organizations want to enhance and optimize.

Performance as a Multi-Dimensional Concept

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual

performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Task Performance

Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell (1990), there are five factors which refer to task performance (cf. Campbell, Gasser, & Oswald, 1996; Motowidlo & Schmit, 1999): (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Each of these factors comprises a number of subfactors which may vary between different jobs. For example, the management/administration factor comprises sub dimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed (Borman & Brush, 1993). In recent years, researchers paid attention to specific aspects of task performance. For example, innovation and customer-oriented behavior become increasingly important as organizations put greater emphasis on customer service (Anderson & King, 1993; Bowen & Waldman, 1999).

Contextual Performance

Researchers have developed a number of contextual performance concepts. On a very general level, one can differentiate between two types of contextual performance: performance as a dynamic concept behavior which aims primarily at the smooth functioning of the organization as it is at the present moment, and proactive behaviors which aim at changing and improving work procedures and organizational processes.

Performance as a Dynamic Concept

Individual performance is not stable over time. Variability in an individual's performance over time reflects (1) learning processes and other long-term changes and (2) temporary changes in performance.

Individual performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific job and later reaches a plateau. Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on 'controlled processing', the availability of declarative knowledge and the optimal allocation of limited intentional resources, whereas later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities (Ackerman, 1988; Kanfer & Ackerman, 1989).

To identify the processes underlying changes of job performance, the transition stage occurs when individuals are new in a job and when the tasks are novel. The maintenance stage occurs when the knowledge and skills needed to perform the job are learned and when task accomplishment becomes automatic. For performing during the transition phase, cognitive

ability is highly relevant. During the maintenance stage, cognitive ability becomes less important and dispositional factors (motivation, interests, and values) increase in relevance.

Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of intra-individual change. These findings indicate that there is no uniform pattern of performance development over time.

Additionally, there is short-term variability in performance which is due to changes in an individual's psycho-physiological state, including processing capacity across time. (These changes may be caused by long working hours, disturbances of the circadian rhythm, or exposure to stress and may result in fatigue or in a decrease in activity. However, these states do not necessarily result in a performance decrease. Individuals are, for example, able to compensate for fatigue, be it by switching to different strategies or by increasing effort

Leadership performance is the backbone of leadership. First line managers must inspire their employees. Performance Management is the mind part of management while performance leadership is the heart and spirit of leadership.

The ability to handle difficult conditions at work influences one's work and performance. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. According to Schmoker (2001), combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data. Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for range initiative. This process involves working collaboratively with staff and school community to identify discrepancies

between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community.

Today's school principals have been charge with the task of shaping their schools to become outstanding beacons of productive learning. They are challenge to clarify their own values, beliefs, and positions and to engage proactively with others in the redesign and improvement of their schools. They are expected to establish conditions that foster personal empowerment and enhanced development of organizational members and to orchestrate shared power and decision making among an array of individuals both internal and external to the school setting. At the same time, they are encouraged to build a community of leaders and learners who will effectively shape the school environment to champion increased productivity among students.

The School Heads of the twenty-first century must have knowledge and understanding of the purpose of education and the role of leadership in modern society as well as various educational frameworks of the diverse school community and the philosophy of education. Likewise, the educational leaders must have knowledge and understanding of the goals of learning, implementing strategies and techniques to overcome challenges and turn those obstacles into doorways of learning opportunities to be effective in consensus building-building and negotiation skills.

Thus school performance is an important measure of success or failure for a student. It indicates the students' mental ability. Studies done on adversity quotient reflect a relationship with performance in the corporate sector. These studies indicate a positive influence of adversity

quotient on performance at work. This can be explained to be due to the ability to handle adverse conditions at work better which in turn influence his work and his performance. Though the studies conducted on this relationship have been conducted in the working environment, the researcher reasons this out to determine academic success in students too. She opines that students who outperform others are those who handle adversity better.

According to C. V. Good, ‘performance’ is the ‘actual accomplishment as distinguished from potential ability, capacity, or aptitude.’ Further, he defines, ‘performance, *intellectual*’ as ‘an action in which excellence or superiority depends primarily on abstract mental ability’ or ‘a response in which truth or the right answer is arrived at through covert behavior’. He further explains ‘performance, *test*’ to be ‘broadly, any test intended to measure actual accomplishment rather than potential ability or aptitude, regardless of how the subject is instructed to respond.

Cooley and Shen (2003) described the school principal as responsible to accountability standards that have been implemented in schools such as performance, goals, school reports, and sanctions for poor performance. Performance is definitely harder to measure in not-for-profit organization than in for-profit forms. Schools with higher enrollments may offer high salaries, reflecting the increased demands associated with more students to the principals aside from the determined expertise as measured by education and experiences. Principals affect students’ achievement by choosing curricula, evaluating teachers and appropriately allocating teacher’s time.

Principals’ Performance Indicators

Performance Area 1: Instructional Leadership leads to a better learning experience in school.

- Building and sustaining a school vision

- Sharing leadership
- Leading a learning community
- Using data to make instructional decisions
- Monitoring curriculum and instruction

Performance Area 2: School Climate

Fostering a positive school climate can greatly influence the effectiveness of teachers in the classroom, student attitudes toward the school, and program implementation.

- The principal's role in fostering and sustaining school climate
- Internal and external dynamics at work in the school
- The importance of high expectations and respect
- School climate, conflict, and crisis management
- School climate and shared decision making

Performance Area 3: Human Resource Administration

Hiring the best, keeping the best, and developing the best teachers are core responsibilities of any leader. Indeed, the school is only as successful as the people within the walls of the school building.

- Inducting and supporting new faculty and staff
- Mentoring novice teachers
- Providing professional development opportunities
- Retaining quality staff
- Selecting quality teachers and other employees

Performance Area 3: Teacher Evaluation

The effective principal recognizes the dual nature of teacher evaluation and sees the benefits in a system that both holds teachers accountable and provides for growth opportunities of the individual.

- What are good practices in teacher evaluation?
- How should teacher performance be documented?
- What are the legal guidelines for teacher evaluation?

Performance Area 4: Organizational Management

- Coordinating safety, daily operations, and maintenance of the facility
- Using data in organizational management
- Seeking and allocating fiscal resources
- Organizing and managing technology resources

Performance Area 5: Communication and Community Relations

- The principal and effective communication
- Communicating with parents and families
- Communicating with larger community

Performance Area 6: Professionalism and Principal

- Principal performance standards and ethical behavior
- The principal as a role model
- Professional development for the principal

Performance Area 7: The Principal's role in student Achievement

- The principals' indirect influence on student achievement
- Focus on school goals and student achievement

- The principal's use of data to guide school success

On leadership Practices

The profile of an effective leader is composed of critical attributes, values, skills, and strategies. The critical attributes are knowledgeable, organized, honest, dependable, efficient, flexible, creative, imaginative, hopeful, open-minded, independent, trusting, with a sense of humor, focused worker, visionary, conscientious, approachable and open, insightful, self-assured, compassionate, tactful, reflective, responsible, attentive, enthusiastic, concerned and caring.

Values consist of self-discipline, mutual respect, and trustworthiness, student-centered, collegial, community-minded, people-oriented, self-motivated, goal-directed and idea-based. The skills are analytical, provocative, synthesizer, manages crises, develops cohesion, works productively, thinks holistically, tolerates ambiguity, models expectations, confronts dissent and works to resolve it, politically astute, advocates for change, agent for change, functions well in loose situation, advocates for coalition building, and technologically aware. And the strategies of an effective leader are collaborator, risk-taker, encourager, nurturer, motivator, listener, evaluator, team builder, communicator, implementer, consensus builder, and mentor. To be able to exhibit these traits while making sense of a very ambiguous and complex system such as school is quite a big challenge. Boyd (2002)

Leadership is not about personality; it is about behavior – an observable set of skills and abilities. And when we first set out to discover what great leaders actually do when they are at their personal best. The five practices of Exemplary Leadership model according to James M. Kouzes, chairman emeritus of the Tom Peters Company, a leadership development firm and Dr.

Barry Z. Posner (2007), which continue to prove its effectiveness as a clear, evidence-based path to achieving the extraordinary – for individuals, teams, organizations, and communities.

1. *Model the Way* – This practice is about establishing principles and standards for how people should be treated, and how goals should be pursued. As a leader, you must first clarify what you believe in and what you are willing to take a stand before you can articulate it to others. Then you need to align your actions with what you believe in. *Description:* This suggests that leaders' action speak louder than words. Leaders must become involved and demonstrate their commitment.
2. *Inspired a Shared Vision* – Through their research, Kouzes and Posner (2007) note that what distinguishes leaders from colleagues is their ability to be forward looking. Leaders can envision the future and create a compelling image of what the organization can become and they truly believe that they can make a difference. Contrary to what you may think, a leader does not have to originate the vision of the future. In fact, leaders may develop their vision by carefully tuning into what they hear from others. No matter where the vision comes from, the leaders must be able to help others see it, engage them in it and help them understand how they fit into. *Description:* Leaders must have a vision of change and must be able to eloquently share that vision with others.
3. *Challenge the Process* – As you might expect, leadership is not about maintaining the status quo. Leaders challenge the process by experimenting, taking risks, and accepting disappointments as valuable learning opportunities. On a weekly basis, you

can keep this exemplary practice at the forefront by asking,” What have I done this week to improve so that I am more effective than I was last week?”

Description: Successful leaders use change and innovation.

4. *Enable Others to Act* – At the core of enabling others to act is mutual respect and trust. Leaders understand that this can sustain extraordinary efforts, so they strive to create a trusting environment and take time to develop others, “What can I do in this interaction to make sure this person feels more capable as a result of what I say and do?” *Description:* This practice acknowledges that successful leadership and accomplishments are not the result of the single person. Leaders foster teamwork and encourage other to exceed their own expectations.
5. *Encourage the Heart* – research shows that the highest performing leaders are more open and caring, express more affection, demonstrate more passion and are more positive, grateful and encouraging than lower performers. Knowing that achieving extraordinary results takes hard work, strong leaders understand the power of recognizing and celebrating how others are making a difference. *Description:* Successful leaders know that constituents require recognition and celebration. This fosters a strong sense of community

Foreign Studies

This aims to enlighten the readers about the relevance of the present study to the existing body of knowledge, previous researches and studies done abroad which can provide a strong support that adversity is a phenomenon that is present in the field of school leadership and management.

Haller (2005) conducted a study on the possible relationship or impact that challenges, adversities, obstacles had on shaping in the development of prominent leaders where he used hermeneutic phenomenological method. The primary participants of his study were prominent leaders in the United States, businessmen, US armies, University President and Senators, executives, chairman and chancellor. It was found out that these participants prior to becoming successful in their field of their endeavor experienced various degrees of adversity in their youth and adult lives such as being victim of war, going broke in the business, death of loved ones, personal and family dilemma, deceitful policies and inhumane regulations, and poverty. Haller revealed in his extensive study that what most shaped the participants as leaders were the following (a) participants' experiences during childhood was not the most important factor that made persevere and work hard (b) hardships in life are not actually hindrance instead they were gateways of opportunities (c) being able to surpass challenges in society, work, family and personal affairs made them strong and more responsible (d) reliance in God and attending religious events in their churches were central to their competence to knock out life's challenges and lastly (e) leaders who won in the battle of so called adversity disclosed their different concepts of leadership based on they perceived and experienced them. Learned concepts about leadership were the following: honesty, integrity, caring deeply about people, communicating clearly, become versatile in the whereabouts of business, display of humility and ardent desire to be leaders who can transform followers on becoming independent, responsible and future leaders with respect to life, dignity and values.

Similarly, Johnson (2005) investigated the evident correlation between Explanatory style and Adversity Quotient to determine if there were a linked between each of the constructs and

performance in a high-adversity work place area. In his study it was found out that Explanatory style and AQ correlated with another and locus of control was the most critical link between the two models. His model-framework presented an explanation of the structure within which people make attributions about events and provided a more complete and consistent framework for recognizing who is empowered and helpless. Even though there were some differences, both models still addressed the importance of remaining resilient in the face of adversity

Supporting the above-mentioned claim, were the findings expounded by Green (2008) where he condensed two qualitative studies of the characteristics of resilient educational leaders in 1999 and in 2008. His study was an attempt to observe the characteristics of resiliency in the organizational management and the significance of these characteristics in relation to high demands on leadership positions in education. The study identified specific characteristics of resiliency which were labeled hierarchically as *gaining perspective*, *having perspective*, or *finding perspective* as the most recurrent strategy cited by participants as they discussed their abilities in the area of resiliency. Humor, fun, and play were described as critical to participants' abilities to recover from upsetting circumstances. In this study it was conclusive to say that resiliency is more than bouncing back from adversity. Resiliency is more about acting our beliefs and values in complicated times; it is also about flexibility in thought, reasoning, openness to other's knowledge. Furthermore, in the climax of this study it is claimed that resiliency was about moving triumphantly through adversity thus producing concomitant self-improvement.

William (2003) examined the relationship between a principal's response to adversity and student achievement. Research emphasizes the importance of the principal in influencing student achievement through the management of meaning within school culture, collaborative work

environment with teachers and fostering resilient school culture. The researcher made use of ex-post facto non-experimental research design where there were 17 principals and 79 teachers from the Flagstaff Unified School District of Arizona. AQ scores were compared to standardized student achievement data from the past two years. The results of the study found out that students attained higher achievement scores in schools with higher AQ principals. The study also uncovered that teacher's perceived control over their work environment may influence principal/teacher relationships and student achievement.

Deloitte and Tuoche, LLP, Great Lakes region conducted a study in their company to gauge the relationship of Adversity Quotient and performance and to determine whether or not professionals with higher AQ tend to be promoted soon. Participants of the study involved 124 newly hired workers. The researcher made use of four-tier performance rating system. The finding of the study revealed that AQ is correlated with performance and therefore was a significant predictor of performance and promotion. It was also clear and evident that person who possesses higher AQ performed well and was more likely to be promoted than those with lower adversity quotient.

Identical to the above-mentioned study was the research made by Diversified Collection Service Inc. The aim of the study was to determine the extent to which AQ predicted performance. Participants of this study were composed of 450 employees at three different venues. Findings of the study showed that AQ predicted significant performance and was indicated by top performers who gained higher AQs during the test.

On the other hand, MP Water Resources in Florida also performed the same study to verify other researcher's claim that there is a strong correlation between Adversity Quotient

and performance. In this study, leaders AQ were measured using Stoltz (2000) standardized AQ profile. There were three follow-up measures of AQ. Leaders received workshop and training seminar to enhance their AQ and performance. It is therefore concluded at the end of the study that Adversity Quotient is significantly correlated with performances.

Working on the same purpose, D'Souza, R (2006) studied Adversity Quotient of secondary school students in relation to their school performance and school climate. The researcher compared the Adversity Quotient of Secondary school students on the basis of school types. The study also tried to compare the relationship between Adversity Quotient and perceived school climate and also compared the relationship between Adversity Quotient and school performance. The findings showed that Adversity Quotient correlates positively with school performance. Also Adversity Quotient correlates positively with school climate. Students of CBSE Board showed better Adversity Quotient than students of State Board schools.

A study on the relationship between resilience and job satisfaction in mental health care workers was conducted by Sharksnas (2002). Participants of this study were 94 mental health care workers working at a community mental health center in Northeastern Pennsylvania. Researcher made use of Pearson product moment correlation analyses, a simple regression, and a multiple regression were completed to assess the research hypotheses. Participants involved exposed in an interview that they faced increasingly adverse conditions such as low pay, limited respect, as well as lack of supervision, peer and organizational support which can potentially lead to job satisfaction. The results of the study showed that there were significant positive correlations between tenure and the four dimensions of Adversity Quotient

Research and Studies

The findings of study done by Gozum (2011) in Pamantasan ng Lungsod ng Maynila revealed that the dimensions of Adversity Quotient had a significant relationship with the mathematics achievement of the participants. Data showed that the AQ of the respondents were not impelled by their sex, course, academic status, scholarship grant and type of school although some of variables were found out to be significantly different with respondents' achievement in mathematics. From the data gathered it was suggested that that is a need to make students aware of their adversity quotient to increase their resiliency and capacity to accept challenges and surpass adversities in life.

Carnivel (2011) investigated the association between the leadership style and leaders' practices. The researcher made used of descriptive and inferential statistics. The findings of the study disclosed the AQ of the principals in Rizal province is not generally far behind the standards provided by Stoltz. The principal-respondents preferred participating leadership styles followed by selling and delegating as against telling leadership styles. Thus, AQ is very important for a principal to succeed in their performance and practices in school.

On the other hand, Ferrer (2009) looked into the relationship of personal characteristics, leadership styles, and job satisfaction to adversity quotient among leaders both in private and public schools in the National Capital Region. She utilized descriptive and chi-square test. Results of the study showed that majority of the academic head respondents belong to middle range of adversity quotient therefore the respondents' possess strong leadership traits and that they are tough in dealing with pressures and adversities. However, their innate capacity to handle

and get over with such difficult instances may vary in accordance with the cause, nature and intensity of the adversity they are facing.

Results of the study gathered by Villaver (2005) in examining the significant differences in the Adversity Quotient levels of 105 public and 74 private female grade school teachers in the 31 schools in Rizal province showed that the majority of the respondents have moderately Adversity Quotient levels. It was also discovered that there is no significant difference exists between the AQ level of public and private female grade school teachers. The researcher utilized descriptive and inferential statistic to obtain the results and be able to interpret the meanings of figures.

Parallel to the previous study was the investigation led by Lazaro (2003) where he focused in the relationship between adversity quotient and performance level as measured by the 360-degree feedback system among the 102 selected middle managers in the different department of the City of Manila. The study employed descriptive and correlational-survey method. Results gained bared that respondents have an average level or control over events that affect their lives' circumstances and see adversities as temporary rather than enduring-setbacks. Respondents' demographic profiles were not significantly related to the adversity quotient similarly to the performance level of respondents. In contrast, there was a high correlation between adversity quotient and performance revealed by the 360-degree feedback system.

SYNTHESIS

Educational Management demands more than knowing what to do and how to do it. It demands that you draw on your personal qualities, your imagination and creativity, your energy

and enthusiasm, your ability to form relationships, your power and persistence. (Tom Reeves, 1994;Elemos, 1998)

Educational administrators set educational standards and goals establish the policies and procedures. They also supervise managers, support staff, teachers, counselors, librarians, coaches, and others. They develop academic programs; monitors students' educational progress; train and motivate teachers and other staff; manage guidance and other student services; administer record keeping, prepare budgets; handle relation with parents, prospective and current students, employers and the community; and perform many other duties.

Education leader is the pivotal player in facilitating change or monitoring the status quo. (Evans, 1995; Flores, 2003)

Moreover, school administrators have a profound influence on those over whom they have stewardship. They have a responsibility to initiate career development with teachers at all age levels. They can run unmotivated teachers into coaching, advising, and listening.

Moving into the concept of facing adversity as a major obligation of leadership, superintendents must call upon the three broad skills set to be resilient. Patterson et al (2008) said that the context of superintendent leadership is the experience of joy upon accomplishing noble work in service to others. But joy doesn't come easily to superintendents. Joy in t he face of adversity accrues primarily to superintendents who demonstrate the elements of resilience. Resilient superintendents posses the ability to recover, learn and grow stronger when confronted by chronic or crisis adversity. Patterson et al (2008) also mentioned the ideas of Warren Bennis, the recognized authority on organizational leadership, said resilience is the cornerstone to successful leadership. In an article publish by American Psychologist, Bennis wrote: "I believe

adaptive capacity or resilience is the single most important quality in a leader, or anyone else for that matter, who hopes to lead a healthy meaningful life.” He identified three broad skill sets that are required for a resilient superintendent: resilience thinking skills, resilience capacity skills and resilience action skills. (Ferrer, 2009).

According to Patterson (2007) he emphasized that nonstop adversity is not a problem; it is the reality of a principal’s job. The real problem is much more complex: What does the principal do in response to these demands? Some principals, with the best of intentions, get beaten up and eventually beaten down by university. Other principals find ways to bounce back and become even stronger in the face of job demands. Based on research there are four types of principals – unrealistic pessimists, realistic pessimists, unrealistic optimists and realistic optimists – react to adversity.

Adversity is the challenge that anyone can face while adversity quotient (AQ) is the measure of how one respond to these challenges (Stoltz 1997 ; 2000). AQ encompasses four dimensions: control, origin and ownership, reach and endurance. Three major sciences covers AQ which are cognitive psychology (control and mastery of one’s life), psychoneuro-immunology (immune function), and neurophysiology (science of the brain) Theories involved were learned helplessness, attributional, explanatory, optimism, hardiness, resilience, self-efficacy, and locus of control.

AQ has three forms: it is a new conceptual framework for understanding and enhancing all facets of success; a measure of how one responds to adversity that can be understood, changed, calculated and interpreted; and scientifically-grounded set of tools for improving how to respond to adversity resulting to n overall personal and professional effectiveness.

The Three Levels of Adversity also shows that positive change at all three levels starts with you, the individual, and works up, affecting the workplace, and ultimately society-at-large. In order to create change, you must have the relentless fortitude to climb through adversity. In Societal Adversity, people experiencing a profound shift in wealth, a pervasive sense of uncertainty about the future, a dramatic rise in crime, a heightened sense of anxiety about our economic security, unprecedented environmental destruction, a radical redefinition of the home, a nationwide moral crisis, and loss of faith in our institutions and educational system. Together these changes are called societal adversity.

Principal's adversity response played a crucial role over their work environment including teacher relationship as well as student achievement (Williams, 2003). What most shaped the leaders were not the adversities in the early lives but how they view obstacles or events in adult lives as opportunities disguised as challenges (Laller, 2005)

This study is on determining principals' adversity quotient and its relationship to principals' leadership styles and performance. Unlike with previous studies, this endeavor does not only concentrate with finding the correlation between the two variables presented in the study but it is largely focused on eliciting what could be the best predictor of principals' Adversity Quotient and how are these affecting other variables. Finally, the goal of this study is to produce a framework model of Adversity Guide Management Model for school Principals.

CHAPTER III

METHODOLOGY

This chapter presents the methods used in gathering the essential data, sources of data, data-gathering instruments, procedure in administering the instrument, analysis of data and the statistical tools used in the interpretation of data.

Research Design

This study used the descriptive development research design using inferential procedures because it is redounded to development of adversity management guide model (Sanchez, 2008) likewise of its relatively distinct characteristics such as (1) (Sevilla, et.al., 1992), it involves collection of data in order to test hypotheses; (2) Best & Khan, 2006), methods of randomization are employed; (3) it uses the logical method in inductive-deductive reasoning to arrive at generalization; (4) (Calmorin, 2005), through the analysis of variables, answers to questions are sought and conclusions are drawn.

In descriptive research design, the study focuses at the present condition; the purpose is to find new truth. The truth may have different forms such as increase insight into factors which are operating, the discovery of a new causal relationship, a more accurate formulation of the problem to be solved and many others. Descriptive studies are valuable in providing facts on which scientific judgments may be based. They provide essential knowledge about the nature of objects and persons (Calmorin, 2005)

The research method employed in this study is a mixture of quantitative and qualitative method. Creswell and Piano Clark (2007) consider that the mixture of quantitative and qualitative data offers a more thorough generation of knowledge extracted from the trends in the population along with an in-depth knowledge of the participants' perspectives and experiences.

A quantitative research method which according to Gay et al. (2009) refers to the empirical investigation of social phenomena via statistical, mathematical or computational techniques, whereas, a qualitative research refers to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed than large samples.

Descriptive-assessment study typically uses data derived from surveys, case studies or more qualitative methods for gathering the information so as to form the conclusions and recommendations of the study. It describes the basic features of the data in the study by providing simple summaries about the sample and the measures.

Explicitly, this study would like to find principals-respondents level of Adversity Quotient and find out the best predictors that would envisage principals' highest indicator of Adversity Quotient

Principals' adversity quotient was used to determine the relationship of Adversity Quotient to principals' leadership styles and performance and how does adversity affects leader's style and performance.

Respondents and Sampling

Participants of the study involved 29 elementary principals and 16 secondary principals who have been in the position for years. The researcher decided to include all the principals in the division of City of San Jose del Monte, as her objective is to be able to come up with an adversity management guide model as offshoot of her study.

Instrument

The researcher of this study made use of interview question, Electronic Adversity Quotient Questionnaire, Survey Questionnaire, to gather quantitative and qualitative data.

Adversity Response Profile the Stoltz's ARP (1997) is a self-rating questionnaire to measure an individual's style of responding to adverse situations. The Adversity Response Profile describes 30 scenarios. Each scenario represents a hypothetical event, which can be answered on a 5-point bipolar scale, (1-not responsible at all to 5- completely responsible). There are four dimensions of adversity quotient – *Control Ownership, Reach, and Endurance*. Although these dimensions maybe inter correlated, they measure many different aspects of Adversity Quotient. Five scenarios measure each dimension. Therefore, there are four scales of five questions each. The sum of the four scores is the person's Adversity Quotient.

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

Score in the Adversity Quotient are interpreted as follows:

Higher AQ - lifelong learners, relentless, tenacious, resilient, with high initiatives, visionary, possibility thinkers, and catalysts for action.

Moderate AQ- comfort-driven, playing it safe, low risk, compatible, settle for good, competent, limited creativity, and cautious about change.

Lower AQ - doing the minimum, reduced performance, poor learners, absentee, risk averse, go through motions, and threatened by chance.

The normal Distribution of AQ scores are:

166-200 – the person has probably the ability to withstand significant adversity and to continue to move forward and upward in life.

135-165 – the person has probably do a fairly good job in persisting through challenges and tapping a good portion of growing potential on a daily basis

95-134 - the person usually do a decent job 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.

60-94 - the person 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 sense of helplessness and despair. Escape is possible by raising the AQ.

59 and below - The person probably suffered unnecessarily in a number of ways. The motivation, energy, vitality, health performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ.

The AQ is comprised of the following four CORE dimension:

1. **C stands for “control.”** It measures of the degree of control a person perceives that he or she has over adverse events.

At the High End (38-50 points) = the higher the AQ and score on this dimension, the more likely the person perceive a strong degree of control over most adverse events. Greater perceived control leads to more empowered, proactive approach.

High control has far reaching positive implications and bodes well for a long-term performance, productivity, and health. The higher the C score, the more a person persist through difficulties, and remain both steadfast in determination and agile approach in finding a solution.

In the Mid-range (24-37 points) = the person responds to adverse events at least partially within his control, depending on the magnitude. The person is not easily disheartened. But, it may be more difficult to maintain a sense of control when faced with more serious setbacks or challenges.

At the Low End (10-23 points) = the lower the AQ and the score on this dimension, the more likely the person perceives the adverse events are beyond his control and that there is little, if anything, he can do to prevent them or limit their damages. Low perceived control can have a highly detrimental effect on the sense of power to alter the situation. Scores on the lower end of the scale may indicate a dangerous vulnerability to advert, increasing its potential toll in one’s performance, energy, and soul.

2. **O stands for “origin and ownership”.** It is a measure of the extent to which a person owns, or takes responsibility for, the outcomes of adversity or the extent to which a person holds himself or herself accountable for improving the situation.

At the High End (38-50 points) = the higher the AQ and the score on this dimension typically reflect an ability to avoid unnecessary self-blame while putting one's own responsibility into perspective. It indicates the empowering combination of blaming oneself only for what he did while owning the outcomes of adversity, which propelled a person towards an action. Ideally this reflects an ability to feel appropriate remorse and learn from mistakes.

In the Mid-Range (24-37) = the person respond to adverse events as sometimes originating from without and sometimes from oneself. The person may blame himself unnecessarily for bad outcomes. The person holds himself for the outcomes of the adversity, but may limit accountability to only those things for which he is the direct cause, being unwilling to contribute in a larger way.

At the Low-End (10-23 points) = the lower the AQ and the score on this dimension, the more person view adversity as primarily his fault (whether or not it is) and good events as strokes of luck due to external forces. Perceiving oneself as the origin of bad events can be hard on stress level, ego, and motivation of the person. The person may deflect ownership, avoiding holding himself accountable for working to solve the situation. Overtime, such a response may lead to self-doubt and withdrawal from major challenges.

3. R stands for “reach.” It is a measure of the degree to which a person perceives good or bad events reaching into other areas of life.

At the Higher End (38-50) = the higher the AQ and the score on this dimension, the more a person may respond to adversity as specific and limited. The more effective he contains and compartmentalizes the reach of adversity, the more empowered and less over helmed he is

likely to feel. Keeping adversity in its place makes life's difficulties, frustrations, and challenges more manageable.

In the Mid-Range (24-37 points) = the person responds to adverse events as somewhat specific. However, the person may occasionally let adversity reach into other areas of his life. In weaker moments, the person may succumb to the temptation to turn setbacks into disasters, relying on others to pull him out of this emotional pit.

At the Low End (10-23 points) = the lower the AQ and score on this dimension, the more a person may view adversity as bleeding into areas of life. Allowing adversity to reach other areas of life can greatly enhance the weight of the perceived burden and the energy to make things right.

4. **E stands for “endurance.”** It is a measure of the perception of time over which good or bad events and their consequences will last or endure.

At the High End (38-50 points) = the higher the AQ and the score on this dimension, the more a person may view success as enduring, if not permanent. Likewise, he may consider adversity and its cause temporary, fleeting, and unlikely to recur. This enhances the person's energy, optimism, and likelihood takes action.

In the Mid-Range (24-37 points) = the person may respond to adverse events and somewhat enduring. This may, on occasion, delay him from taking constructive action. With life's small to moderate challenges, he may probably do a reasonably good job keeping faith and forging ahead.

At the Low-End (10-23 points) = the lower the AQ and the score on this dimension, at more a person may view adversity and its causes as enduing and positive events as temporary. This may indicate the kind of responses that evoke a feeling of helplessness or a loss of hope.

The following interpretation is used to clarify the Adversity Quotient Profile scores:

Descriptive Interpretation	Score in each Dimension
High	166-200
Moderately High	135-165
Average	95-134
Moderately Low	60-94
Low	0-59

The lowest possible scores for each dimension is 0-59 while the highest is 166-200. On the overall score, the lowest possible score is zero (0) while the highest score is forty-four (44). The average score for each dimension is 95-134 points and 134 points for the overall score. These scores describe the level of AQ of the respondents. A scale of 5 is used in answering the Adversity Response Profile.

The second instrument used by the researcher was the qualitative interview which is the common and one of the most important data gathering instruments in qualitative research. Rosemann (2003) suggest that researcher's interview need to understand individual perspective, to probe or clarify, to deepen understanding, to generate rich descriptive data, to gather insights to participant's thinking and to learn more about the context of the study.

With qualitative research interview, the researcher tried to understand something from the subjects' point of view to uncover the meaning of their experiences. Research interviews were based on the conversation of everyday life.

In this study an interview questionnaire was presented to the principal-respondents which are composed of six questions regarding their understanding of adversity, its effect on their performance and practices, and the effect of adversity towards the development of a resilient leader was also administered. A semi-structured interview guide was used for this purpose. This type of interview was largely guided by a list of questions or issues explored.

The interview guide utilized by the researcher is in the form of an open-ended type of question which includes the following: (1) purpose of the interview; (2) terms of confidentiality; (3) format of the interview; (4) how long the interview will take; (5) how to get in touch with the researcher after if researcher want to; (6) if they have any questions before the researcher and respondent get started with the interview; and (7) assurance of confidentiality of the tape recorder. Appendix A shows the interview guide for school principals.

On the interview proper, the researcher gave a brief orientation about the study and the purpose of the interactions. She also made mention of the mechanics of the interview to ensure smooth exchange of ideas. All interviews were properly documented both written and audio recording and finally, minutes of the interactions were properly transcribed verbatim (as appended).

As for quantitative data, the researcher distributed questionnaires to the respondent which contains mechanics on how to log-on the electronic form of adversity quotient profile of Dr. Paul G. Stoltz, (2000) in his latest AQ®P online version 8.1. This is a self-rating instrument that measures an individual's style of responding to adverse situation and measure ones adversity level. It takes most respondents 7-10 minutes to answer the questions on line. The AQ®P presents 14 scenarios or events, each of which is followed by four questions to be responded to

on a 5-point Likert scale. The updated descriptive interpretations of AQ®P scores will be sent by Stoltz, the creator of standardized Adversity Quotient Survey Profile.

A survey questionnaire for the 53 school principals both in the elementary and secondary level was administered to elicit perspective on the emerging leadership styles of school principals. The questionnaire was composed of practical items that were highly observable in determining the leadership styles based on the classical and contemporary leadership theories.

To determine principals' school performance, the researcher then asked permission to the schools division superintendent to obtain copies of Performance Appraisal System for the School Administrator (PASSA) for three consecutive years. In order to keep the confidentiality of the respondents researcher opted not to include their name and school where they were assigned.

Validity and Reliability of the Instrument

To validate the times in the questionnaire, suggestions from mentors of the researcher who are Doctors of Philosophy in Educational Management were considered. The draft of the instrument was presented in a colloquium where a committee of experts helped the researcher in the validation of the contents.

After series of changes made in the content, format and appearance, copies of the final draft were further presented to a jury (10 experts from Philippine Normal University) from whom the documented gained a rating of "very relevant" in all its content though there were revisions and clarification to consider in order eliminating ambiguity in some statements

Data Gathering Procedure

The researcher surveyed first the existing literature pertaining to her subject on Adversity Quotient, and with the assistance of her researcher she was able to identify the important components to be included in her study.

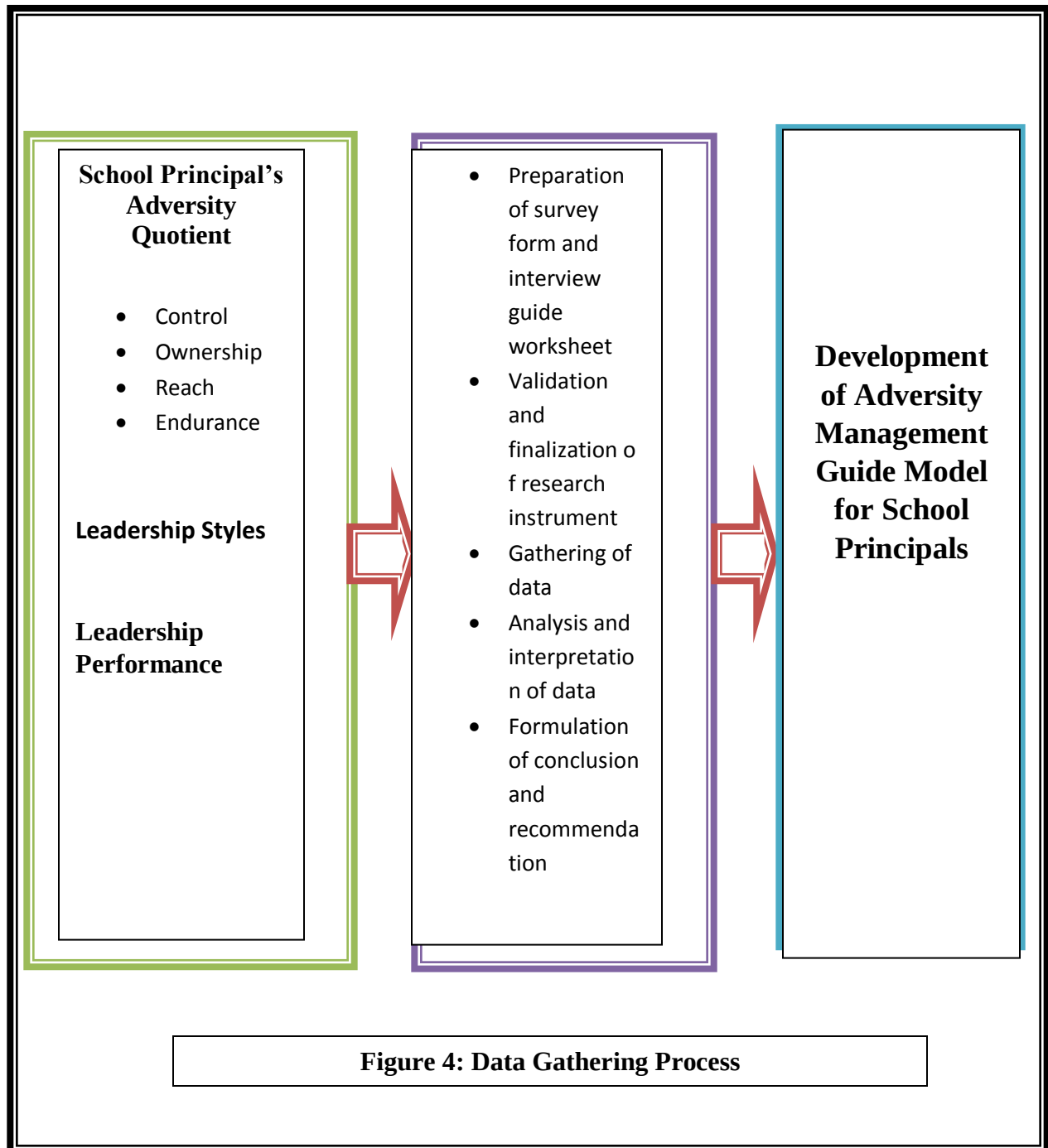
After the study has been conceptualized, the researcher wrote a letter to be addressed to the Schools Division Superintendent to seek permission to administer validated questionnaires to the principals-respondents to be part of the study as well as the handing over of the instrument.

The researcher coordinated with the two district supervisors in the elementary level and other principals in the high school level. The researcher distributed all the survey questionnaires needed to accomplish the target. Questionnaires were given to them in advance and will be collected during the agreed date. The schedule of interview will be scheduled according to the availability of the respondents

During the interview session the researcher gave her respondents a brief orientation about the study and the purpose of conducting an interview. All interviews were properly documented and analyzed.

As soon as the researcher finishes the retrieval of all questionnaires, she then proceeded on tabulating, analyzing and interpreting data obtained from the respondents.

Data Gathering Procedure



Data Analysis

Analysis of data is an important part of research design. It includes the processing of the data that is collected for the study. Analysis of data means studying the organized material in order to discover inherent facts. In the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance of difference to check with what validity data can be said. Thus the researcher processed and analyzed data descriptively.

Descriptive analysis of data comprises of describing the data with respect to its distribution and deviation from normal probability curve. For the descriptive analysis for the present study, the researcher determined the measures of central tendency, variability, divergence from normality and estimation of population parameters.

Results of data were computed and interpreted using the following statistical treatment: Statistical Package Software version 10.0 and Microsoft Excel 2003 to generate descriptive data (means, standard deviation, and percentage distributions) T – test was used to determine if there was a significant relationship between adversity quotient and CORE dimensions and leadership styles, and performances. Interviews were not recorded since the respondents disagree with the protocol asked by the researcher

The processing of data gathered in the qualitative in the qualitative phase ran from verbatim transcription of participants' responses to the extraction of essence by the investigator. Creswell and Plano Clark (2007) recommend the following steps in data analysis in the mixed methods research design and eventually became the procedure in this study both for the quantitative phase and qualitative phase. These were treated according to the matrix that follows.

General Procedure In Data Analysis	Quantitative Phase	Qualitative Phase
1.Preparing the data for analysis	1.Scoring and collating the responses of the basic education teachers in the questionnaire: - Rearranging the responses in the semantic differentials so that the higher scores respond to the great extent; the lower scores to the lesser extent of the manifestations of adversities to school principals.	1.Transcribing interview data in verbatim
2. Exploring the data	1. Obtaining the mean score in each item and segregating them accordingly. a. Societal Adversity b. Professional/Workplace c. Personal Adversity 4. Leadership Styles 5. Leadership Performance	2. Coding data according to evident information as regards the intents of the study.
3.Analyzing the Data	3. Describing the mean scores in every item that pertain to adversity quotient leadership style and performance apparent to it.	3. Classifying the coded data to create syntheses of ideas leading to classification of adversities experience by the respondent, leadership styles and performance.
4. Representing the data analysis	4. Inferring on the types of adversities experienced by the respondents, adversity quotient in the four dimensions of adversity and the possibility of integration of adversity quotient to leadership style and performance.	4. Deducing adversity quotient evident from the syntheses of experiences, practices, and views of respondents.
5.Validating the data	4. Triangulating the inferred conclusions with concepts and theories cited in the review of related literature and studies and with actual observations and experiences drawn from the responses in the questionnaire.	5. Explaining the conclusions in the quantitative phase with those in the qualitative phase.

Statistical Treatment of the Data:

To gather quantitative data were analyzed using the following:

A. t-test

T-test is based on t-distribution and is considered appropriate for judging the significance of a sample mean or for judging the significance of differences between the means of two samples in case of small sample(s) when population variance is not known. The relevant test statistic, t, is calculated from the sample data and then compared with its probable value based on statistical table at a specified level of significance for concerning degrees of freedom for accepting or rejecting the hypothesis

The formula to calculate t-ratio is

$$t = \frac{X_1 - X_2}{\left[\{(N_1-1)\sigma_1^2 + (N_2-1)\sigma_2^2\} / (N_1 + N_2 - 2) \right]^{1/2}}$$

Where

X_1 = Mean of one group

X_2 = Mean of second group

σ = standard deviation

N = sample size²

For the present study, the researcher calculated t value using this formula.

B .Co-efficient of Correlation

Co-efficient of correlation is used to ascertain relationship between two variables. For parametric tests, Karl Pearson's co-efficient of correlation is used widely.

The research too used Pearson's co-efficient for correlation for the present study.

The formula is given as

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y}) / N}{\sigma_x \sigma_y}$$

For the present study, the researcher used Pearson function from EXCEL. The co-efficient of correlation is interpreted and described with respect to three aspects.

1. Direction (positive or negative)
2. Magnitude (negligible when it lies between 0.0 and +/- 0.20, low when it lies between +/- 0.20 and +/- 0.40, substantial when it lies between +/- 0.40 and +/- 0.70, and high when it lies between +/- 0.70 and +/- 1.00)
3. Significance (at 0.05 and 0.01 level)

Co-efficient of correlation is judged for all these aspects. Two variables are however, said to be correlated when the 'r' value does not equal to zero.

Partial correlation

Partial correlation measures separately the relationship between two variables in such a way that the effects of other related variables are eliminated.² In other words, in partial correlation analysis, the relationship between the dependent and independent variables is measured by keeping all other variables constant.

The formula to calculate partial correlation is as follows:

$$r_{12.3} = \frac{r_{12} - r_{23}r_{13}}{(\sqrt{1-r_{23}^2} \sqrt{1-r_{13}^2})}$$

where:

r_{12} = co-efficient of correlation for variables 1 and 2

r_{23} = co-efficient of correlation for variables 2 and 3

r_{13} = co-efficient of correlation for variables 1 and 3

$r_{12.3}$ = partial co-efficient of correlation for variables 1 and 2 when
3 is held constant

When partial r is greater than r , it indicates that the correspondence is much closer when the other variable is held constant.

On the other hand, qualitative data were interpreted through arranging respondents' answers by theme to organize ideas in coherent manner. Thematized answers served as a basis for generating the model-framework of the study.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter exhibits the results of the survey among school principals who have been in the position for three years and above as regards their understanding on adversity, relationship of adversity quotient to leadership styles and performance, the difference between male and female principal's Adversity Quotient, and developing adversity management guide model for school principals.

Adversity Quotient of School Principals

Daily adversities affected all the principal respondents as they performed their responsibilities. The principals' adversity quotient determined whether he or she can stand strong and true, continue to grow or be destroyed when face with adversity.

The demands that a school principals face in their daily lives have increased immensely and are the source of principals' stress, placing unprecedented demands upon the —human operating system (1997). Stoltz compares the human, faced with adversities, with an over-taxed hard drive where the simple adding of more skills is akin to adding more software which the hard drive is unable to cope with. He suggests that to enable the human mind to deal effectively with increasing numbers of adverse situations is an even greater challenge, as it requires that the human operating system be strengthened and evolved to deal with the increasing demands of knowledge, skills talents and experiences. New knowledge and skills that an individual learns, cannot be fully utilized, unless they are totally absorbed and integrated (as opposed to adsorbed and added) into the system.

Each adversity or challenge brings with it, its own stress. Not everyone will, or can, deal with each situation with equal equanimity. It requires a certain level of resilience (and Adversity Quotient ®) to use each adverse situation to one's benefit.

Table I shows the Adversity Quotient of school principals when they are grouped according to gender.

Table 1
Adversity Quotient of School Principals

Components	Female (N=32)		Male (N=17)		Overall	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
Control	37.31	Mid-Range	36.35	Mid-Range	36.98	Mid-Range
Ownership / Origin	32.72	Mid-Range	34.76	Mid-Range	33.43	Mid-Range
Reach	26.91	Mid-Range	27.71	Mid-Range	27.19	Mid-Range
Endurance	36.25	Mid-Range	36.89	Mid-Range	36.47	Mid-Range
Adversity Quotient	133.19	Average AQ	135.70	Average AQ	134.06	Average AQ

As can be seen from the table male and female principals are found to be in the mid-range level. This means that both male and female principals respond to adverse events as sometimes originating from without and sometimes from oneself. They may blame themselves unnecessarily for bad outcomes. They hold themselves for the outcomes of the adversity, but may limit accountability to only those things for which he or she is the direct cause, being unwilling to contribute in a larger way. It further shows that respondents face adversity as somewhat specific and limited. In some cases adversity reaches other areas of life making the

bad results worst when they expected. This also emphasizes that leader's genders do not necessarily affects principals' adversity quotient.

However, (Goleman, 1995) in his study of leaders' resiliency stated that male and female leaders are emotionally different and thus differs in approaching and solving problems. To prove this claim the researcher summarizes principals' answers. It was observed during the interview, that when women try to solve a problem, they often rely on the help of those close to them. Women will talk through their problem, discussing the situation in detail, and how they could solve it. While the solution is important, just how they solve the problem is important too. The process of discussion is also important to women, giving them the opportunity to strengthen the relationship with the person they are talking to. As a result, a woman may consider a relationship to be weakened if the person they are talking to appears to be uninterested or unhelpful.

On the other hand, men approach problem solving with much less communication. Instead, they will often dominate the problem solving process and will use it as a chance to demonstrate their knowledge and ability. Similarly to women, the process of solving the problem is important, but for men it is important to solve the problem in the best and most effective way.

Often in relationships it is common for men to feel overwhelmed about how much women discuss their frustrations and the expectation placed on them to offer support. Similarly, women often feel that a man will dismiss their problems when he offers advice without appearing to be supportive or sympathetic. As men rarely use communication in their problem solving, it does not come as naturally to them to discuss their problems as it does to women, and as a result they are much less likely to tell their partner about any problems they may be experiencing.

When faced with their partner's problems, a man's natural reaction will be to think through the problem and offer effective solutions to it. Women on the other hand, preferring to use the problem solving process as a chance to discuss how they are feeling, may want to talk about more than potential solutions. This is why it is common for women to feel that, when their partner does not appear comfortable discussing her problems, that there are problems with the relationship. This is also why men can feel overwhelmed and uncomfortable hearing every detail about their partner's difficulties.

Adversity quotient encompasses four dimensions which exactly measures the Adversity Quotient of an individual. They are control, origin and ownership, reach and endurance embodied in the acronym CORE. Control refers to person who responds to adversity as temporary, external and limited have optimistic explanatory styles and tend to enjoy life's benefits. Origin and Ownership has something to do with blame. Blame has two functions which help one to learn from and adjust behavior causing improvement. The blame leads to guilt obliging one to search own soul and weigh the way one might have hurt others. The feeling of guilt is a powerful motivator when used properly for it can help heal real, perceived or potential damaged to an important relationship. Too much blame can be demoralizing and destructive which can destroy ones energy, hope, self worth and immune system leading one to decide to quit. Those with lower Adversity quotient scores in this dimension tend to blame themselves. High scores tend to properly place responsibility, and therefore also have high self-worth. An individual having low Adversity Quotient blame oneself for bad events, but with higher Adversity Quotient an individual learn one's behavior to become smarter, better and more effective the next time similar situation is encountered.

Ownership reflects accountability. This answers the degree of owning the outcomes of adversity whether good or bad. People with high adversity quotient enhance their accountability to control, empower and motivate action while low Adversity Quotient people disown the problem causing failure to act, give – up, point fingers, reduced performance and angers at others an many more negative actions. Owning the outcome reflects accountability for achieving a specific result in response to a problem. High scores tend to accept responsibility for creating a specific outcome regardless of the causes.

Reach stands for reach evaluating how far the adversity gets into the areas of one's life. Low AQ response allow adversity to affect other aspect of one's life leading to financial panic, sleeplessness, bitterness, distancing self from others and poor decision making. But with high R-score one may limit the reach of the problem to the event at hand. A misunderstanding relationship is one misunderstanding although painful and not a sign that life is falling apart.

Endurance refers to the time adversities last Peterson & Seligman et al (1993) indicated that there is a dramatic difference between people who attribute adversity to something temporary versus something more permanent or enduring

Table 2 presents the test of difference between Adversity Quotient of Male and Female school principals.

Table 2**Test of difference Between AQ of Male and Female School Principals**

Components	Group	Mean	Std. Dev	Mean Difference	df	t-value	p-value	Interpretation
Control	Male	36.35	3.12	0.96	47	1.14	0.26	Not Significant
	Female	37.31	2.63					
Ownership	Male	34.76	3.65	2.05	47	2.06	.045	Not Significant
	Female	32.72	3.12					
Reach	Male	27.71	3.02	.79	47	.88	0.39	Not Significant
	Female	26.91	3.06					
Endurance	Male	36.88	4.55	.63	47	.51	0.61	Not Significant
	Female	36.25	3.89					
Adversity Quotient	Male	135.71	7.02	2.52	47	1.38	0.17	Not Significant
	Female	133.19	5.53					

The table reveals that principals Adversity Quotient in terms of its four components do not significantly differ when they are grouped according to gender. It means that the respondents' gender has nothing to do with their ability to let adversity invade other areas of their lives. So whether a respondent is a male or female, he/she may respond to adverse events in somewhat specific manner.

The finding of the study also supports the studies conducted by Lazaro (2003) A Study of Adversity Quotient of Secondary Students in relation to their School Performance and the School Climate in Mumbai, India. The results showed that gender is not an obstacle to stay strong and

focus in adversity and challenging tasks and responsibilities. The capacity to lead is not dictated by gender and gender roles.

The result contradicts the findings of Murray (2006) that there is a significant difference between how men and women respond to adversity. According to him women responded to adversities differently than men when experiencing odds. Females are more likely to explain the adversity as their fault and due to an enduring characteristic, such as stupidity. Men on the other hand, are more likely to attribute failure to something temporary.

Leadership Styles of School Principals

Leadership keeps up its effectiveness by natural sequence according to established rules. The simplest way to measure the effectiveness of leadership to involve evaluating process, later he/she can as leader master it. However, this approach may measure power rather than leadership. To measure leadership more specifically, one may assess the extent of influence on the followers, that is, the amount of leading. Effective leaders generate higher productivity and opportunities. Leaders create results, reach goals, and realize vision and objectives quickly and with high level of quality. The functional leadership model conceives leadership as a set of behaviors that helps a group perform a task, reach their goal, or perform their function. In this model, effective leaders encourage functional behaviors and discourage dysfunctional ones. Leader has the function of clearing the path toward the goals of the group, by meeting the needs of subordinates. The quality of the leadership process: An effective leader has to get a group of potentially diverse and talented people, many of whom have strong personalities to work together toward a common output.

Paul Stoltz, the author of *The Adversity Quotient* (1997), compares leadership to mountain climbing. It is often up-hill against what at times may seem insurmountable odds. Leadership is hard work requiring diligence, knowledge, and commitment to the task. Principals typically are the educational leaders of their schools. They influence the conditions under which teachers teach and students learn. The manner in which principals respond to the adversities of their context and position, both internal and external, will likely influence the local educational culture, which in turn will likely influence student achievement. Principals that is able to create and maintain a learning climate that is resilient to the adversities inherent in modern education and society will provide students with increased opportunities to achieve.

Leadership is a complex phenomenon. A great number of definitions have been offered over the years. The literature suggests that there is an important distinction between the two terms: “leader” and “manager”. According to Squires (2001), leaders are concerned with the spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power in organizations.

However, managers deal with mundane tasks such as allocation of roles, tasks and resources needed to achieve organizational goals, coordination of the allocated activities and processes and monitoring the everyday operation of the organization. Managers are associated with periods of stability; leaders with periods of turbulence (Bryman, 1993). When people are at peace, happy and satisfied there is hardly any need for leadership. On the other hand, when the human condition is at stake and the situation urges someone to step forward and initiate change, the need for leadership is high (English, 2002). In addition to this, leaders have a vision of the future and they develop strategies that are necessary to bring about changes needed to achieve

that vision. However, managers take incremental steps and create timetables to achieve those results (Carlson, 1996).

In order to obtain the emerging leadership styles of principals the researchers' possible leadership styles were group and classified into four as Telling, Selling, Participating and Delegating. The Hersey-Blanchard Situational Leadership Theory was created by Dr Paul Hersey, a professor and author of "The Situational Leader," and Ken Blanchard, author of the bestselling "One-Minute Manager," among others.

The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully.

The following cover leadership styles: articulate vision to followers, leaders display a passion, they engage in outstanding/extraordinary behavior, leaders show a high degree of faith, confidence, and persistence in themselves. Leaders need to have a very high degree of self-confidence and moral conviction. They see their followers as competent, credible, and trustworthy. Leaders communicate expectations of high performance from their followers and strong confidence in their followers' ability to meet such expectations the successful accomplishment of the vision and mission.

Style becomes the key to the formulation and implementation of strategy and plays an important role in work-group members' activity and in team citizenship. Little doubt exists that

the way or style in which leaders influence work-group members can make a difference in their own and their people's performance.

The style of leadership is dependent upon the prevailing circumstances; therefore leaders should exercise a range of leadership styles and should deploy them as appropriate. For example, an autocratic manager makes all the decisions, keeping the information and decision making among management personnel. The objectives and tasks are set and the workforce is expected to do exactly as required. The communication involved with this method is mainly downward, from the leader to the subordinate. The main advantage of this style is that the direction of the organization will remain constant, and the decisions will all be similar, this in turn can project an image of a confident, well managed business. On the other hand, subordinates may become highly dependent upon the leaders and supervision may be needed.

Table 3 summarizes the leadership styles of school principals according to gender.

Table 3

Leadership Styles of School Principals

Components	Male (N=32)		Female (N=17)		Overall	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
Telling	38.59	(OT)	38.31	(OT)	38.45	(OT)
Selling	39.29	(OT)	38.50	(OT)	39.90	(OT)
Participating	38.41	(OT)	39.53	(OT)	38.97	(OT)
Delegating	39.53	(OT)	38.22	(OT)	38.88	(OT)

Legend: 4.51 -5.00 ALMOST AWLAYS true of me (AAT) 3.51-4.50 OFTEN true of me (OT) 2.51-3.50 SOMETIMES tru ofme (Sot)
1.51 – 2.50 SELDOM true of me (Set) 1.00-1.50 NOT AT ALL true of me (NAT)

The table describes the principals' leadership styles that emerged in this study from among the 49 elementary and secondary principals.

Among the four leadership styles used in the study, the Selling leadership style is the most applied leadership style in the overall survey. The principals chose this leadership style as the most practical and common applied leadership style. Selling principals addresses the follower who has developed some competence with an improved commitment. The follower is not convinced yet, but is open to becoming cooperative and motivated. The leader must still focus on highly on tasks and this still requires much of the leader's time, but the focus also includes developing a relationship with the employee. Build upon the trust that has been developed and the encouragement that has been promoted. The researcher noted that this type of principals present ideas and allow teachers to make some decisions. These principals were much focused on high task and high relationship (Blake and Mouton, 1999). They spent most of the time listening, advising, helping teachers to gain skills and knowledge (Hersey & Blanchard, 1999). Faculty was allowed to know the latest news in their school, and their work is closely coordinated. The principals have time to interact with their faculty, inspire them with enthusiasm, enjoy coaching and monitoring, and share leadership power. Decisions are made predominantly by the leader, but the communication style is two-way. These principals are good at selling ideas to their faculty and staff.

Participative leadership style is the second most applied and practiced leadership style in the survey. A principal using this style addresses the follower who is now competent at the job, but remain somewhat inconsistent and is not yet fully committed. The follower may be uncooperative or performing as little work as possible, despite their competence with the tasks.

The leader must participate with and support the follower, educate, support and reeducate. The leader no longer needs to give detailed instructions and follow up as often, but does need to continue working with the follower to ensure the work is being done at the level required.

The follower is now highly competent, but is not yet convinced in his or her ability or not fully committed to do their best and excel. The leader must now focus less on the tasks assigned and more on the relationship between the follower, the leader, the team, and the group.

Principals are typically supportive, motivated, listen, praise and make their teacher feel good when they commit and cooperate. Principal 14, 26, 31, and 34 most of the time practice participative style for tapping potential principals to lead in their area of concern. The principals maximized the quantity and quality of performance is found out that participating style is an ideal approach to lead people according to Likert (1967). They offered guidance to subordinate and encouraged them to participate actively (Lewin, 1939; Tannenbaum, 1959) In giving assignment , the principal was more focused on high relationship with subordinates than on task and was concerned with finding out why teachers do not work properly (Hersey & Blanchard 1999).

The third most applied and practiced by the school principals is the delegating leadership style; this style is the ultimate focused end goal. Leaders exercise this type of leadership style when teacher feels fully empowered and competent enough to take the ball and run with it with minimal supervision. The follower becomes highly competent, highly committed, motivated, and empowered. The leader can now delegate tasks to the follower and observe with minimal follow up, knowing that acceptable or even excellent results will be achieved.

There is a low focus on tasks and a low focus on relationships. There is no need to compliment the follower on every task, although continued praise for outstanding performance must be given.

The researcher noticed that principal exhibiting this style offers little or no guidance to teachers and empowers them to get on with their job. It is the style as if the principal took a back seat and appear to do nothing. Principals were willing to make changes but maintaining a definite standard, they enjoy teacher using creativity and treated teachers equally. Since responsibility is well delegated the teachers have high competence, commitment and well-motivated. This could be compared to the classical leadership style as Laissez – faire (Briggs , 2006)

Telling style of leadership is the lowest level of leadership style. New faculty and staff require direct instructions, so this is called the “Telling” or “Directing” The follower is characterized by low competence and high commitment, but being unable to comply, with possible feelings of insecurity. The leader must focus highly on tasks, rather than a relationship with the faculty and staff, as a relationship does not yet exist. When faculty can’t do the job because they are unknowledgeable, the leader must spend much more time working with the employee, offering clear instructions and a regular follow up. The leader must be encouraging and motivational, offering praise for positive results and correction for less than positive results. The idea is to motivate the follower to rise to the next level of ability. Also, the principals here took a highly a highly directive role and told teachers what to do (Lewin, 1939). Sometimes the teachers do not listen, do not agree at once, and don not support the principals who were always fond of giving directions. The teachers lack willingness to work

and become afraid to try new ideas for they do not want to be blamed although the principals supervise them closely.

Table 3 summarizes the principals' leadership style behaviors from the questionnaire developed and administered by the researcher. The behaviors displayed by the principals were the major behaviors that characterize the kind of leadership styles they put into practice. Review of related literatures originally named telling as directing and even in the classic time as authoritative; selling as coaching, participating as supporting or joining; and delegating as observing.

All the cited behaviors under each column (Table 9) of the leadership styles are primarily practiced even at this time. It was noted that all styles of leadership of the principals incorporated maturity based on how ready and willing their teachers perform their task when competence and motivation are considered.

To supplement the researcher's idea on the leadership style the principals presently applied on their respective schools the following were documented from their responses in interview, Appendix. Principals (1, 6,21,26 & 30) in an interview conducted in their respective school revealed that when it comes to style they both exercise the use of autocratic and transactional leadership, according to them of their teachers are not matured yet when it comes to handling their responsibilities. Most teachers tend to be motivated only when the principal is exercising strict rules and policies in school. Also, teachers and staffs tend to be complacent when not given a rigid task which requires and deadlines. In an observation, principal 26, confessed that in her years of being a principal she witnessed that teachers were only motivated to work if they will be rewarded in the form of promotion in exchange of related and additional

tasks. They even shared that if the principal is autocratic then everything would be easy and smooth especially if the principal is looking for an immediate product also, teachers and staff have an uncomfortable feeling of whether not to abide the rules or not as they practically know that disobedience is tantamount to sanction and punishment.

Principal number (2, 7, 8, 13, 16, 17, & 33) unveiled that they often employed transformational leadership, consultative and participative. Principals having these styles give empathy and support, keep communication open and place challenges before the followers. Principals also disclosed that in order to gain respects from the teachers, principal should respect and celebrates individual contribution in the organization. With this, teachers' will and aspirations for self development would boost. One principal said that

“It’s nice seeing my teachers working cooperatively and creatively, gumagawa sila kahit di mo sila bantayan o takutin, no need to tell them of what to do, maybe swerte ako sa teachers ko because they are matured people when it comes to handling their responsibilities in school, hindi lang sila bahay eskwelahan. As much as possible I am calm and lenient but I see to it that they still have respect to me. I work with them, I laugh with them and I make decision with them. Very few would agree to me I think, na hindi kailangan maging mahigpit para sumunod ang teachers and staff kailangan lang siguro maramdaman din ng mga taong ito na sila ay hindi naghahanpabuhay dahil lamang sa sweldo at personal interest at para sumunod sa principals at di makagalitan”. P – 13

Principal number 13 believes that with these styles mentioned above professional and personal conflict in the work place is lesser since everybody is given a chance to speak, to act, to share and to decide not only for them but also for the entire organization.

Principal number 3, 28, 36, 40, 43 and 44 uncovered that they exercise democratic leadership style but with restriction and accountability. They mentioned that they asked teachers and staff to air their opinion, suggestions and sentiments however, right after soliciting opinions

from the teachers it is the principals who choose and make the final decision because principals believed that they what is best for the organization. They also made mentioned that in making the final say in the decision making they see to it that the entire school members were informed and were given specific tasks.

On the other hand, principal number 4,5, 12, 46 and 47 divulged that participative leadership style is what they commonly used especially if you want to produce quality teachers and staff.

One principal proudly said that “in the previous years, mayron akong pasaway na teacher, she doesn’t follow may kaigasan ulo niya at madalas she complained. When I learned that this teacher has been acting and behaving like this for a long time, I said to myself I need to transform her. I decided to ask her to participate in the SBM implementation; I gave her position and task to manage. From then on, this teacher becomes cooperative and active actually she has good ideas and suggestions most of the time pero I don’t show favoritism.”

Other principals answered that there is no specific leadership style that they use, it is practically and most of the time situational in nature meaning principals should adapt their style according to the group you are leading and should be based on the maturity of the people they are leading and the details of the task. Principals cited that school leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationship with people they are leading depending on what’s needed to get the job done successfully.

All these kind of leadership styles applied by the principal respondents often requires situation before it is being employed.

Leadership Styles of Male and Female School Principals

Leadership is a skill that an individual may keep and possess. One can categorize the exercise of leadership. One can categorize the exercise of leadership as either actual or potential: Actual – giving guidance or direction, for instance: a principal being a leader to teachers. Potential, the capacity or ability to lead; as in the concept born to lead, it means that leaders have potential to lead.

According to the organizational psychology disciplines, leadership is a product of awareness and command of the reactions and influences of a group on the individual, as well as the individual on the group. A leader's successful application of directive organizational psychology by modifying specific consistent behaviors towards the group may raise changes in the organizational culture. The level of passion and efficiency that is developed in the culture will be defined by the emotional drive fulfilled by a directive leader's ability to create a greater purpose with the group.

The right definition, which Blank Warren, (2001) conclude, is that 'The natural born leader label is an attribution made to those who master the skill set related to gaining willing followers. No one is born with these skills.' So, it means that leaders master their skills and only exception alone can be described as natural born leader. Indisputably, some people are born with features of leaders, which help them to master skills of leadership more effectively. Such people have an inherent ability and perform and express themselves naturally in their area or sphere. However, that kind of individuals needs to have opportunity, support, encouragement, and training from people surrounded them. Therefore, everyone has a natural born capabilities and talents to lead, because it is normal for people to respond to nurture. It means that people have

innate ability to learn and grow. It proves that all people can improve their native, creative, intellectual capability by learning and excising the skills of best leaders.

As for leaders as natural born, they could be male or female since leadership doesn't have gender. Men and women also could obtain skills of leaders during their childhood, study in school and university, by getting experience and influencing by environment.

The following factors influence on leadership skills such as characterization or behavior of men or women, education (school, university), job experience (work place or job occupation). Therefore, men and women can obtain leadership skills and use them according to the situation, environment and work place. However, men dominate in politics, education sphere. As for women, they remain to fill their niche as teachers, salespeople, managers, etc. If we consider leaders and managers, it is obvious that most of men are taking leaders role and position, and women are managers.

Distinctions in styles can be important because they are one factor that may affect people's views about whether women should become leaders. It is not surprising that women are the usual focus of discussions of the impact of gender on leadership. From one side, the differences in leadership style can provide a rationale for excluding women from opportunities and especially from male dominated leadership roles. From another side, the perception of sameness would fail to acknowledge the relational qualities which are traditional source of female pride and that may contribute to superior performance by women leaders. But differences and similarity is not the main point.

Table 4 shows the test of difference between leadership styles of male and female school principal.

Table 4

Test of Difference between Leadership Styles of Male and Female School Principals

Components	Group	Mean	Std. Dev.	Mean Difference	df	t-value	p-value	Interpretation
Telling	Male	38.59	3.55	.27	47	.21	.83	Not Significant
	Female	38.31	4.68					
Selling	Male	39.29	4.30	.79	47	.59	.56	Not Significant
	Female	38.50	4.61					
Participating	Male	38.41	3.20	.62	47	.52	.60	Not Significant
	Female	39.03	4.27					
Delegating	Male	39.53	5.15	1.31	47	1.07	.29	Significant
	Female	38.22	3.40					

From the table it could be gleaned that male and female school principals do not differ in their leadership styles. This implies that gender is not a factor that affects the choice of leadership styles. In general, it can be conclude that leadership style doesn't know the gender. The definition of leader is a person named by the group as the leader, person who group members perceive to be the leader, person who has the greatest influence on the groups' decision and who actually performs leadership behaviors.

However, according to the task behavior women emphasize production. They will continue their strong contributions to the task at hand when the group is doing well, where as men will reduce their contributions as the group does better. It was found out that female leaders

spend more time communicating about the task on hand than men, as they make more off-task comments. There are suggestions to strengthen females and their work in group. They generate twice as many procedural suggestions in resolving conflicts as men do. It is usually because females worked substantially harder than any other member in the group.

Both Male and female principals can display individualism, assertiveness and dominance are socially attributed to men and generally understood as masculine. The interpretation of this event is to predict that the shift to new leadership practices will create a female advantage. But this process toward new models of leadership is more complex, because the shift is related to a gendered power dynamic, not just to gender. It is more interesting because it is about gender linked shift in the very understanding of how to achieve business success.

The findings of the study are in contrast with Warren's study in 2005 "Leadership Power in Gender-Based Culture. His findings unveiled that leadership styles of women and men depends on the natural behavior of male and female leader probably because women are more cooperative and collaborative, but less hierarchical, than men. However, men and women have different social roles, for instance in the family and employment place. The main differences of *men* from *women*, that male are assertive, controlling, and confident tendency, for example: they characterized as 'aggressive, ambitions, dominant, independent, self-confident and competitive'. On the contrary, *women* are 'affectionate, kind, helpful, sympathetic, nurturing, interpersonally sensitive and gentle',

Alice H. Eagly, Linda L.Carli, (2003). "*Having different characteristics male and female try to adopt each others' style of leadership in order to be competent in leader roles*".

This finding opens view that both, female and male are natural born leaders and can lead followers willingly. This approach is a theory of male's and female's leadership. That means leaders are people who can act according to the situations, be flexible, adaptive to the environment, and in compliance with the style of leadership. During research it is important to characterize who are leaders, what are gender differences, and leadership styles. As for leaders' definition, they are people with concept of natural born leaders - born to lead. Leaders, both male and female, believe in their own actions and inspire followers for reaching goals. There is gender, which is a social construct, and there is what is referred to as a masculine or feminine leadership style. These leadership styles are based on how female and male are usually socialized, but a man or woman might use a masculine or feminine style. That's why good leaders of both genders are able to use these styles according to the current or particular situation.

All leaders have some preferred styles which their can use to approach things. Female and male leaders learn the skills by themselves and develop people around them with these strengths. Leadership style of men could also be the leadership style of women and vice-versa.

People are all born as natural leaders; however they can show, apply and use their skills, attitude in accordance with activities, situation, and work. They improve skills and work under leader's features. As for leaders as natural born, they could be male or female since leadership doesn't have gender. Men and women also could obtain skills of leaders during their childhood, study in school and university, by getting experience and influencing by environment. The following factors influence on leadership skills such as characterization or behavior of men or women, education (school, university), job experience (work place or job occupation).

Therefore, men and women can obtain leadership skills and use them according to the situation, environment and work place. However, men dominate in politics, education sphere. As for women, they remain to fill their niche as teachers, salespeople, managers, etc. If we consider leaders and managers, it is obvious that most of men are taking leaders role and position, and women are managers.

The leaders' quality characterize by self-reliant, principled, genuine, courageous, resolute, moral, stable, and trustworthy features. In addition, passion is one of the main characteristic which motivates leaders to lead. These qualities put together the image of leaders. Leaders work under self-development, get feedback and connect up their left-brain dominance (logical, rational) and right-brain dominance (intuitive, creative).

Performance of Male and Female School Principals

The Principals' performance in the school is an important measure of success or failures for students and teachers. The previous study on adversity quotient reflect relationship with performance (Stoltz, 1997; Williams, 2003; Capones, 2004) and indicated a positive influence of adversity quotient on performance at work. The ability to handle difficult conditions at work influence ones work and performance.

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support

the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Three basic assumptions are associated with the differentiation between task and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Schmit, 1999): (1) Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs; (2) task performance is related to ability, whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role.

Table 5 indicates the performance of school principals based on the three components.

Table 5

Performance of School Principals

Components	Male (N=32)		Female (N=17)		Overall	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
Occupational Competence	8.55	Very Satisfactory	8.55	Very Satisfactory	8.55	Very Satisfactory
Professional Competence	8.53	Very Satisfactory	8.53	Very Satisfactory	8.53	Very Satisfactory
Attendance & Punctuality	8.44	Very Satisfactory	8.46	Very Satisfactory	8.44	Very Satisfactory

Legend: 8.60 - 10.00 - Outstanding 6.60 – 8.50 – Very Satisfactory 4.60 – 6.50 – Satisfactory
 2.60 4.50 - Unsatisfactory 2.50 & below – Poor

Table 5 shows that the mean score of male and female principals with respect to performance is very satisfactory meaning male and female principals' job performance is similar with one another. This finding is in contrast with (De Castro, 2008) on his study entitled *The Different Gender Roles of Principals and its Effect on School Performance*; he said that women naturally are recognized for their diligence and effectiveness in accomplishing tasks. She opined further that women have been tested and found effective in the execution of cooperative ventures. Findings of this study however, was at variance with that of Osioma and Nabuife (1996) which showed that female staff exhibit better performance than their male principal counterparts.

The study of Njoku (1999) which shows that 67 percent of the respondents agreed that female school administrators exhibited poor performance qualities is similarly not in agreement with the findings of this study.

There is a myth about gender and leadership capabilities. This holds that women are better team players than men; more open and mature in the way they handle sensitive issues; and more conscious of their impact on others and hence better people managers than men.

However, the myth is false. An international survey by Cranfield comparing top male and female managers in the private and public sector clearly showed that women are no better or worse than men in the practice of management and leadership. Performance depends on the man or woman in question, and the organization for which they work.

In support of this findings (Vinnicombe, 2006) Director of the Centre for Developing Women Business Leaders disclosed in the findings of her study about Gender Biased in Leadership, she disclosed that gender is a red herring. The factors that do significantly influence

people's performance, however, are the length of tenure in the job and organization, the age of the manager and their attitude. In essence, the longer the manager has been in the job and been held to account for their performance, the more positive, outward-looking and mature they are both in attitude and years; and the more responsive they are to the demands of customers, the better they are as a manager.

Male versus Female Principals' Managerial Performance

Managerial Performance keeps up its effectiveness by natural sequence according to established rules. The simplest way to measure the effectiveness of leadership to involve evaluating process, later he/she can as leader master it. However, this approach may measure power rather than leadership. To measure leadership more specifically, one may assess the extent of influence on the followers, that is, the amount of leading. Effective leaders generate higher productivity and opportunities. Leaders create results, reach goals, and realize vision and objectives quickly and with high level of quality.

The functional managerial performance model conceives leadership as a set of behaviors that helps a group perform a task, reach their goal, or perform their function. In this model, effective leaders encourage functional behaviors and discourage dysfunctional ones. Leader has the function of clearing the path toward the goals of the group, by meeting the needs of subordinates. The quality of the leadership process: An effective leader has to get a group of potentially diverse and talented people, many of whom have strong personalities to work together toward a common output.

School leadership performance mostly is a pattern of motives. The successful leaders will tend to have a high need for power, a low need for affiliation. Leadership behavior becomes a

function not only of the characteristics of the leader, but of the characteristics of followers as well. These following determinants include: the nature of the task; organizational policies, climate, and culture; the preferences of the leader's superiors; the expectations of peers; the reciprocal responses of followers. The nature of the problem, the requirements for accuracy, the acceptance of an initiative, time-constraints, cost constraints. The following cover leadership styles: articulate vision to followers, leaders display a passion, they engage in outstanding/extraordinary behavior, leaders show a high degree of faith, confidence, and persistence in themselves. Leaders need to have a very high degree of self-confidence and moral conviction. They see their followers as competent, credible, and trustworthy.

Leaders communicate expectations of high performance from their followers and strong confidence in their followers' ability to meet such expectations and confidence followers. Leaders motivate followers, leaders see as of special relevance to the successful accomplishment of the vision and mission. To persuade followers to accept and implement change, outstanding leaders engage in frame alignment. This refers to the linkage of individual and leader interpretive orientations such that some set of followers' interests, values, and beliefs, as well as the leader's activities, goals, and ideology, becomes congruent and complementary. Leaders often, but not always, communicate their message in an inspirational manner using stories, slogans, and symbols.

Even though these ten leadership behaviors and approaches do not really equate to specific styles, evidence has started to accumulate that a leader's style can make a difference. Style becomes the key to the formulation and implementation of strategy and plays an important role in work-group members' activity and in team citizenship. Little doubt exists that the way or

style in which leaders influence work-group members can make a difference in their own and their people's performance.

During research it is important to characterize who are leaders, what are gender differences, and leadership styles. As for leaders' definition, they are people with concept of natural born leaders - born to lead. Leaders, both male and female, believe in their own actions and inspire followers for reaching goals. There is gender, which is a social construct, and there is what is referred to as a masculine or feminine leadership style. These leadership styles are based on how female and male are usually socialized, but a man or woman might use a masculine or feminine style. That's why good leaders of both genders are able to use these styles according to the current or particular situation. All leaders have some preferred styles which their can use to approach things. Female and male leaders learn the skills by themselves and develop people around them with these strengths.

Table 6 shows the test of difference between male and female principals.

Table 6

Test of Difference between Performance of Male and Female School Principals

Components	Group	Mean	Std. Dev.	Mean Difference	df	t-value	p-value	Interpretation
Occupational Competence	Male	8.55	.47	.19	47	.14	.88	Not Significant
	Female	8.55	.43					
Professional & Personal Characteristics	Male	8.53	.57	.37	47	.23	.82	Not Significant
	Female	8.53	.54					
Attendance & Punctuality	Male Female	8.44 8.46	.51 .63	.24	47	1.38	.17	Not Significant

Based on this table it could be seen that there was no significant difference between male and female principals in terms of their managerial performance.

However, the most obvious difference between the male and female principals in the interview was how they viewed their performance in school as supportive to teachers. Male principals spoke of policies, procedures, supplies and objectives while females were less concrete and spoke of teamwork, social activities, asking for input and suggestions, staying in touch, and helping teachers with classroom management.

Gender is therefore but one demographic and, according to our survey, not a significant differentiator of performance. Men and women occupying comparable jobs but in different organizations are likely to react differently, not because of differences of personality, or gender, but because of contextual pressures.

Managing diverse groups to achieve a cohesive philosophy and consistency of performance is what is required of today's corporate leader. Evidence shows that women and men are as adept, or as bad, as each other at responding to this challenge.

Correlation of Components among Adversity Quotient

The AQ is comprised of the following four CORE dimension:

The first strand is **Control** which measures of the degree of control a person perceives that he or she has over adverse events.

At the High End (38-50 points) = the higher the AQ and score on this dimension, the more likely the person perceive a strong degree of control over most adverse events. Greater perceived control leads to more empowered, proactive approach.

High control has far reaching positive implications and bodes well for a long-term performance, productivity, and health. The higher the C score, the more a person persists through difficulties, and remain both steadfast in determination and agile approach in finding a solution.

In the **Mid-range** (24-37 points) = the person responds to adverse events at least partially within his control, depending on the magnitude. The person is not easily disheartened. But, it may be more difficult to maintain a sense of control when faced with more serious setbacks or challenges.

At the **Low End** (10-23 points) = the lower the AQ and the score on this dimension, the more likely the person perceives the adverse events are beyond his control and that there is little, if anything, he can do to prevent them or limit their damages. Low perceived control can have a highly detrimental effect on the sense of power to alter the situation. Scores on the lower end of the scale may indicate a dangerous vulnerability to adversity, increasing its potential toll in one's performance, energy, and soul.

Origin and Ownership measures the extent to which a person owns, or takes responsibility for, the outcomes of adversity or the extent to which a person holds himself or herself accountable for improving the situation.

At the High End (38-50 points) = the higher the AQ and the score on this dimension typically reflect an ability to avoid unnecessary self-blame while putting one's own responsibility into perspective. It indicates the empowering combination of blaming oneself only for what he did while owning the outcomes of adversity, which propelled a person towards an action. Ideally this reflects an ability to feel appropriate remorse and learn from mistakes.

In the **Mid-Range** (24-37) = the person respond to adverse events as sometimes originating from without and sometimes from oneself. The person may blame himself unnecessarily for bad outcomes. The person holds himself for the outcomes of the adversity, but may limit accountability to only those things for which he is the direct cause, being unwilling to contribute in a larger way.

At the **Low-End** (10-23 points) the lower the AQ and the score on this dimension, the more person view adversity as primarily his fault (whether or not it is) and good events as strokes of luck due to external forces. Perceiving oneself as the origin of bad events can be hard on stress level, ego, and motivation of the person. The person may deflect ownership, avoiding holding himself accountable for working to solve the situation. Overtime, such a response may lead to self-doubt and withdrawal from major challenges.

Reach measures the degree to which a person perceives good or bad events reaching into other areas of life.

At the **Higher End** (38-50) the higher the AQ and the score on this dimension, the more a person may respond to adversity as specific and limited, the more effective he contains and compartmentalizes the reach of adversity, the more empowered and less over helmed he is likely to feel. Keeping adversity in its place makes life's difficulties, frustrations, and challenges more manageable.

In the **Mid-Ranged** (24-37points) the person responds to adverse events as somewhat specific. However, the person may occasionally let adversity reach into other areas of his life. In weaker moments, the person may succumb to the temptation to turn setbacks into disasters, relying on others to pull him out of this emotional pit.

At the **Low End** (10-23 points) = the lower the AQ and score on this dimension, the more a person may view adversity as bleeding into areas of life. Allowing adversity to reach other areas of life can greatly enhance the weight of the perceived burden and the energy to make things right.

Endurance measures the perception of time over which good or bad events and their consequences will last or endure.

At the **High End** (38-50 points) the higher the AQ and the score on this dimension, the more a person may view success as enduring, if not permanent. Likewise, he may consider adversity and its cause temporary, fleeting, and unlikely to recur. This enhances the person's energy, optimism, and likelihood takes action.

In the **Mid-Range** (24-37 points) the person may respond to adverse events and somewhat enduring. This may, on occasion, delay him from taking constructive action. With life's small to moderate challenges, he may probably do a reasonably good job keeping faith and forging ahead.

At the **Low-End** (10-23 points) the lower the AQ and the score on this dimension, at more a person may view adversity and its causes as enduring and positive events as temporary. This may indicate the kind of responses that evoke a feeling of helplessness or a loss of hope.

Table 7 shows the correlation among the components of Adversity Quotient.

Table 7
Correlation among the Components of Adversity Quotient

Components	Control		Ownership		Reach		Endurance	
	r	p-value	R	p-value	r	p-value	r	p-value
Control								
Ownership	0.47	0.750						
Reach	*							
	0.586	.000	0.196	0.177				
Endurance	*							
	.0328	0.021	0.028	0.846	0.052	0.721		
AQ	*		*				*	
	0.361	0.011	0.458	0.001	0.082	0.575	0.807	0.000

*Correlation is significant at 0.05 levels

It can be seen from the table that adversity quotient is significantly correlated with control, ownership and endurance. This means that these components are significant factors which are related to adversity quotient. However, it can be observed that adversity quotient is not related to reach. This only implies school principals do not adversity affect areas of their lives and this also shows that one may limit the reach of problem to the event at hand. Keeping adversity in its place makes life's difficulties, frustrations, and challenges more manageable.

Moreover, among the four components of AQ, only control is significantly related to the other components. It can be seen that control is related to reach and endurance.

This implies that school principals have control depending on the complexity of an adversity but may lose composure when the situation worsens. It implies also that they can limit the extent of the adversity in a way that it would not affect other areas of their lives. It further shows that they have the perception to limit their accountability in an adversity and tend to

contribute in fixing the areas they are directly involved with. More so, this shows that they somewhat perceive adversity and its effect to be far reaching so they have no possibility of being disheartened. Also, principals have control in perceiving good or bad events (Reach Dimension) and they may respond to adversity as somewhat specific and limited. In relation to endurance dimension school principals also have control in viewing success as enduring. School principals may consider adversity and its causes as temporary, fleeting and unlikely to recur. This enhances person's energy, optimism, and likelihood to take action.

This also entails that in order to be effective; leaders must develop awareness and sensitivity to changing situations and organizational constraints in order for them to decide effectively and do the necessary actions. Perceiving even the smallest amount of control has an essential and powerful effect on the course of actions and beliefs that may arise on the later part of the process.

Adversity Quotient and Leadership Styles

Styles of leadership in traditional leadership theory are how you relate to subordinates. It assumes that the fundamental purpose of leadership is to motivate employees to work harder and so leadership focus externally and promote services. Style questions referred to how one inspire subordinate to perform at their best. The leaders develop styles over a period of time from experience, education and training (Hersey & Blanchard, 1982). This style is not how the leaders think they behave in this situation but how others (followers) perceive their behavior.

Principals being the leaders have tolerance for different leadership styles (Ashby & Miles, 2002). Subordinates wanted to feel that a principal value them and ask them for opinions, ideas and suggestions on how they think work related problems might be solved. The value

would not change, but the application of those values will change because people are different. Leadership is influencing and not controlling.

People who successfully apply Adversity Quotient perform optimally in the face of adversity – the challenges big and small that confront us each day. In fact, they not only learn from these challenges, but they also respond to them better and faster. This is because, Adversity Quotient leverages on our natural ability to learn and change, enhancing this vital ability. Recent researches have proved that Adversity Quotient can be increased dramatically, permanently rewired and strengthened.

Table 8 shows the correlation of Adversity Quotient and Leadership Styles.

Table 8
Correlation of Adversity Quotient and Leadership Styles

Components	Telling		Selling		Participating		Delegating	
	r	p-value	R	p-value	r	p-value	r	p-value
Control	0.053	0.720	0.212	0.144	0.136	0.350	0.227	0.116
Ownership	0.026	0.857	0.134	0.357	0.233	0.106	0.198	0.173
Reach	0.152	0.296	0.014	0.925	0.036	0.805	0.055	0.706
Endurance	*		*		*		*	
	0.460	0.001	0.445	0.001	0.406	0.004	0.382	0.007
AQ	*							
	0.337	0.018	0.273	0.058	0.223	0.124	0.248	0.086

*Correlation is significant at 0.05 levels

It can be gleaned from the table that Adversity Quotient was only significantly related to telling. Telling leadership style is usually equated with strong leadership which gives more directions and in military language leading from the front by example. It put task before relation

and communication is directive (Hersey & Blanchard, 1999). With high AQ principal, telling leadership style is accepted.

Among the components of Adversity Quotient, only endurance is related to all types of leadership styles. In general, Adversity Quotient is related to telling

In addition, among the components of Adversity Quotient, only endurance dimension was significantly related to the four leadership styles. This is in contrast to the findings unveiled by Ferrer (2009) that the perceive ability of the respondents to handle difficult instances in life and to overcome them successfully are not related to any kinds of leadership styles practiced by a school principal.

With regard to the four dimensions of Adversity Quotient, Endurance the only one that is deeply rooted in the science of human resilience which determines the ability of the person to succeed in work and in life tells how a person withstands adversity and his ability to surmount it. It also predicts who will overcome adversity and who will crush, it predicts who will exceed expectations of their performance and potential and who will fall short and predicts who will give up and who prevails. AQ® strengthens the effectiveness of leadership and enhancing the effectiveness of those subordinates. It also redefines the accountability and how to take ownership for any situation. It takes three forms.

This also implies that school principals practicing one or combination of the four styles of Situational Leadership Theory usually possesses the capacity for moving ahead under adverse circumstances (Patterson, 2001). The ability and approach to resolve challenges and adversities is based on the kind of leadership exhibited by the school principal.

Endurance is the perception of time over good or bad events and their consequences will last or endure. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQs have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQs see adversity as dragging on indefinitely, if not permanently.

Based on the gathered interview most of the principals agreed that in order to stay long in the position as school principal one must have the ability to recover from or adjust easily to misfortune or change and the ability to return back to normal.

Principals with high endurance or resiliency want to know, as accurately as possible, the bad news as well as the good news. They want to hear from diverse and even dissident voices so that they can act from a comprehensive picture of reality. In addition to understanding reality, enduring principals demonstrate a hopeful view of what is possible. They work hard to make a positive contribution to a negative situation, and they have high expectations that something good can come from adverse circumstances.

The action skills dimension of resilience is the ultimate litmus test of a principals' ability to recover, learn and grow stronger in the face of adversity. As a school principal, he or she holds an optimistic view of the future. School principals demonstrate resilient actions in four areas: adaptability, perseverance, courage and personal accountability.

In addition, according to Murray (2006), the capacity of a leader to endure odds and overcome adversities are equated to having a sense of strong-willed leadership power in school.

Table 9 shows the correlation of Adversity Quotient and Performance.

Table 9

Correlation of Adversity Quotient and Performance

Components	Occupational		Professional & Personal Characteristics		Attendance & Punctuality	
	r	p-value	r	p-value	r	p-value
Control	-.223	.123	-.212	.825	.057	.695
Ownership	.071	.628	.032	.825	.027	.853
Reach	.014	.921	-.009	.949	.083	.571
Endurance	-.107	.466	-.178	.221	.030	.836
AQ	-.127	.385	-.202	.163	.103	.482

The table underscores the correlation between Adversity Quotient and Performance School Principals.

As can be seen from the table Adversity Quotient is not related to performance. This only implies that performance is not a factor that affects Adversity Quotient.

The result of the study is interesting as this is very much contradictory to the previous studies done on Adversity Quotient reflect relationship with performance (Stoltz, 1997; Williams, 2003; Capones, 2004) and indicated a positive influence of adversity quotient on performance at work

In consonance to the finding of the study conducted by Miller, 2009, it was also found out that not just Adversity Quotient that affects principals' performance. It could be about

principal education and pre-principal characteristics that may affect leaders' performance, although the researcher found in an interview and profile of school principals that experience as an assistant principal in their current school is associated with higher performance of schools led by inexperienced principals. Other evidence is in regard to principal training and professional development programs, although program rules are such that it is hard to isolate the effects of these programs. Others finding was that schools perform better when they are led by experienced principals.

In my years as principal and being awarded as Most Outstanding Principal based on Performance I can say that I don't let challenges or problems come my way, I see to it that all my programs and projects will not be affected by it. I stay focus and I always look at the far end of the rope. For principals especially those who want to left an imprint of success in their school my advice is that never combine your personal problem or like what you are saying "Adversity" to your work and vise - versa.

When you are in a particular program stay close to it and work on it, when you are done that is the time you can go back to the problem and resolve it with people who you trusted. I can say that the more challenges or adversities there are in the school the more a principal can be successful. My own definition of adversity is that is a fuel that drives me to work hard, to be optimistic and be inspired. (P – 44)

In order to perform well in the organization, I believed that school performance is the sum of individual's behavior. So if a particular principal will let bad day change his day into a nightmare over a teacher who submitted late reports expect a domino effect of worst scenario. This only means that your negative disposition might bear negative performance it is because you let those petty problems affect your stamina for working. Good performance for me is equated to a strong and determined body and mind and. nothing else. (P- 34).

The result of the findings is in parallel with Fuller's findings on his dissertation entitled Profile of Persistence and School Performance: A Qualitative Study: Findings of his study

conveyed that aspects of performance depend on several factors such as (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Each of these factors comprises a number of sub factors which may vary between different jobs. For example, the management/administration factor comprises sub dimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed (Borman & Brush, 1993). For that reason, the ability of a leader to perform well is based on the persisting personality and behavior of the leaders themselves and people working around them.

Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of performance (Hofmann, Jacobs,& Gerras, 1992; Ployhard&Hakel, 1998; Zickar&Slaughter, 1999). These findings indicate that there is no uniform pattern of performance development over time.

Additionally, there is short-term variability in performance which is due to changes in an individual's psycho-physiological state, including processing capacity across time (Kahneman, 1973). These changes may be caused by long working hours, disturbances of the circadian rhythm, or exposure to stress and may result in fatigue or in a decrease in activity. However, these states do not necessarily result in a performance decrease. Individuals are, for example, able to compensate for fatigue, be it by switching to different strategies or by increasing effort (Hockey, 1997; Van der Linden, Sonnentag, & Frese, in press; Sperandio, 1971).

Self-efficacy—the belief that one can execute an action well—is another construct the motivational domain which is highly relevant for performance (Bandura, 1997; Stajkovic & Luthans, 1998). More specifically, self-efficacy has been shown to be related both to task performance, such as business success in small business owners (Baum, Locke, & Smith, in press), as well as to contextual performance, such as personal initiative perspectives on performance (Speier & Frese, 1997) and developing ideas and suggestions within an organizational suggestion system (Frese, Teng, & Wijnen, 1999). Additionally, self-efficacy has been of particular importance in the learning process. For example, in a careful process analysis, Mitchell, Hopper, Daniels, and George-Falvy (1994) have looked at the effects of self-efficacy on learning. In the beginning of the learning process, self-efficacy is a better predictor of performance than goals, while this relationship is reversed at a later stage.

Some practical implications follow from this individual differences perspective. Above all, the individual differences perspective suggests a focus on personnel selection. For ensuring high individual performance, organizations need to select individuals on the basis of their abilities, experiences, and personality. The individual differences perspective also suggests that training programs should be implemented which aim at improving individual prerequisites for high performance. More specifically, training should address knowledge and skills relevant for task accomplishment. Furthermore, exposing individuals to specific experiences such as traineeships and mentoring programs are assumed to have a beneficial effect on individuals' job performance.

Challenges enable me to be more diligent in my work, with problems I am able to exhaust all the learning I gained in the past from training I attended, vicarious experience that I had encountered during the early years of being principal, stories of

other principals about winning the problems, from parents and teachers. School adversities were never a hindrance to pursue my programs and projects in school.

I don't confine myself on solving problems for I believed that sometimes there are adversities that are beyond our control and we cannot do anything about it. Instead of crying the whole night thinking of those why not focus your mind to things which matters most and these for sure will bring ten folds of blessings. Adversities cannot be eliminated they can only be minimized. Never allow adversity to affect your performance in school, take things positively to function better. P – 6, 11, 29, 33, 42, 45 , 48.

Table 10 reveals the Regression Analysis for Predicting Adversity Quotient in terms of Leadership Styles.

Table 10
Regression Analysis for Predicting AQ in terms of Leadership Styles

Leadership Styles	Beta Coefficient	t-value	p –value	Interpretation
Telling	- .482	2.451	0.018	Significant
Selling	- .056	0.274	0.785	Not Significant
Participating	- .050	0.296	0.769	Not Significant
Delegating	- .065	0.365	0.714	Not Significant

It is evident from the table that telling is the only leadership styles that significantly influence Adversity Quotient. This conforms to the previous finding presented in Table 8.

Telling is usually interpreted to as having a strong-willed leadership power. This is a kind of leadership which gives more directions. The main of the leader is to simply give orders and make sure that the orders are followed through. It is characterized by one-way communication in which the leader defines the role of the individual or group and provides the know how in performing tasks. With high AQ principal, telling leadership style is accepted.

Selling styles is in contrast to telling. This style to most leaders is known as coaching, problem-solving styles or win-win leadership style. This type of leader spends more time listening and offering, scheduling the follower for additional training if the situation requires it. The focus is to engage the follower so they can develop to the next level. There is less “telling” and more “suggesting” which leads to more encouragement, acting as a coach. It is shown as recognition that they have progressed and it motivates them to progress even further. With high AQ principal, selling leadership style is helpful.

Delegating leadership style is low task and low relationship focus. The leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress. The follower becomes highly competent, highly committed, motivated, and empowered. Moreover, this people are experienced at the task, and comfortable with their own ability to do it well. They are able and willing to not only do the task, but to take responsibility for the task. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome.

The leader delegates tasks to the follower and observe with minimal follow up, knowing that acceptable or even excellent results will be achieved. There is a low focus on tasks and a low focus on relationships. There is no need to compliment the follower on every task, although

continued praise for outstanding performance must be given. We all like to be praised for a job extremely well done, it makes us feel good and it is motivational. With high AQ principal, delegating will help him survive.

Participative leadership style is low – task focus and high relationship focus. When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment. With high AQ principal, a leader exercising this style will become a strong leader and will stand the test of time,

Principals' performance in the school is an important measure of success or failures for students and teachers. Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance—if it is recognized by others within the organization—is often rewarded by financial and other benefits. Performance is a major—although not the only—prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and

generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

The high relevance of individual performance is also reflected in work and organizational psychological research. The widespread use of individual performance measures in single studies and meta analyses shows that individual performance is a key variable in work and organizational psychology. Interestingly, individual performance is mainly treated as a dependent variable—which makes perfect sense from a practical point of view: individual performance is something organizations want to enhance and optimize.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems.

Table 11 shows the regression analysis for predicting Adversity Quotient in terms of performance.

Table 11

Regression Analysis for Predicting AQ in terms of Performance

Principals' Performance	Beta Coefficient	t-value	p –value	Interpretation
Occupational Competence	-.040	.192	.849	Not significant
Professional & Personal Characteristics	-2.40	-1.155	.254	Not Significant
Attendance & Punctuality	.120	.824	.414	Not Significant

Among the different components of performance none is a significant predictor of Adversity Quotient. This data only shows that principals' performance in school is not significantly affected by principals' adversity quotient. Thus, principal can perform well despite having a high or low Adversity Quotient.

The finding of this study is in contrast with the previous studies done on adversity quotient reflect relationship with performance (Stoltz, 1997; Williams, 2003; Capones, 2004) and indicated a positive influence of adversity quotient on performance at work. The ability to handle difficult conditions at work influence ones work and performance.

However, based on interview and reading the profile of school principals. The researcher was able to find proof that what predicts school principals' performance is related managerial experience prior to being school principal compared to a school lead by inexperienced principal. Also evidence with regard to principal training and professional development programs are also indicators of principals' good performance.

During the conduct of interview, the researcher became aware that barely few principals have formal evaluation formal evaluation for rating ones performance.

The literature and studies on principals' performance is sparse in part because of the difficulties faced in defining and measuring principal effectiveness in performance and in part because of the paucity of high-quality data on which convincing empirical strategies can be based.

**ADVERSITY MANAGEMENT
GUIDE MODEL
FOR SCHOOL PRINCIPALS**

ADVERSITY MANAGEMENT

GUIDE MODEL FOR SCHOOL PRINCIPALS

Every leader goes through experiences, significant or even transformative personal and professional life experiences. Some experiences are positive; others are upsetting, even damaging.

Great leaders are lauded for their successes. But, paradoxically, what make good leaders great are the trials and tribulations of failure. Very often, the lessons learned from confronting fear and uncertainty, and from experiencing frustration, transform good leaders into great ones. Today, leaders who have endured adversity are most likely to be the ones with the resilience and resolve to succeed.

Patterson (2007) noted that nonstop adversity is not a problem; it is the reality of the principals' job. Facing adversity is inherent and it is always been a part of school system. One's action, gestures, words, policy and decision may have an impact in school organization some may be valuable while others may cause an adverse changes in the lives of people and the school as a whole. Stoltz believed that there is an important relationship between Adversity Quotient and leadership. According to him, a leader might be brilliant at creating compelling vision, strategizing and inspiring others. But these skills would be useless if the school principal is incapable of persevering though adversity. If a school principal has a low Adversity Quotient, all his skills become fair weather abilities, useful as long as the conditions are perfect and the path is smooth. One will not follow such a school principal any sooner who would board a plane ill-equipped to handle turbulence.

Also, school principals within the moderate range in the overall Adversity Quotient only implies that they can be in control depending on the complexity of an adversity but may lose composure when the situations worsen. It also implies that they can limit the extent of adversity in a way that it would not affect other areas of their lives.

On the other hand, the kind of leadership styles applied by the school principals is most likely to produce positive outcomes to develop and sustain good educational institutions. Successful leaders focus more strongly on motivating and developing people rather than establishing and maintaining system and structures. The latter is important but should always be a second-order priority. In education facing and overcoming adversity is very much likely to be resolved easily only when school leaders' leadership styles compromise with the members of the group. People are most likely to show commitment if they are valued by those who have responsibility for them. It also applies to many support staff who work in schools and colleges.

An inclusive approach, involving all categories of teacher and staff, is most likely to produce teamwork in overcoming adversity and decision which is a feature of successful organizations. (Bush and Middle wood, 1993). As for leaders as natural born, they could be male or female since leadership doesn't have gender. There are no specific leadership styles for male and female principal.

Collaborative Leadership Style, Consultative, Hands-On Governance, Situational leadership, Transformational, Open Door Style, and Participative, were the most applied leadership styles of the school principals. School Principals believed that applying any of those styles are favorable when handing serious adversity as it teaches teacher and staff to be accountable and responsible for their own actions and decision.

The ability to handle difficult conditions at work influence one's work and performance. Adversity Quotient according to Stoltz has a positive influence on performance at work in one's society, work place and self however, Adversity Quotient is not related to performance. This only implies that performance is not a factor that affects Adversity Quotient and was found out that it is not just Adversity Quotient that affects principals' performance. It could be about principal education and pre-principal characteristics that may affect leaders' performance, although the researcher found in an interview and profile of school principals that experience as an assistant principal in their current school is associated with higher performance of schools led by inexperienced principals.

Figure 5 illustrates the Adversity Management Guide Model intended primarily for school principals to guide them when faced with adverse or difficult situations in their personal, professional and community. The effectiveness of school depends primarily on the personal, professional and communal characteristics of the principal. Although New Era Leadership is about the team, not the leader, those schools that have experienced dramatic improvements in student achievement, professional commitment, learning environment, and public engagement have done so because of an effective leadership in all arenas of engagement.

The meanings of adversity derived from participant interviews are organized by three levels: personal, professional and societal. These labels were taken from the existing literature on Gender Based Leadership Barriers as barriers mentioned on the study were also meant to be as adversities confronting women's' leadership roles in the society and organization. The three levels of adversities mentioned by Stoltz (2001) starts ultimately with society at-large and work

up affecting workplace and ends with the individual himself. This is similar with three societal barriers mentioned in the literature above.

Barriers in the school organization are organized by societal level in which they operate. Societal level refers to barriers operating in society as a whole which may prevent a leader from advancing or succeeding in leadership. Macro level barriers may cause adversarial condition in the work place of the leader and eventually within one self. Professional level barriers are those which operates at the level of group, work place and organizations. Personal level barriers operate at the level of the individual and include individual's daily interactions. . Tannenbaum, R. & Wrschler, I. & Massarik, F. (1959) Leadership and Organization.

Participants described the most significant adversity they have experienced in life, either personal or professional and adversities brought about by the society. If they had chosen about societal adversity, they were asked to speak about their most significant professional adversity, if they had chosen a professional adversity, they were asked to speak about their most significant personal adversity, if they had chosen a personal adversity, they were asked to speak about their most significant societal adversity,

The model-framework of the study is likened to a ripples made when someone drop a pebble into a pond where the water is still forming a beautiful circular “Ripple” motion that take place where the stone entered the water. The thrown pebble might also have other effects: it might frighten a nearby duck that leaps out of the water, hit another rock and bounce off, or scare a bunch of fish as it sinks into the pond. The person who throws the rock is connected to the pebble, the water and, by his actions, to the duck and the fish. He has caused change through a single and simple act. The ripples made by that rock in the water stretch out and affect the entire

pond. When *adversity* comes into our lives, the *ripple effect* of that trial may last a week or in a life time.

The same thing can happen in life, educational setting, business, or organizations. One idea, thought, policy, gesture, example, statement or extra effort can set forth a Ripple Effect that can forever change school, company or organization for the better or for worse if not handled and addressed appropriately.

The three small inner circles separately found in three big circles denotes the different kinds of adversity experienced by the school principals and labeled as macro which refers to personal adversity experienced by the school principals.

The biggest circle in the model occupies adversity found in the society (macro level) this is how the person views adversity in macro perspective. Stoltz underscored that leaders' adversity is dominantly brought about by society which in the long run will have adverse consequences in the workplace where the leader is exposed. All these adversarial scenario may affect the way a person behaves and handles himself thus resulting to personal (micro) adversity which occupies the smallest circle in the model.

The dominant adversities experienced in the society by the person are the following; Crime - experiencing fearful and wary circumstances which leave unhappy and traumatic conditions; Accident - terrible occurrence which may happen any time anywhere; Natural Phenomenon - Occurrence of natural disturbances; Man – made disturbances – means self-inflicted conflict or struggle.

The second inner circle represents adversity in work life (meso level) signifies person's connection and relationship with others. The first tier is composed of adversity vicariously

experienced by an individual in the work place which may emotionally cause discomfort and anxiety to a person. Another ripple in the diagram represents work life adversity such as Rumors – which refers to malicious and offending words uttered by someone; Advancement Difficulty - Challenges in moving to the next higher position (or being promoted); Employee Performance – working with underperforming employees; Internal Disputes – personal misunderstanding between and among teachers and staff. The second tier is composed of adversity as somewhat affecting both to the personal and work life of a person namely Internal and External Complaints – grievances aired by people working inside the workplace and those of the community; Unfavorable Behavior - Indifferent and unfavorable learners attitude towards school discipline; Negative Working Disposition – teachers showing disapproving actions; Resistance to Change – unwillingness of teacher to accept innovation in teaching. The Outer circle represent as the biggest circle intertwining to another circle which may have interlink effects such as Resource Shortage - Significant funding constraint which may affect the execution of whatever program is in the plans; Work – family conflict - challenges in balancing professional responsibilities with personal or family responsibilities; Uncooperative community – poor acknowledgement and participation of the community in school projects and lastly Unsupportive Leadership refers to uncooperative institution.

Micro adversity may range from simple to complex similar by those experienced by ordinary person. Micro adversity also represents how the person view himself as one and with others, how one feels about self and what can be done in order to resolve issues confronting the person. Outside the inner circle represents another circle which contains different micro adversity which is arranged in tiered. They are arranged in tier because adversities are classified

by participants according to its lasting effects of adversity to another aspect of adversity. Micro adversity affecting the personal life of the participants were grouped by theme Family Challenges – adverse situations experienced by an individual with his parent, siblings and relatives; Loss – refers to the death of loved ones; Health Concerns – implies accidental, recurring or serious illness experienced by the person himself or someone close to his heart. Family Role - circumstances where role as child, sibling and parent are interchangeably practiced causing confusion on the role he or she stands; marital separation – painful break ups due to infidelity and betrayal. The third tier of the circle represents adversity encountered by a person with somewhat connections to another circle. Intertwining circles implies interconnected adversity which may have adverse effect on the personal (micro), professional (macro) and communal level (meso) of a person. The third tier is composed of Relationship conflict which refers to significant misunderstanding with spouse or partner; Striving Relationship means difficulty balancing time both in personal and work life; Competition denotes challenges in getting the promotion or next position and lastly, Work-Family Conflict which suggests adversity in balancing family and work life

Adversity comes and goes in all our lives. It's like taking a rock in your hand, walking to a perfectly still pond, throwing the rock into the middle of the pond and seeing the sudden disturbance of the water. The ripples made by that rock in the water stretch out and affect the entire pond. When adversity comes into our lives, the ripple effect of that trial may last a week, a month, or an entire lifetime. No matter the amount of time, adversity does affect our lives.

Ripples extending on the three circles denote guide on how to overcome adversity whether it is in societal level; professional level or personal level.

In facing adversity it is important that school principals should have role models who they watched and learned from. For example, some school principals watched other principals in leadership positions, such as previous supervisors and presidents in higher education, to learn how they could be effective as a leader. (1) Have a support network of family and friends. When the going gets tough, we all need encouragement and support. We need someone to talk to; someone to help ease the burden. (2) Build Trust with people close to you. The common denominator of leadership is trust. (3) Creating an environment in which innovation and growth can flourish starts with the ability to have an honest and open dialogue about balancing risk and reward, about the advantages and disadvantages of different courses of action. (4) Therapy, though there is existing stigma about undergoing therapy, it is still sometimes good to talk to a psychologist or therapist; (5) Self – Trust implies that school principal must rely on gut instinct (6) Family – Friendly Workplace - Find a workplace that supports combining family and career (7) Privacy - keep adversity private, share it with important concerned people only if it does not concern the whole organization; (8) Faith – Sometimes in life we come across situations where we are facing problems after problems. It seems like they will never stop and most likely they will not. When we go through the troubles and problems, it draws us near to God. It helps us to look at God. It help us pray earnestly to God; (9) Self-Reflection - Reflect on the situation and be open to change (10) Depersonalize - Don't take it personally (11) Persistence – keep moving and have patience (12) Preparation – Anticipate and prepare for obstacles (13) Perspective - Be optimistic and consider what's really important in life (14) Speak –up Voice concerns, ideas and opinions (15) Alternatives - Seek out options to work around or leave the adverse situation (16)

Acceptance – Be aware that adversity is inevitable in life and lastly (17) Take Action – Do something possible, thus solutions to adversity must be practical.

**GUIDELINES ON THE USE OF
ADVERSITY MANAGEMENT
GUIDE MODEL
FOR SCHOOL PRINCIPALS**

Guidelines on the Use of Adversity

Management Guide Model for School Principals

Adversity Management Guide Model for School Principals is a leadership tool that includes basic guidelines on handling different types of adversity confronting school principals. This emphasizes the power of school principals to know what principles to fall back on when faced with an adverse situation in their personal, professional and workplace/society. The model places the three different types of adversity as experienced by school principals. Surrounding the three big circles are the emerging strategies used by the school principals in handling and overcoming adversity. This model operates on the capacity of the school principals to deal with adversity rather than avoiding it. The kind of leadership style applied and practiced by the school principals is also crucial in understanding and overcoming adversity. When adversity is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, adversity provides an opportunity to strengthen the bond between two people. By learning these skills for adversity, school principals can keep their personal, professional and societal relationships strong and growing.

The Goals of *Adversity Management Guide Model for School Principals*

To help school principals become aware that adversity has both the adverse and constructive outcomes in their personal, professional and community.

Much of what school principals do is to make decisions and face adversities. Of course, adversity is advantageous for other reasons as well. Adversity helps to weed out weak relationships and strengthen those that remain. Adversity can bring out the best in people.

Adversity helps us to slow down, take stock, and reevaluate our lives. Adversity reminds us of what is most important in our lives and helps us refocus on those things and re-prioritize accordingly. Adversity also helps us to uncover character strengths and virtues that may not have been apparent. Finally, Optimists weather adversity better than pessimists

To give school principals practical and already established strategies in facing and handling adversity

The objective of overcoming adversity is not only to get the right strategy but more importantly is to convince one and others that we know what we are doing. The main task of school principal is to understand adversity, its causes and its effects; it is also important that school principals likewise know the fundamental principles of confronting adversity then apply its principles in a logical and organized manner to obtain an acceptable solution to the adversity.

To determine acceptable leadership styles to be used in times of great adversity.

Schools are facing many issues and emergent adversities with which educational leaders must contend. How a leader responds to these adversities not only affects the leader's performance but also the performance of those being lead. Learning to deal with adversity in one's career life is an essential element of effective leadership (Wallington, 2004). According to Stoltz theory leaders who are capable on switching their leadership styles in response to adversity have the greater capacity to resolve adversity quickly than those who are not therefore they will prevail in work thereby becoming effective leaders of today and tomorrow.

To assist school principals in developing reflective thinking

Mostly school principals are the ones who enormously absorb adversity in school and for teachers to become cognizant about existing adversity in school it is deemed necessary that

school principals communicate these adversities to his faculty and staff for them to understand that school adversities are meant to be solved by all people concerned and it is a must that they what is going on in school. This understanding can lead to strategies that deepen and strengthen the relationships of everyone involved. The process is one of wondering together about what history, feelings and expectations each person might bring to the event. During this process a mutual respect develops and a safe space for solving adversity is created where they can collaboratively participate and hopefully be an asset in exploring alternative possibilities.

To promote participative adversity response and decision making

School principals shared a genuine belief that his/her faculty and staff as a group could develop better alternatives than the school himself/herself alone. School principals may conduct adversity response meeting to discuss which adversity should be resolved first, to identify people who can take charge of leading solutions to adversity under the atmosphere of genuine trust.

To foster positive school climate despite adverse condition

The ability to handle adversities will influence the perception of the climate of the institution. A school principal who is able to handle complex process in the school in positive manner and interact with the environment in school will have a better school perception than those school principals who feel processes and relationships at school are stressful. Organizational climate is like a blood flow in the human system that connects and energizes the various internal organs. This holds true more so for a school where each individual is emotionally bound to the school and this connectivity produces synergy. Thus an institution with school principals who can face adversity in a positive manner can make a positive and big impact to his subordinates and may help in the significant increase in performance at work place. Each time principals have to deal

with difficulties, principals gain new knowledge and new skills, personal as well as professional. Being tested in this way is how great leaders become great leaders, and it's how principal can begin to realize their leadership potential.

Adversity is part of the universal human experience. It is not bad luck or injustice. Everyone faces it. Without adversity we could not define greatness. Every successful school leader will eventually have to lead their team through hard times. They are the source of our future success. Most people who achieve long-term success give some of the credit to earlier failures. However, it was not really the failure that brought them later success. It was how they handled the failure. One of the defining differences between those who achieve long-term success and those who don't is how quickly they recover from failure, and what they choose to gain from it.

(Note: That it might be more your nature to view a "problem" as an "opportunity". Therefore, you might substitute "problem" for an "opportunity" in the following guidelines.

STRATEGIES FOR OVERCOMING ADVERSITY

TYPES OF ADVERSITY	STRATEGY	EXAMPLE
SOCIETAL ADVERSITY	Support Network - Build and use a personal support network: family, friends, mentors, colleagues, supervisors, professional Organizations, board-members, household help etc.	<i>"No one does it on their own. No one does. I think it's really important that you have a group of people that you can talk to, get advice from, believe in, understand and who understand you.</i>
	Perspective - Be optimistic and consider what's really important in life	<i>"Imagining the success of it. Seeing it as just a problem to be overcome. Looking it as a part of the journey... Nothing is altogether that important, except your integrity and your love for your family and all that."</i>
	Take Action - Do something	<i>"Someone should take charge in addressing the situation, the action may not be an immediate solution to the problem at hand, but it should at least convey the impression that you're working on it. Involve teachers and staff in executing possible remedy to the adversity."</i>
		<i>"The first part of my career</i>

	Build Trust - Build trust and relationships with stakeholders	<i>as a vice president was really about reestablishing partnerships on campus, so that the faculty trust you when you say, 'We're spending money on this capital project versus this. It's for these reasons.' And they trust you because you've built some political capital and credibility."</i>
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TYPES OF ADVERSITY	STRATEGY	EXAMPLE
SOCIETAL ADVERSITY	Depersonalize - Don't take it personally	<i>"You have to be tough. ... You can't be soft. You can't be one of those people where your feelings get hurt really easy and you take it personally."</i>
	Take the Lead -Be the first initiator of change let your people understand your vision.	<i>"As principal one must be the first one to effect change and remedy to a particular adversity."</i>
PROFESSIONAL ADVERSITY	Family-friendly workplace - Find a workplace that supports combining family and career	<i>When my son was hospitalized I received outright support and help from colleagues. Still I was able to do my paper works in the hospital. I was beside my son and at the same while</i>

PROFESSIONAL ADVERSITY	Alternatives - Seek out options to work around or leave the adverse situation Preparation - Anticipate and prepare for obstacles Share the Lead -Involve people in making your vision possible Self-Trust - Rely on gut instinct	<i>“Adversity comes in different forms and shapes similar with solution. If I can’t get through the door then I should get into the window. I have to find different strategy, different system and different way of going to overcome that.”</i> <i>“I had to, at all times, realize that I had to prepare for possible obstacles for no matter how good my plans are still no can tell when and where adversity might occur”</i> <i>“No one does it all, overcoming adversity is much easier when you have people surrounding and working with you.”</i> <i>The other thing that has gotten me through so many things is trusting my gut. And I trust it completely on hiring situations, and a couple of times I've allowed myself to be persuaded by others and gone against my gut, it's proven I was wrong.”</i>
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TYPES OF ADVERSITY	STRATEGY	EXAMPLE
INDIVIDUAL ADVERSITY	Speak up - Voice concerns, ideas and opinions	<i>“Don’t be afraid to tell your subordinates that school is having problem instead let them know it and don t hesitate to ask their help anyway asking help from your colleagues doesn’t mean that you are a weak leader this only implies that success is not owned by one person similar with adversity if it concern the whole school then each of the member cares to be involved in finding solution.”</i>
	Privacy - Keep adversity private	<i>“It's important for those people who are really in your corner...to know. And otherthan that, I think a line of privacy where people don't go is important.”</i>
	Self-Trust - Rely on gut instinct	<i>“The other thing that has gotten me through so many things is trusting my gut. And I trust it completely on hiring situations, and a couple of times I've allowed myself to be persuaded by others and gone against my gut, it's proven I was wrong.”</i>
	Therapy -Talk to a counselor, psychologist or	<i>“There's still a stigma on therapy. I'm a big believer that there's times you need it if nothing other than to be</i>

	psychiatrist	<i>honest with yourself in a way you can't with anybody else in the world."</i>
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This Adversity Management Guide Model is a product of participants' intensive interview during the conduct of the study. Participants' responses were based on their daily experiences at home, in school and in their community. Strategies enumerated in this model were also based on the accumulated experiences given by the respondents therefore this guidelines do not cater different adversities as people varies in terms of experiences with adversities. Strategies can be used and tried interchangeably to the three types of adversities since participants' responses overlapped with one another. In general, there is no specific strategy that can be used in the three types of adversity one strategy can be used in solving personal, professional, and societal adversity or a combination of two or more than strategies can be effective according to participants' experiences.

Strategies given by the researcher were just few of the proven ways done and executed by the school principals. These guidelines are intended to be used by school principals who are somehow experiencing the same adversity as experienced by the participants in the study and may serve as alternatives in managing adversities.

Adversity in life is given. Although it's never going to escape the picture, we don't have to see it as a negative. With change comes adversity – adversity that can dictate whether we succeed or not. If we react in a positive manner, we have the opportunity to learn from our mistakes and grow from them. However, reacting negatively results in more negativity. We can triumph over obstacles we encounter each day to ultimately gain great experience from them.

Each leader's story is different, but encounters adversity over and over again. If we take these guidelines for overcoming adversity and apply them in our daily lives, our stories will be better than we expected. In fact, we may even attribute much of our success to those hardships that once seemed terribly difficult.

Chapter v

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the culmination of the study. It includes the summary of the research process, summary of findings, the conclusion drawn, the adversity management guide framework, and the recommendations offered.

Research Summary

Life these days is a mixture of all sorts, on one hand there is knowledge explosion, technology revolution, and progress in every field while, on the other hand we see poverty, scarcity of food and resources, increase in crime, social and political problems etc. All these changes have created situations which has made life miserable not only for school principals but also to the people involved in the battle field of education.

This research attempts to study the capacity of the school administrators to rise quickly from defeats, frequent frustrations, stress, and setbacks as they perform their duties and responsibilities. It is also the objective of the study to find out the association of Principals' Adversity Quotient to Leadership Styles and Performances. In light of the findings of this study the researcher would like to come up with Adversity Guide Management Model as product of this study which is based principals' AQ test, leadership styles and performances.

To determine the level of Adversity quotient of school principals, their leadership styles and performance inferential statistics was employed. The used of Pearson r-correlation in order to find out the relationship of adversity quotient to leadership styles and performance. Also, T-Test was also utilized in this study.

The study was conducted in the public schools, participants where 29 principals in the elementary level and 16 principals in the high school level. There were a total of 49 school principals who responded to the questionnaire in the study that comprised the quantitative and qualitative data.

The findings of the study serves as testimony to the vital and crucial role of educational leaders of the 21st century, it is therefore deemed necessary for school leaders to be able to face adversities and challenges with hardiness and resistance. It is hoped that same findings would generate other frameworks on defining the great leadership behind effective management of adversities and obstacles whether in personal, emotional, spiritual and social aspects of life and work. It is important that they stay positive and resilient under pressure so they can still pursue all their goals for the advancement of administration and instruction and be effective decision-makers.

The researcher also conducted an interview to further strengthen the findings of the adversity quotient profile. The qualitative data from the 49 principals were analyzed for emerging and congruent themes about the role adversity play in education, the common adversity they encountered while performing their tasks.

From the ultimate discussion that combined the quantitative and qualitative analyses, an adversity management guide model emerged.

Specifically, answers to the following questions were sought:

1. What is the level of Adversity quotient of the respondents in terms of the following? How about in terms of gender?
- e. Control

f. Ownership
Origin

g. Reach

h. Endurance

2. What is the leadership styles and performance of the respondents under this study?

3. Is there a difference between male and female administrators in terms of leadership styles? and Performance?

4. Are there significant relationships between and among dimensions of Adversity Quotient, leadership styles and performance?

5. Which of the four dimensions predict principals' adversity quotient? and Performance?

6. Based on the findings of the study what adversity management guide model may be developed to help school principals manage their different adversities to improve their leadership styles and performance.

Summary of Findings

The following are the significant findings of the study:

1. The Over – All Adversity Quotient of School Principals was described to be in the average level. This only suggests that a person usually do a decent job of navigating life as long as everything is going relatively smooth. However, the person may suffer from larger setbacks, or may be disheartened by the accumulated burden of life's challenges.

In terms of **Control** dimension school principals was found to be in **mid-range** level, this emphasizes that a person responds to adverse events at least partially within his control,

depending on the magnitude. The person is not easily disheartened. But, it may be more difficult to maintain a sense of control when faced with more serious setbacks or challenges.

Principals' adversity quotient in the **Origin** and **Ownership** dimension of Adversity Quotient is in **mid-range level**, people under this level respond to adverse events as sometimes originating from without and sometimes from oneself. The person may blame himself unnecessarily for bad outcomes. The person holds himself for the outcomes of the adversity, but may limit accountability to only those things for which he is the direct cause, being unwilling to contribute in a larger way.

On the other hand, **Reach** dimension of the responders is likewise **mid-range level**; this conveys that person responds to adverse events as somewhat specific. However the person may occasionally let adversity reach into other areas of his life. In weaker moments, the person may succumb to the temptation to turn setbacks into disasters, relying on others to pull him out of his emotional pit.

Further, principals' score in the **Endurance** dimension of Adversity Quotient is also **mid-range level**, at this level the person may respond to adverse events and somewhat enduring. This may, on occasion delay him from taking constructive action. With life's small to moderate challenges, he may probably do a reasonably good job of keeping faith and forging ahead.

With low AQ, the tendency is to blame oneself (Stoltz, 1997) but with AQ the individual learns one's behavior to become smarter, a character of a person with high self-worth.

Male and female principals do not differ in their Adversity Quotient, in this study both of them were identified and fell under Mid-Range level, this implies that gender does not have any effect to the ability of the person to recover from or adjust easily to misfortune or change

and the ability to return back to normal. The results showed that gender is not an obstacle to stay strong and focus in adversity and challenging tasks and responsibilities. The capacity to lead is not dictated by gender and gender roles.

2. In the overall leadership styles survey combining men and women school principals, data revealed that among the four types of leadership styles use in the study, selling leadership style is the most applied and practiced leadership style. The principals chose this leadership style as the most practical and common applied leadership style.

Participating leadership style ranked second in the survey. School Principals chose this style because the principal no longer needs to give detailed instructions and follow up as often, but does need to continue working with the follower to ensure the work is being done at the level required.

Third in the rank is the delegating leadership style, this style is the ultimate focused end goal. Leaders exercise this leadership style when teacher feels fully empowered and competent enough to take the ball and run with it with minimal supervision.

Telling style of leadership was the lowest level of leadership style. This is a kind of leadership which gives more directions. Principals here took a highly a highly directive role and told teachers what to do

However during the interview most principals mentioned different types of leadership styles. These styles are a combination of 2 or 3 styles which depends upon the situation or circumstances, kind of followers in terms of their working attitude, teachers' expertise and readiness, and the school climate and culture. The researcher ranked respondents' qualitative responses in order to support the result generated from the quantitative data.

The following are leadership styles of principals that are applied in their respective school and were ranked in order, Collaborative Leadership Style, Consultative, Hands-On Governance, Situational leadership, Delegating, Transactional, Transformational, Open Door Style, Participative, Autocratic, Giving Directions, Coaching while the rest of other principals gave no specific leadership styles and responded with No Answer.

As for the performance of school principals, results confirmed that the mean score of male and female principals with respect their performance was very satisfactory meaning male and female principals' job performance is similar with one another.

3. It is generally known that leadership is a male dominated one, however women are trying to enter leadership places and adopting men's style.

Both, male and female are having different style of leadership. There are no specific leadership styles for male and female principal. As for leaders as natural born, they could be male or female since leadership doesn't have gender. Men and women also could obtain skills of leaders during their childhood, study in school and university, by getting experience and influencing by environment. The following factors influence on leadership styles such as characterization or behavior of men or women, education (school, university), job experience (work place or job occupation). Therefore, men and women can obtain leadership styles and use them according to the situation, environment and work place.

Mostly there is basic information about leadership styles of women and men on the example of autocratic and democratic styles of both men and women. The behavior of women and men in leadership style related to leadership roles. It is different for men and women and the

fact that women face more barriers to become leaders, especially for leader roles that are male-dominated. This issue is usually discussed in terms of leadership styles, than behavior.

Distinctions in styles can be important because they are one factor that may affect people's views about whether women should become leaders. It is not surprising that women are the usual focus of discussions of the impact of gender on leadership. From one side, the differences in leadership style can provide a rationale for excluding women from opportunities and especially from male dominated leadership roles. From another side, the perception of sameness would fail to acknowledge the relational qualities which are traditional source of female pride and that may contribute to superior performance by women leaders. But differences and similarity is not the main point for as long as both have the capacity to lead and influence then gender has no significant effect in the leadership styles of school principals.

In terms of differences in managerial performance of school principals it could be seen that there was no significant difference between male and female principals in terms of their managerial performance.

However, the most obvious difference between the male and female principals in the interview was how they viewed their performance in school as supportive to teachers. Male principals spoke of policies, procedures, supplies and objectives while females were less concrete and spoke of teamwork, social activities, asking for input and suggestions, staying in touch, and helping teachers with classroom management.

Gender is therefore but one demographic and, according to our survey, not a significant differentiator of performance. Men and women occupying comparable jobs but in different

organizations are likely to react differently, not because of differences of personality, or gender, but because of contextual pressures, environmental condition, teachers' and staffs'

4. Adversity Quotient is only significantly related to telling. Telling leadership style is usually equated with strong leadership which gives more directions and in military language leading from the front by example. It put task before relation and communication is directive (Hersey & Blanchard, 1999). With high AQ principal, telling leadership style is accepted.

5. In addition among the dimensions of Adversity Quotient, only endurance dimension was significantly related to the four leadership styles. It predicts who will overcome adversity and who will crush, it predicts who will exceed expectations of their performance and potential and who will fall short and predicts who will give up and who prevails. AQ® strengthens the effectiveness of leadership and enhancing the effectiveness of those subordinates. It also redefines the accountability and how to take ownership for any situation. It takes three forms.

6. As can be seen from the table Adversity Quotient is not related to performance. This only implies that performance is not a factor that affects Adversity Quotient. It was also found out that not just Adversity Quotient that affects principals' performance. It could be about principal education and pre-principal characteristics that may affect leaders' performance, although the researcher found in an interview and profile of school principals that experience as an assistant principal in their current school is associated with higher performance of schools led by inexperienced principals. Other evidence is in regard to principal training and professional development programs, although program rules are such that it is hard to isolate the effects of these programs. Others finding was that schools perform better when they are led by experienced principals.

7. It is evident from the result that telling was the only leadership styles that significantly influence Adversity Quotient. This conforms to the previous finding presented in Table 8.

Telling is usually interpreted to as having a strong-willed leadership power. This is a kind of leadership which gives more directions. The main of the leader is to simply give orders and make sure that the orders are followed through. It is characterized by one-way communication in which the leader defines the role of the individual or group and provides the know how in performing tasks. With high AQ principal, telling leadership style is accepted.

Among the different components of performance none is a significant predictor of Adversity Quotient. This data only shows that principals' performance in school is not significantly affected by principals' adversity quotient. Thus, principal can perform well despite having a high or low Adversity Quotient.

Conclusions:

1. The respondents in the overall computation are within the moderate range of *Adversity Quotient Control, Ownership & Origin, Reach and Endurance* all responses were described as moderate. This only suggests that school principals can be in control depending on the complexity of an adversity but may lose composure when the situation worsens. It implies also that they can limit the extent of the adversity in a way that it would not affect other areas of their lives. It further shows that they have the perception to limit their accountability in an adversity and tend to contribute in fixing the areas they are directly involved with. More so, this shows that they somewhat perceive adversity and its effect to be far reaching so they have no possibility of being disheartened.

2. Results of Adversity Quotient Profile also convey that school principals possess strong leadership traits and that they are resilient in dealing with pressures and adversities. However, their innate capacity to handle and get over with such difficult instances may vary in accordance with the cause, nature and intensity of the adversity they are facing. In addition, is the internal and external environmental factor in education which is constantly changing together with the high expectations to the academic heads of effecting reforms to individuals, communities, and the society, specifically the academe.
3. Performance of school principals confirmed that the mean score of male and female principals with respect their performance was very satisfactory meaning male and female principals' job performance is similar with one another.
4. Study showed that Adversity Quotient is only significantly related to telling. Telling leadership style is usually equated with strong leadership which gives more directions and in military language leading from the front by example.

In addition, among the dimensions of Adversity Quotient, only endurance dimension was significantly related to the four leadership styles. People who have strong endurance can see adversity as simply temporary tend to believe that the future will get better; they see light at the end of the proverbial tunnel. Their sense of hope creates energy and optimism and increases the likelihood of action. Those with a lower AQ can be quite fatalistic and see the adversity as longer lasting, perhaps going on indefinitely.

5. Adversity Quotient is not related to performance. This only implies that performance is not a factor that affects Adversity Quotient. Therefore, there is no

indication that Adversity Quotient can determine the level of performance of the school principals.

6. Among the different components of performance none is a significant predictor of Adversity Quotient.

7. All people are born as natural leaders; however they can show, apply and use their skills, attitude in accordance with activities, situation, and work. They improve skills and work under leader's features. As for leaders as natural born, they could be male or female since leadership doesn't have gender. Men and women also could obtain skills of leaders during their childhood, study in school and university, by getting experience and influencing by environment.

8. Leadership styles are based on how female and male are usually socialized, but a man or woman might use a masculine or feminine style. That's why good leaders of both genders are able to use these styles according to the current or particular situation. All leaders have some preferred styles which they can use to approach things. Female and male leaders learn the skills by themselves and develop people around them with these strengths.

Recommendations:

1. School principals need to further increase their level of Adversity Quotient since based on the study revealed by the result they have the tendency to suffer from larger setbacks and accumulated burden of life's frustrations and challenges if not controlled. Setbacks and adversity require different responses from leaders. A setback often needs a quick and specific response. Sometimes an adverse situation can call for quick action to keep it from getting worse,

but generally it requires steadiness and a commitment to moving forward regardless of the difficulty. By improving the AQ and the CORE skills, the optimism and resiliency of the academic heads will also increase which will lead to increased capacity to accept challenges, bounce back and thrive in adversity. This will also result into developing their full potentials and encouraging them to put their best effort and to maximize their performance that will eventually result to better organizations.

In addition the researcher would like adapt Stoltz recommendation in improving person's Adversity Quotient. In order to raise the level of Adversity Quotient it is recommended that a person must "*dispute*" the destructive responses to life's events. The technique is called LEAD, where L stands for Listen to your Adversity response, E for explore all origins and ownership of the result, A stands for analyze the evidence, and D for do something. The LEAD sequence is based on the notion that a person can alter success in life by changing his habits of thought. Change is created by disputing old patterns and consciously forming new ones.

2. Study revealed that respondents' endurance over adversity has something to do with leadership style. This calls for AQ training to enhance principals' leadership styles and instill individual adversity awareness, thereby, making them be more conscious to deal with adversity which is common to their respective jobs. Improving their leadership styles will create a powerful engine in inspiring others to understand their drawbacks and turning them into opportunities. Leadership style must be participative, collaborative, and must be open so that each member of the organization can willingly volunteer themselves as contributor in the organization by doing this organization becomes energized in maintaining efficiency and productivity even under pressure.

3. Respondents of the study are basically practicing Selling type of leadership style based on the survey however when asked during the interview Collaborative and Consultative are two of the most favored leadership styles of respondents. Principals practicing those styles should be encouraged to maintain such behavior. However, new principals must keep on exploring opportunities and finding conditions that will facilitate the success of collaboration and participation.
4. Higher authorities in the Department of Education should devise a comprehensive performance rating for school principals which will cover different competencies more than what is included in the present performance rating.
5. It is also recommended that the present study may be reviewed, criticized and even replicated using more varied samples, variables, and other survey and measurement techniques to provide an opportunity for comparison of results.
6. It is also recommended that further studies should be conducted in the future in terms of the standardized instrument because the researcher found out that some questions included in the survey instrument was culture-biased and gender-biased. Questions were also found to be very limited in number to determine the Adversity Quotient of the respondents.
7. It is likewise suggested that if possible the instrument should clearly emphasized and categorized each question in the instrument according to the four components of Adversity Quotient Level because what was seen in the instrument were merely questions labeled as one.
8. In terms of the four components of the Adversity Quotient Level it is recommended that there should be a clear operational definition so that each question in the instrument can be easily

categorized and labeled so that future researchers and users of the instrument can determine the behavioral scope of each component as well as its behavioral manifestation.

9. If possible, the result obtained in the standardized instrument should be clearly explained by the Learning Institute.

10. On the same vein, it also proposed that each question should focused on the dominant adversities frequently experienced by the school leaders and those with great impact in the ability of the school leaders to lead, manage and perform.

11. Peak Learning Institute if possible should allow full access to instrument at least not for an hour only but at least for 24 hours or when needed.

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APPENDIX A

November 13, 2013

Paul G. Stoltz, Ph.D.

Chief Executive Officer

PEAK LEARNING, Inc.

Sir:

Greetings of Peace!

Your book "Adversity Quotient, Turning obstacles into Opportunities" has enlightened me and gave me an idea why not makes this Adversity Quotient be my research study.

I am **Jeaz DC. Campano**, I am presently working on my dissertation where Adversity Quotient is the highlight of my study. I can only pursue and finish my degree if you will grant me your permission to use your standardized instrument on Adversity Quotient for school leaders both in the elementary and secondary level.

I sent you my letter months ago only ***that I was not able to send the AQ Agreement Profile you gave via e-mail that time for I was derailed for two months as I was waiting for my COLLOQUIM in our university.*** Now that I have my schedule I can now start my data gathering.

For this reason, I would like to ask your permission to please allow me to use the **AQ test or the adversity Response Profile** to be used to assess the AQ level of my respondents.

Please help me to go on with my ascent and fulfill my dreams.

I will pray hard that you will grant me this permission.

Thank you very much and more power to PEAK learning may you inspire more climbers to continue their journey instead of being quitters.

I shall send the AQ Agreement Profile as soon as possible so I can start with my endeavor as AQ researcher.

Attached here in is the ABSTRACT OF MY STUDY.

Very truly yours,

JEAZ DC. CAMPANO

Permission for AQ PProfile®(5)

Paul G. Stoltz

To MeKatie Cell CellShannon Roberts

6 Aug 2013

Dear Jeaz,

It is always such an honor when dedicated scholars like yourself reach out to use the AQ Profile® to conduct meaningful research somewhere in the world. It's clear from your story that AQ has and will continue to play a vital role in your striving for a better life for yourself and your family.

It will be a pleasure to support you in your efforts. To receive formal permission to use the online AQ Profile® 9.0, Ms. Katie Martin will reach out to you over the next few days to give you the proper forms to sign. Once we those taken care of properly, we can proceed with your important efforts.

Climb Strong!

	Paul G. Stoltz, Ph.D. Founder and CEO 3940 Broad Street, Suite 7-385 San Luis Obispo, CA 93401 p 805.595.7775 f 805.595.7771 e paul@peaklearning.com PEAK Learning, Inc. www.peaklearning.com www.3gmindset.com
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On Aug 6, 2013, at 5:26 AM, jerome campano <jeromecampano@yahoo.com> wrote:

<letter for Dr. stoltz.docx>

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Katie Martin

To MeShannon Roberts

7 Aug 2013

Dear Jeaz,

We appreciate your interest in conducting an AQ-related research study, and joining the elite cadre of AQ researchers from around the world. Dr. Stoltz and our team are extremely supportive of such efforts. We are dedicated to having AQ improve human life worldwide.

For your information: All studies require the use of the Online AQ Profile® 9.0, which is the latest and most robust version of this assessment. This is the same version approved by Harvard Business School, for use within its top-rated MBA program. Once you are approved, we will provide you this tool at no cost.

To help you gain approval for the use of the AQ Profile®, and get your project launched swiftly and effectively, here are some simple steps and guidelines for you to follow....

Initial Steps:

Please provide us

- 2-3 paragraphs describing the essence of your research study, as well as your research questions/hypotheses
- Your estimated steps and timeline for this important project
- The population you will be using, and the total number of subjects who will participate in this study

Formal Approval:

Please find attached the necessary forms for you to sign and return to gain formal permission for the use of the AQ Profile®.

Once we receive this information, we will provide you with your personal link to begin your data collection.

Please do not hesitate to contact me directly with any questions or issues you have regarding AQ or the AQ Profile®, at any stage of the process.

Best regards,
Katie



Katie Martin
3940 Broad Street, Suite 7-385
San Luis Obispo, CA 93401
p 805.595.7775
c 805.712.2314
f 805.595.7771
e katie@peaklearning.com
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Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

ESTELITA G. PINEDA, CESO V
Schools Division Superintendent
Division of City Schools
City of San Jose Del Monte, Bulacan

MADAM:

Greetings of Prosperity and Good Health!

I am Jeaz DC. Campano, Teacher III at San Jose Del Monte National Trade School and I am presently working on my dissertation titled: “*TOWARDS THE DEVELOPMENT OF ADVERSITY MANAGEMENT GUIDE MODEL FOR SCHOOL PRINCIPALS*”. This is in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with the specialization in Educational Management.

In view of the above, I would like to humbly request permission that I may be allowed to administer the instrument to the elementary and secondary principals of our division who are qualified respondents of my study.

Furthermore, I would also like to ask permission *that I may be allowed to get the photocopy of Principals’ Appraisal System for the School Administrator (PASSA) for the last 3 consecutive years* which will be used for the purpose of determining principals’ performance.

The instrument was validated by experts from respectable institutions in higher education. The data that will be gathered from the respondents will greatly help in the development of the abovementioned model.

The results of my study can be used to help school principals know their Adversity Quotient and the effect of adversities to principals’ leadership behaviors and performance and lastly, inputs of this study will be helpful in developing an Adversity Management Guide framework-model for principals.

Rest assured that all the data gathered through this instrument will be treated with utmost confidentiality, discarded after use and will be used only for the purpose of this study

I am hoping for your support and favorable response on this research endeavor.

Very truly yours,

Jeaz DC. Campano
Researcher

Noted:

Dr. Danilo K. Villena
Adviser

Dr. Fortunato Vendivel Jr.
Adviser

Approved :

ESTELITA G. PINEDA, CESO V
Schools Division Superintendent

Researcher

On Monday, 25 November 2013, 8:47, jerome campano <jeromecampano@yahoo.com> wrote:
November 25, 2013

Dear Ms. Katie Martin:

Greeting of Peace!

My heart leaps ten times while reading your email, it is a sigh of relief reading your response. I am now sure that I can go on with my study. I had a sleepless nights thinking about the AQ profile questionnaire. I am very much happy, all my worries gone in just a few seconds.

I am scheduled to distribute other questionnaires and facilitating online AQ profile on December 1 - 13, 2013 (date gap is due to Christmas vacation here in the Philippines) and will resume on January, 2013, data analysis will be on February 2014.

(Note: Changes on estimated date of facilitating the questionnaires to my respondents depends on their availability)

I have a total of 60 respondents who are all school principals both in the elementary and secondary level.

I am expecting to graduate on March, 2014

Million thanks Ms. Katie Martin, you don't know how happy I am this afternoon.
Thank you in Advance.

More power to Peak Learning Center.

Truly yours;
JEAZ DC. CAMPANO

Reply, Reply All or Forward | More

Katie Martin

To Me

25 Nov 2013

Dear Jeaz,

We are in receipt of your signed agreement, thank you.

Please use this unique URL for your AQ data gathering:

<http://www.aqskillsites.com/portal/campano>

Be sure to provide some brief instructions to your participants, such as:

Here is your access link (insert link). You will logon, complete the 14 items, click finish, and receive a thank you page. Please allow approximately 10-15 minutes to complete the profile.

Note: Your personal link is limited to the 60 participants of your study. If participants take the online AQ Profile® more than once, this may significantly alter the accuracy and reliability of your data.

Upon completing your data collection, please let me know, and I will provide a spreadsheet of your data.

Resiliently yours,

Katie

Katie Martin

3940 Broad Street, Suite 7-385

San Luis Obispo, CA 93401

p 805.595.7775

c 805.712.2314

f 805.595.7771

e katie@peaklearning.com

PEAK Learning, Inc.

www.peaklearning.com

www.3gmindset.com

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On Nov 25, 2013, at 1:48 AM, jerome campano wrote:

On Feb 4, 2014, at 7:59 PM, jerome campano <jeromecampano@yahoo.com> wrote:

To Katie Martin

Feb 4 at 2:22 PM

Dear Ms. Katie Martin

Show message history

Greetings of Peace and Good Health!

I have a problem with regard to the number of my respondents in my dissertation, I was almost half done asking my respondents to answer AQ profile on line only to find out in the later part that the number of qualified respondents of my study is only 49 and NOT 55.

If I may ask again, Ms. Katie Martin please send me again a new portal to AQ profile because if i will continue the first one I'm afraid that there will be discrepancies in the result of my study since I only have 49 qualified respondents and not 55, the panel of our research department found out that i should only have 49 respondents instead of 55.

Please Ms. Katie Martin accept my apology with regard to the number of participants.

Thank you in advance Ms. Katie and Dr.Stoltz and to the rest of Peak Learning.

I will be waiting for your response.

Very truly yours

JEAZ DC. CAMPANO|

The Researcher in Philippines.

On Wednesday, 5 February 2014, 10:50, Katie Martin <katie@peaklearning.com> wrote:

Dear Jeaz,

Thank you for the update. If we open a new portal, will the same 49 participants be retaking the profile? This will alter the results.

In order to avoid this, I can send you a spreadsheet of the participants thus far, and you can delete those who are not qualified.

If you have 49 new participants, we can set up a new portal.

Best regards,

Katie Martin
PEAK Learning, Inc.

Me

To Katie Martin

11 Feb

Dear Ms. Katie Martin,

Greetings of Peace and Good Health!

If I may request, Please send me the spreadsheet results of AQ profile, I will just discard those who are not qualified so i can now move on analysis and findings of my study.

Millions thanks to you, Ms. Katie Martin, Dr. Stoltz and to the rest in Peak Learning.

Maraming Salamat Po!

Very truly yours,

JEAZ DC. CAMPANO

Researcher

Reply, Reply All or Forward | More

Katie Martin

To Me

12 Feb

Dear Jeaz,

Please find attached your spreadsheet of data results. We look forward to receiving a copy of your completed research paper to post on our Global Resilience Institute website.

Best regards,
Katie

	Katie Martin 3940 Broad Street, Suite 7-385 San Luis Obispo, CA 93401 p 805.595.7775 c 805.712.2314 f 805.595.7771 Show message history katie@peaklearning.com
---	--

PEAK Learning, Inc.
www.peaklearning.com
www.3gmindset.com

Me

To katie@peaklearning.com

8 Aug 2013

- letter for ms. Katie Martin

.docx

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Katie Martin

To Me

10 Aug 2013

Dear Jeaz,

Thank you for clarifying our mistake, my apologies.

Initial Steps:

Please provide us

- 2-3 paragraphs describing the essence of your research study, as well as your research questions/hypotheses
- Your estimated steps and timeline for this important project
- The population you will be using, and the total number of subjects who will participate in this study

Formal Approval:

Once I receive this information, I will provide you with the necessary forms for you to sign and return to gain formal permission for the use of the AQ Profile®.

Warm regards,

Katie

	Katie Martin 3940 Broad Street, Suite 7-385 San Luis Obispo, CA 93401 p 805.595.7775 c 805.712.2314 f 805.595.7771 e katie@peaklearning.com PEAK Learning, Inc. www.peaklearning.com www.3gmindset.com

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Me

To Katie Martin

13 Nov 2013

skillsites@peaklearning.com

To Me

3 Dec 2013

Dear jeaz,

Greetings from PEAK Learning and welcome back to the AQ SkillSites.

You are about to continue the next leg of your climb up the face of your virtual mountain. Week by week, the climb will require you to use your best Adversity Quotient (AQ) knowledge and skills to successfully ascend to the summit.

Remember, once you have reached the summit, you will get to see how far you have come and remeasure your AQ at the final camp using the online AQ Profile! Hardwiring requires focus. Invest 5-10 minutes today in continuing your AQ ascent by clicking on the following URL. If clicking doesn't work, you may need to copy and paste the URL into your browser's window.

<http://www.aqskillsites.com/themes/login/login.cfm?u=465645>

Climb Strong!

The PEAK SkillSite Team

Reply, Reply All or Forward | More

skillsites@peaklearning.com

To Me

30 Nov 2013

The password you requested is: jeaz

http://www.aqskillsites.com/themes/profile/disclaimer_v3.cfm?u=465645&grpId=1260&emailInvite=1

Reply, Reply All or Forward | More

illsites@peaklearning.com

To Me

10 Dec 2013

Dear jeaz,

Greetings from PEAK Learning and welcome back to the AQ SkillSites.

You are about to continue the next leg of your climb up the face of your virtual mountain. Week by week, the climb will require you to use your best Adversity Quotient (AQ) knowledge and skills to successfully ascend to the summit.

Remember, once you have reached the summit, you will get to see how far you have come and remeasure your AQ at the final camp using the online AQ Profile! Hardwiring requires focus. Invest 5-10 minutes today in continuing your AQ ascent by clicking on the following URL. If clicking doesn't work, you may need to copy and paste the URL into your browser's window.

<http://www.aqskillsites.com/themes/login/login.cfm?u=465645>

Climb Strong!

The PEAK SkillSite Team

Dear Dr. Paul Stoltz and Ms. Katie Martin

Greetings of Peace and Good Health!

I have a problem with regard to the number of my respondents in my dissertation, I was almost half done asking my respondents to answer AQ profile on line only to find out in the later part that the number of qualified respondents of my study is only 49 and NOT 55.

If I may ask again, Ms. Katie Martin please send me again a new portal to AQ profile because if i will continue the first one I'm afraid that there will be discrepancies in the result of my study since I only have 49 qualified respondents and not 55, the panel of our research department found out that I should only have 49 respondents instead of 55.

Please Ms. Katie Martin accept my apology with regard to the number of participants.

Thank you in advance Ms. Katie and Dr.Stoltz and to the rest of Peak Learning.

I will be waiting for your response.

Very truly yours

JEAZ DC. CAMPANO|

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Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

December 14, 2013

Sir/Madam:

Greetings of Prosperity and Good Health!

I am a Ph.D student at Philippine Normal University with specialization in Educational Management and presently working on my dissertation entitled “Towards the Development of Adversity Management Guide Model for School Principals” It is the objective of the study to look into relationship of Principals’ Adversity Leadership Styles and Performance and develop an adversity management guide model after the conduct of the study.

As an expert, you were chosen to extend your rare expertise to validate my survey instruments. Indeed, I would count it an unmerited favor from you, should I finish my dissertation in due time through your guidance. Herewith are copies of my dissertation abstract and (12) survey instrument and (1) Interview Instrument, both for principals.

Very truly yours,

JEAZ C. CAMPANO
Researcher

Noted:

Dr. Danilo K. Villena
Adviser

Dr. Fortunato Vendivel Jr.
Adviser

APPENDIX B

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

Instrument Validation for Leadership Behaviors

For School Principals

Direction: The following statements are indicators pertaining to Leadership Styles Behaviors. This survey instrument intends to determine the emerging leadership styles of principals in the field of educational management.

The indicators provided by the researcher were based on the different styles of leadership. The different leadership styles included in the study which will emerge later on are the following:
(*Participative Style, Achievement Oriented Style, Facilitating, Coaching, Delegating, Directing, Laissez Fair, Autocratic Leadership, Democratic, Servant, Transformational Leadership style*)

Please check the column that corresponds as to what extent the indicator is appropriate and valid to you using the scale below.

2.51 – 3.00 – Very Appropriate

1.51 – 2.51 – Appropriate

1.00 – 1.50 – Not Appropriate

Item	Indicators	Very Appropriate 3	Appropriate 2	Not Appropriate 1
1	I allow other members in the school to show my leadership power.			
2	I consult with subordinates when facing a problem.			
3	I let subordinates know that I expect them to perform at their highest level.			
4	I appoint staff into tasks groups to action policies affecting them.			
5	I hold periodic meetings to show support for company policy and mission.			

6	I provide staff with clear responsibilities and allow them to decide how to accomplish them.			
7	I discuss the organizations' strategic mission with staff.			
8	I check staff's work on a regular basis to assess their progress and learning.			
9	I let others work in the manner that they want.			
10	I explain the benefits of achieving their work goals to staff.			
11	I believe in the rule that members must be given rewards or punishments in order to motivate them to achieve organizational objectives.			
12	As long as things are going smoothly I am satisfied.			
13	I prefer when decisions are made through group consensus.			
14	I emphasize the importance of giving back to the community.			
15	I have an ever expanding network of people who trust me.			
16	I am satisfied as long as things are going smoothly.			
17	I would not compromise ethical principles in order to meet success.			
18	I am fact-minded and objective when praising or criticizing my member.			
19	I try to assign work in small, easy controlled units			
20.	I ask for suggestions from subordinates concerning how to carry out tasks.			
21.	I encourage continual improvement in subordinates' performance.			
22.	I set down performance standard for each aspect of my staff's job.			
23.	I provide staff with the time and resources to pursue their own developmental objectives.			
24.	I ask subordinates for suggestions on what assignments should be made.			
25.	I consistently set challenging goals for			

	subordinates to attain.			
26.	I avoid making judgments or premature evaluations of ideas or suggestions.			
27.	I meet with staffs regularly to discuss their needs.			
28.	I emphasize the importance of quality but I allow my staff to establish the control standards.			
29.	I prefer staying out of my members as they do their work.			
30.	I believe that the goal of the group is to increase member's personal responsibility.			
31.	I guide them rather than direct as a leader.			
32.	I provide other members with work experiences that enable them to develop new skills.			
33.	I consistently provide coaching and feedback so that my team members know how they are doing.			
34.	I act without consulting my subordinates.			
35.	I show that I have doubts about subordinates' ability to meet most objectives.			
36.	I avoid evaluating problems and concerns as they are discussed.			
37.	I recognize staff's achievements with encouragement and support.			
38.	I have staff report back to me after completing each step of their work.			
39.	I ensure that information's systems are timely and accurate and that information is fed directly to staff.			
40.	I provide challenges for my team members to help them grow.			
41.	I take time to talk to others on a personal level.			
42.	I have the final say over decisions made within my group.			
43.	I work with my member to arrive at a reasonable resolution when there are problems in the group.			
44.	I give my members complete freedom to solve problems on their own.			

45.	I listen receptively to subordinates' ideas and suggestions.			
46.	I set goals for subordinates' performance that are quite challenging.			
47.	I discuss any organizational or policy changes with staff prior to taking action.			
48.	I focus on opportunities not problems.			
49.	I ask staff to think ahead and develop long term plans for their areas.			
50.	I demonstrate each task involved in doing the job.			
51.	I rarely give direction or guidance to others.			
52.	I am the chief judge of the achievement of school and members of the group.			
53.	I make others' career development a priority.			
54.	I encourage other members of the groups to participate in making program and project.			
55.	I manage others by setting standards that we agree on.			

Kindly write your comments, points for revision, correction and recommendations on the space provided below.

Validated by:_____

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

Questionnaires for Content Validation

This qualitative questionnaire intends only to be used by the researcher to support the results of quantitative data about Principals' Adversity Quotient and Leadership Styles and Performance.

**TOWARDS THE DEVELOPMENT
OF ADVERSITY MANAGEMENT GUIDE
MODEL FOR SCHOOL PRINCIPALS**

CONDUCT OF INTERVIEW

- I. Greetings and introduction of oneself to the Principal.**
- II. Present a background of the study to be conducted. Ask permission to tape- record the Interview. Assure respondents of confidentiality.**
- III. Questions:**

1. What is your understanding of adversity?

2. What specific adversities have affected the operations of the school?

3. How did you address such kind of adversities?

4. How did these challenges affect your performance as a Principal?

5. Describe your style of leadership and how it is applied in your task.

6. How do you communicate task completion to prevent adversities or when adversities strike with your subordinates?

7. What school practices do you use to improve your performance in school?

Kindly write your comments, points for revision, correction and recommendations on the space provided below.

Validated by: _____

Philippine Normal University
The National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
 Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

REVISED QUESTIONNAIRE AFTER VALIDATION

Leadership Behaviors

Direction: The following statements are indicators pertaining to Leadership Behaviors. Please check the column that corresponds to your answer as to what extent the indicators are true to you. Use the scale below.

5 – AMOST ALWAYS true of me

4 – OFTEN true of me

3 – SOMETIM

ES true of me

2 – SELDOM true of me

1 – NOT AT ALL true of me

	Leadership Behaviors	5	4	3	2	1
1.	I check staff's work on a regular basis to assess their progress and learning.					
2.	I hold periodic meetings to show support for company policy and mission.					
3.	I allow my faculty and staff to set priorities under my guidance.					
4.	I provide staff with clear responsibilities and allow them to decide how to accomplish them.					
5.	I demonstrate each task involved in doing the job.					
6.	I recognize staff's achievements with encouragement and support.					
7.	I listen receptively to subordinates' ideas and suggestions.					

8.	I discuss the organizations' strategic mission with staff.					
9.	I ask staff to think ahead and develop long term plans for their areas.					
10.	I ensure that information systems are timely and accurate and that information is fed directly to staff.					
11.	I ask for suggestions from subordinates concerning how to carry out tasks.					
12.	I inspire enthusiasm for a project.					
13.	I explain the benefits of achieving their work goals to staff.					
14.	I set down performance standard for each aspect of my staff's job.					
		5	4	3	2	1
15.	I hold my subordinates accountable for their actions and decisions.					
16.	I tell my faculty and staff about their vision of where they see their task going and allow them to use this vision when appropriate.					
17.	I interact with my faculty and staffs					
18.	I encourage my faculty and staff to participate in decision making.					
19.	I direct or threaten my faculty and staff in order to achieve the organizational goals/objectives.					
20.	I remain calm when uncertain things come.					
21.	I do not allow new hires to make any decisions.					
22.	I take full charge when emergencies arise.					
23.	I enjoy seeing my faculty and staff knows how to use creativity and ingenuity to solve organizational problems.					
24.	I always retain final decision making authority within the department.					
25.	I tell my faculty and staff not to make a mistake and to take					

	note of it.					
26.	I listen to both sides of the story before making a decision.					
27.	I closely monitor my faculty and staff if they are performing correctly.					
28.	I assign duties during planning period.					
29.	I find it easy to carry out several complicated tasks at the same time.					
30.	I inform subordinates about what needs to be done and how it needs to be done.					
31.	I ask my faculty and staff about new ideas and inputs on upcoming plans and projects.					
32.	I evaluate situations carefully before taking action.					
33.	I delegate tasks in order to implement a new procedure or process.					
34.	I am committed to develop the strength and potentials of my staff.					
35.	I want to create an environment where the employees take ownership of the projects.					
36.	I let subordinates know what is expected of them.					
37.	I call a meeting to get my faculty and staff's advice when things go wrong and need to create a strategy to keep a project or process running on schedule.					
38.	I focus on opportunities not on problems.					
39.	I have staff report back to me after completing each step of their work.					
40.	I meet with staffs regularly to discuss the needs of the organization.					

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila
Graduate Research Office

This qualitative questionnaire intends only to be used by the researcher to support the results of quantitative data about Principals' Adversity Quotient and Leadership Styles and Performance.

**TOWARDS THE DEVELOPMENT
OF ADVERSITY MANAGEMENT GUIDE
MODEL FOR SCHOOL PRINCIPALS**

Introductory Protocol

To facilitate our note-taking, I would like to audio tape our conversation today. For your information, only the researcher on the dissertation will be privy to the tape which will be eventually destroyed after it is transcribed. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) I do not intend to inflict any harm. Thank you for agreeing to participate.

I have planned this interview to last no longer than one hour. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about different adversities experienced and encountered by a school principal. My dissertation as a whole focuses on the development of Adversity Management Guide Model for School Principals which leads to the improvement of leadership styles, performance and practices of school principals, with particular interests in understanding different adversities and how it affects the resiliency of school principals.

Interview Guide

1. What is your understanding of adversity?

2. What specific adversities have affected the operations of the school?

3. How did you address such kind of adversities?

4. How did these adversities affect your performance as Principal?

5. Describe your style of leadership and how it is applied in your task.

6. What school practices do you use to improve your performance in school?

Appendix C: Interview Responses

Question 1: What is your understanding about Adversity?

- P-1 It's anything that makes my accomplishment of things difficult.
- P-2 Adversity hampers execution of my plans
- P-3 This is a feeling of inconvenience
- P-4 Lacks of money, funds and budget
- P-5 This refers to problem encountered every year
- P-6 Something that gives headache and heartaches
- P-7 Troubles we've through before we solve problem
- P-8 The dark side in the life a principal
- P-9 Impediment as we work
- P-10 It test the patience of people affected by it
- P-11 Getting through it and getting out of it suggests bravery
- P-12 It's something anyone would hate to deal with however; one cannot just let it pass without winning it
- P-13 It is a source of hardship but at the same t time a sign of healthy competition
- P-14 Negative situation that should never be taken for granted
- P-15 Spice in every life in school and at home
- P-16 Impediment as we work
- P-17 You cannot taste victory without getting through it
- P-18 A situation that occurs during the day that may affect people negatively
- P-19 A sure test of resiliency
- P-20 It is a gift because problems are blessing in disguise
- P-21 This makes other people leave their job and position
- P-21 Can cause mental and emotional trauma
- P-22 An opportunity to make and choose decisions
- P-23 A normal situation, it occurs at any situation
- P-24 It's a normal situation you cannot get rid of it
- P-24 Makes us more strong and hopeful
- P-25 Challenging situation to people involved
- P-26 Temporary cessation in the accomplishment of work
- P-27 Source of strength
- P-27 Life as a principal is incomplete without experiencing it
- P-28 A rough road as we walk in the journey of success
- P-29 Negative at first but can be rewarding at the end
- P-30 Unfavorable responses and condition
- P-31 Adversities is a source of promotion or demotion
- P-32 Makes one popular
- P-33 Conflict of time with people and other staff
- P-34 The risk we have been through
- P-35 A complex circumstances which need to be addressed to hinder its bad consequences

- P-36 Can be both an advantage and disadvantage
- P-37 Refers to lack of money, ill temperament and poverty
- P-38 Adversity could be situations that create problems or conflicts if not managed well
- P-39 Any obstacles that hinder effective delivery of actions
- P-40 Negative event which will consume most of my time
- P-41 Adversity means more hours of work
- P-42 It is about sadness and hardships
- P-43 It is an opportunity to grow
- P-44 Serves as test for gauging the toughness of an individual
- P-45 Helps shaper the character of a person
- P-46 Predicts who will remain standing or who stumble down
- P-47 It calls for promotion
- P-48 Accompanied by rewards
- P-49 Uneasy situation

Question 2: What specific adversities have affected the operations of School?

- P-1 Negative attitudes of teachers towards work/task assigned to them
- P-2 Insufficient funds those are important in the execution of plans
- P-3 Resistance to change especially teachers
- P-4 Parents negative attitude towards voluntary contribution, students' activity and programs
- P-5 Old teachers those are hard to deal with especially when the school has to initiate innovations
- P-6 Teachers' absenteeism without prior notice`
- P-7 Rumor mongering circulated by teachers
- P-8 Staffs who are hard to deal with when it comes to accomplishing quality work
- P-9 Low achievement rate of students as shown in their periodical test, regional achievement test and national achievement test
- P-10 Parents' complaints about teachers' way of giving discipline to their students
- P-11 Indifferent attitudes of students and parents towards education especially those who are relocated from far-flung areas in Manila
- P-12 Hard to reach location of schools
- P-13 Teachers' quarrel and dispute which hampers the execution of programs
- P-14 Insufficient funds or budget
- P-15 Big number of students' population in one classroom
- P-16 Hard to discipline students
- P-17 Teachers' poor dedication in teaching
- P-18 Increasing number of students reported in the guidance due to misbehavior
- P-19 Not following the line of authority, teacher goes directly to a person in the higher position
- P-20 Teachers' tardiness
- P-21 Overlapping paperwork in hectic schedules
- P-22 Low participation and low performance in the different contest in the division level regional and national contest

- P-23 Teachers' ethics such as calling out names when in the classroom, reported teachers who are smoking within the vicinity of school that are often seen by the students
- P-24 Mushrooming number of computer shops nearby schools causing students not to attend classes anymore
- P-25 Increasing number of dropped out students
- P-26 Teachers' denying their responsibilities
- P-27 Unwillingness of teacher to change teaching practices
- P-28 Financial constraints
- P-29 Poor participation of the community in school projects
- P-30 Increasing number of male high school students getting addicted in online gaming
- P-31 Uncompromising community
- P-32 Teachers poor ambition to grow and be promoted to a higher position
- P-33 Uncooperative parents
- P-34 Teachers coming to class unprepared
- P-35 Students' discipline towards proper garbage disposal
- P-36 Low participation rates of teachers to work beyond their school even if it's occasional only and when urgent
- P-37 Head teachers' negative attitude towards subordinates
- P-38 Crab mentality and teacher spreading "chismis" about others life, which may cause disagreements
- P-39 Difficulty in sourcing out for extra funds to provide the needs of the school that are not covered by MOOE
- P-40 Time management
- P-41 Teachers Personality
- P-42 Keeping up with the competition
- P-43 Students engage/involve in drug adiction
- P-44 School Politics
- P-45 Unsupported plans in terms of fund resources
- P-46 Managerial and curriculum adversities
- P-47 Parents complaining about contributions
- P-48 Professional jealousy among teachers
- P-49 Early teenage pregnancy

Question 3: How did you address such kind of adversities?

- P-1 Send teachers to seminar in the hope that their mind and attitude towards work may change
- P-2 Conduct fund raising that are only allowed and permitted by the Department Of Education
- P-3 Give tasks and role to teachers who are afraid to accept changes and letting them lead the group to boost their work morale

- P-4 Conduct periodic holding of PTA meeting to inform the parents about schools' needs, let these parents partake in finding solutions to problem and show them the financial statement for transparency
- P-5 Assign these teachers to a special task that would make them feel obligated to do the task
- P-6 Send them memo for filing then ask them to explain reasons for making absent without prior notice and remind them of their duties and responsibilities
- P-7 Make it sure that teachers are given the time to relax, unwind and be friendly with one another. When someone is spreading rumors then they came to me I try to change their perception about the person who is the subject of chismis by boosting the good personality and characteristics of the teacher being the victim of rumors
- P-8 I don't reprimand teachers over poor quality of work instead I praise them and even challenge to improve their work next time. Another is that they should be rewarded and gives them a chance to get their favors in exchange of my favor in effect it is a give and take relationship
- P-9 In order to increase students' achievement rate I ask teachers to address the least learned skills every periodical test. To do this, I ask my teachers to give students intervention in the form of 5 minute review and in the form of worksheets. For achievement test what we do is that we have allotted day in a week for review of competencies in the NAT and this happening every Fridays of the week
- P-10 I call immediately the attention of the teacher who is complained by the parent. I make the teacher realized the consequences of his actions and constantly remind him of other means to discipline student.
- P-11 Invite parents to attend PTA meetings and involve them in students' program and activity
- P-12 There is nothing I can do to resolve the distance location of the school
- P-13 Whenever there are disagreements between and among my teachers I call them in my office one by one to air their sentiments after each of them has given their sides of the story. I mediate with them and serves as peacemaker by helping them realize the consequences of their actions. I usually don't force them to reconcile if parties are not ready yet however I make sure that their dispute would be as is as and in no way will aggravate.
- P-14 There is nothing I can do about it
- P-16 Whenever these students are sent to guidance office I ask the guidance to coordinate with parents and class adviser. Students are asked to complete one week of clean up service wherein they are ask to clean the area of the school assigned to them for one hour after their last subject
- P-17 In a nice way I tell them that I will pay visit to his class and I make sure to check lesson plans
- P-18 Students who are called in the office are asked to explain with their parents. Both student and parent are asked to sign in a letter about committed acts and asked to swear. Letters are for filing purposes and for records. Teachers should talk to this student and know the student more and tap this student in the class to translate his energy to classroom activities.

- P-19 Call the attention of the teacher to go by the process, and whatever favor he wants to get he should first get the permission of the head teacher then the head teacher will forward his concern to the principal.
- P-20 I make sure to get in the school earlier than my teachers. I give certificate of recognition to those who come to school early while those who are not are given memos
- P-21 I delegate paperwork to my teacher with my supervision
- P-22 Tap teachers who are capable to be a coach, I give rewards to them, I send them to trainings and seminar workshop. We also have in the school peer-teaching and mentoring for those who want to handle a particular program in the school.
- P-23 Talk to the teacher involved then tell them that they can smoke far from the vicinity of School
- P-24 For almost a years I have been talking to the barangay officials about the computer shops Installed outside school fences, however, no actions were done and as principal I cannot argue with shop owners anymore. What I do is that I ask teachers to be strict in getting the attendance of their students. Students involved in online gaming are called and are asked to monitor their child's attendance. Teachers also conduct home visits.
- P-25 At risk students of dropping out are given modules to be taken at home and other intervention, some are sent to other learning modality such as open high school, ease projects and irregular students are invited to join ALS classes
- P-26 I talk to them personally and know them better instead of reprimanding them I make them leaders or member at least.
- P-27 I pay visit to their classroom an little by little I evaluate their strengths and weaknesses and we concentrate on their weaknesses, I ask them what to be done, how to do it and our expectations
- P-28 Fund raising activity that are permitted by the Department of Education
- P-29 As of now asking them to be involved is quite hard and what I do is that I only use the available resources that we have in our school
- P-30 Send a letter of complaint to the barangay captain asking computer shop owners not to allow students to come in their shop during class hours, if the situation is still the same then parent/guardian's attention should be called. However no matter what you do and do it many times still students find their ways to play online games.
- P-31 I don't mind them for as long they don't bother our school with problems coming from them
- P-32 Sometimes I do dialogue conferencing and tell them the advantages of being promoted
- P-33 I don't mind them I concentrate on those parents who are cooperating
- P-34 Classroom visitation and lesson plan checking of teachers so they come on class prepared
- P-35 What we do in our school to address this problem is we removed all the trash cans and ask students to bring their own plastic where they will put all their trash. Teachers who happen to be students' last subject is asked to check students trash inside their bag more trash more points can be accumulated by the students is equivalent to one point which can be claimed in the form of plus one in any written test.
- P-36 I talk to them with authority
- P-37 Just tell my head teachers to weigh things first before making decisions

- P-38 Well its person's personal attitude, I only mediate when it's getting worst and harmful for the organization
- P-39 We in the help of my teachers and students income generating projects like raising chicken, planting vegetables, and even collecting recyclable waste/materials
- P-40 N/A
- P-41 N/A
- P-42 Delegation of work assignment
- P-43 Challenge teachers and aim for higher achievement by giving them support morally And financially
- P-45 Remind teachers to be careful in disseminating information about money matters
- P-46 Plan ahead of time
- P-47 Close monitoring
- P-48 Educating students through seminar about deadly effects of drugs
- P-49 More stringent policy on teacher commitment was imposed

Question 4: How did these adversities affect your performance as Principal?

- P-1 I am somehow greatly affected by them
- P-2 I concentrated on other task instead of being affected by it
- P-3 Adversities are always there the best is just to ignore it then just resolve those that are urgent and may cause big consequences
- P-4 Sometimes thinking of all these problems consumed most of my time so many people to talk with
- P-5 Work back on budget allocation
- P-6 With all problems I learned to delegate to my teacher and staff possible solution for all these
- P-7 During my first year of principalship I almost decided to quit in my position
- P-8 NO answer
- P-9 I am affected emotionally and financially
- P-10 Frustrated and sometimes disappointed
- P-11 I lose weight
- P-12 It made me a strong person and I became a decisive principal
- P-13 Self-improvement is the greatest effect of adversities to me
- P-14 Becoming more vigilant
- P-15 At first I am alone looking for the solution when more problems were coming I learned to ask my teachers and staffs to also look for solution
- P-16 Became aware of possible sources of problem
- P-17 Adversity helps me function better
- P-18 Problems made me a positive thinker
- P-19 I became a more sociable person
- P-20 Work closely with teacher and staffs in solving problems

- P-21 I learned to prioritize which problem should be given first utmost concentration and attention
- P-22 I became inconsistent in my actions due to problems which I learned to manage later on
- P-23 Resolved problems boost my self-respect and confidence
- P-24 Realizing the consequences of problems I became careful in giving my words and Showing my acts
- P-25 After a several years of being a principal and facing many problems I feel like that no Problem is big or small
- P-26 Problems makes me look old
- P-27 Time, problems as they go along is resolve
- P-28 Problems are inevitable they come and go for me
- P-29 I develop work habits to prevent approaching problems
- P-30 I became cautious of my action to prevent damage
- P-31 Problem teaches me how to balance things
- P-32 Made a versatile person
- P-33 I learned to eliminate stressors which could add to my already existing problems
- P-34 Greatly affected
- P-35 I learned to look for people who could possibly help me in solving problems could possibly help me in solving problems
- P-36 Prioritizing proper budget allocation
- P-37 Gave me stress and I became ill
- P-38 With problems, the more long hours I need to be in school
- P-39 Well it made me a positive thinker and told myself I will survive
- P-40 I learn to value camaraderie
- P-41 I ask other principals on who faced similar adversities about remedy they have Undertaken
- P-42 With problem principal learn to appreciate good things
- P-43 Made me a well-rounded person especially in managing school
- P-44 Inspire me more to work hard
- P-44 I went back to graduate studies
- P-44 The more I became workaholic
- P-45 Learn to share my responsibility and accountability to my teachers and staff
- P-46 I learn to control expenses that affect the school operation
- P-47 Because of problems I see to it I am always involved in what my teachers and staff have to do
- P-48 I became aggressive in finding for a solution
- P-49 I talked with other principals who underwent to different trials and look at it as a Motivation to continue my endeavor

Question 5: Describe your style of leadership and how it is applied in your task.

- P-1 Participative style, tapping potential teachers for leadership and their areas of concern

- P-2 Democratic and autocratic leadership and allow freedom but maintain obedience to a given task
- P-3 Collaborative style I involved all teachers in the planning and all phases of program implantation
- P-4 As much as possible I do collaboration meaning everybody is asked to participate
- P-5 Share Leadership (or collaborative) I encourage my teachers to participate in the decision making
- P-6 It is a combination of being transformational and transactional
- P-7 The most practical that I do is that work delegation
- P-8 I give direction so that teachers will just do it
- P-9 Hands on type of leadership I am always in school every step of the way
- P-10 I employ consultative, transparency and collaboration
- P-11 Coaching faculty and delegating style
- P-12 My style depends on the situation
- P-13 Giving directions
- P-14 For me it is a combination of being autocratic and work delegation
- P-15 It is both consultative and collaborative
- P-16 Hands on leadership by being with on what is to be done
- P-17 Combination of authoritative an delegating
- P-18 Coaching and collaborative
- P-19 I am a hands- on leader I am always on the look
- P-20 Participative and sometimes my style varies with the situation
- P-21 I am a bit transformational and most of the time transactional I want things to b done on time and what is based on expected output
- P-22 There's always an open line communication
- P-23 Consultative type of leadership I ask people to be involved but I make the final decision
- P-24 Coaching faculty and delegating task
- P-25 Collaborative but I maintain work commitment and dedication with my teachers ‘
- P-26 I am a hands on leader I want to know every phases of activity in school
- P-27 Well, My style goes along with the present situation
- P-28 Participative and Coaching style
- P-29 My style is a combination of all styles
- P-30 I initiate open door policy
- P-31 Delegate responsibility
- P-32 I am transactional and a coach also
- P-33 Based on situation
- P-34 Collaboration of all people concerned
- P-35 Open door policy and consultative
- P-36 Giving direction and delegate task to people
- P-37 Transformational, Consultative and collaborative
- P-38 Everybody is involved
- P-39 I don't have specific style
- P-40 Delegating style and coaching

- P-41 I don't exactly have a particular style that depends to the situation
- P-42 Gives direction
- P-43 I work with my people and consult them afterwards but I have the final say
- P-44 I am a hands on leader I monitor every step of the way
- P-44 I give rewards to those who are excelling and challenge positively those who are not
- P-45 I always wait on God leading on the task given to me
- P-46 I am a hands on leader and maintain collaboration
- P-47 I know time when I should make decision and went to consult my colleague and tell
- P-48 One that is people oriented encouraging everybody to work
- P-49 I prefer Collaborative and transactional style for easy accomplishment of work

Question 6: What school practices do you use to improve your performance in school?

- P-1 Through suggestion box for school improvement
- P-2 Periodic evaluation of teacher's performance in teaching
- P-3 Early planning and coordinating with all teachers
- P-4 Reviewing and revisiting human relationship
- P-5 Close supervision with teachers/dialogue conferencing/regular PTA meeting
- P-6 Constant communication with staff
- P-7 Developing intervention materials to raise students' achievement scores
- P-8 Team building with faculty
- P-9 Establish few community linkages
- P-10 Recognize teachers and students for a job well done
- P-11 Fund raising activities
- P-12 Provides feedback of student progress as well as evaluation of teacher
- P-13 Whatever is best for the occasion, time and situation; it is a combination of imposition and persuasion
- P-14 Teacher work together to improve instruction/mentoring
- P-15 Plan everything before action
- P-16 Continuously plan for improvement through benchmarking
- P-17 Send memo, letters and personal communication
- P-18 Give teachers the opportunity to attend seminars
- P-19 Conduct of productive faculty meeting like having professional readings, trivia, discussion, solving or tips on classroom management and sharing of experiences
- P-20 Assign task to teachers who have potentials
- P-21 I am fair with my teachers I give them the opportunity to talk with me
- P-22 Adapt good practices from other school
- P-23 I don't listen to teachers; rumors
- P-24 Problematic teachers are given a chance to lead the group
- P-25 In order to raise student achievement score we give our students free meal which come from our school garden two months before the National Achievement Test
- P-26 Regular visits to classroom
- P-27 Acquisition of learning materials through proceeds collected in fund raising activity

- P-28 Give credits to teachers who work hard
- P-29 Discourage students from dropping out
- P-30 Establish friendly relationships with barangay officials
- P-31 Send irregular students to ALS and other learning modality
- P-32 No answer
- P-33 Close supervision on reading program
- P-34 Ask teachers to spend extra time for students who difficulty in a particular subject
- P-35 Ask teachers to devise their own learning modules for students who have problems
- P-36 Looking for possible donors and benefactors
- P-37 Tracing former graduates who can be a possible source of tangible and intangible assistance
- P-38 No answer
- P-39 Students who are regularly borrowing books in the library were given rewards
- P-40 Works are properly delegated
- P-41 Community service for students who were sent in the guidance office
- P-42 Strict classroom supervision
- P-43 Installation of income generating project like gulayan sa paaralan
- P-44 Promotions for teachers who work hard
- P-45 Encouraged teachers to enroll graduate studies
- P-46 Cut down expenses
- P-47 Have seminars for teachers
- P-48 Mentoring an peer teaching
- P-49 No answer

APPENDIX D

RESPONDENTS' ANSWERS AFTER BEING THEMATIZED

TYPES OF ADVERSITIES

PERSONAL ADVERSITY

ADVERSITY TYPE	DEFINITION	EXAMPLE
Relationship Conflict	Significant conflict with spouse or partner	<i>"I and my husband had an argument over attending required seminar for school principals during weekends, going home tired, bringing home paper works related in school at home."</i>
Family Challenges	Difficulty with parents, siblings and children	<i>"Being overworked as a principal, spending more than eight hours of working in school I almost neglect my children leaving them under the care of their yaya then I realized that I almost lost my kids."</i>
Health Concerns	Recurring or Serious illness	<i>"I had a recurring increase in blood pressure every time I am pressured almost resulting to stroke and heart attacks"</i>
Striving Relationship	Difficulty balancing time both in personal and work life	<i>"The job of a principal is very demanding, I feel like I am a juggler sometimes because even I am in school I try to be both mother and loving partner for husband kids and parents."</i>
Family Role	Shifting role as parent, child	<i>"Overlapping responsibilities,</i>

	and spouse	<i>roles and adversity both in personal life and at work.”</i>
Loss	Death of loved ones	<i>“Sudden death of my mother due to car accident I experienced emotional depression because my mother is the most important person in my life she’s the only who raised us.”</i>
Financial Constraint	Limited sources of income	<i>“I am a widow for almost three years I have three kids I am sending all of them in school I am the only one who works for them.”</i>

PERSONAL ADVERSITY

ADVERSITY TYPE	DEFINITION	EXAMPLE
Marital Separation	Experiencing betrayal and infidelity	<i>“Learning about my husbands’ infidelity was the biggest nightmare I had. I almost lost myself my kids too had difficulty moving on. It was months of sleepless night and days.”</i>
Competition	Challenges in getting the promotion and the next position	<i>“I am not competing with anyone but I am competing with myself personally. I want to outdo accomplishments I have done yesterday and strive hard every day though there is actually no competition.”</i>
Work-Family Conflict	Challenges in balancing professional or family responsibilities	<i>"It can be quite a balancing act to raise your children while you're pursuing a</i>

		<i>career, and I think that is something that often impacts on a professional's ability to advance."</i>
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PROFESSIONAL ADVERSITY

ADVERSITY TYPE	DEFINITION	EXAMPLE
Rumors	Experiencing rumors about my capacity as leader and rumors brought about teachers against their fellow teacher	<i>"One thing that is always in any form of organization are the presence of these people spreading gossips over other fellow teachers. This is very damaging in the organization and not a good sign of having a congenial relationship. They must settle first their differences."</i>
Advancement Difficulty	Challenges in moving to the next higher position (or being promoted)	<i>"Getting to the next position or being promoted to the next higher position is not that easy Crab mentality among my colleagues is very strong; there are several obstacles that may impede, promotion means very stiff competition, its survival of the fittest."</i>
Resource Shortage	Significant funding constraint which may affect the execution of whatever program is in the plans	<i>" I experienced shortages of funds which was I think the most difficult moment I had since I as a principal I have to move my teachers to look for alternatives as source of budget. Sometimes MOOE given by the DepEd isn't enough to support all their programs. It is principals' initiative to look for an income</i>

		<i>generating project.”</i>
Resistance to Change	Unwillingness of teacher to change teaching practices	<i>“There are teachers that have negative notions about accepting new practices and innovation such using computer for computing grades and using computer generated visual aids, using computer as another medium of instruction and negative attitude towards attending seminars.”</i>
Internal disputes (teacher’s/staffs misunderstanding)	Personal misunderstanding between and among teachers	<i>“Personal misunderstanding and disagreement among teachers and staffs are normal their arguments range from work to personal level. As a principal I try to mediate when is already affecting their work as a teacher and the relationship of the organization.”</i>
Employee Performance	Working with underperforming employees	<i>“Sometimes I am thinking why some of my teachers are showing indifferent attitude towards work, they go to school late sometimes unprepared, doesn’t like to work beyond time, doesn’t care much about students’ performance. It is very disappointing to see teachers who have poor dedication and low commitment, with these it is principals’ task to motivate them and change their line of thinking”</i>
Internal and External	Complaints aired by parents	<i>“Parents complaining about</i>

Complaints	and community	<i>voluntary contribution, students' activity and programs. Parents' complaints about teachers' way of giving discipline to their students"</i>
Unfavorable Behavior	Indifferent and unfavorable learners' attitude towards school discipline	<i>"Learners uncompromising behavior may range from simple to complex cases example of this is teaching students about proper garbage disposal but no matter how many times teacher teach them about it the school is still cluttered by pieces of paper and plastic. Students now a days are very hard to discipline"</i>
Teachers' negative working disposition	Teachers showing disapproving actions	<i>"Teachers calling out names when in the classroom, reported teachers who are smoking within the vicinity of school that are often seen by the students."</i>
Work-family conflict	Challenges in balancing professional responsibilities with personal or family responsibilities	<i>"It can be quite a balancing act to raise your children while you're pursuing a career, and I think that is something that often impacts on a professional's ability to advance."</i>
Uncooperative Community	Poor participation of the community in school projects	<i>" This was my most unforgettable moment during my third year as school principal I was assigned in the newly established school</i>

		where in most of students enrolled were relocatees from different area in metro manila, though the school was already surrounded with residents living around the vicinity of school were stealing fans, lights, TV and other and even file of papers and students' projects. I have to hire night guards despite the small budget of our school."
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SOCIETAL ADVERSITY

ADVERSITY TYPE	DEFINITION	EXAMPLE
Crime	Experiencing fearful and wary Incident that would leave as unhappy and depressed	"It was second week of December when I went to Land Bank of the Philippines when I was about to get the 13th month of my teachers someone shouted "Holdap to lahat kayo yumuko wala akong mkikitang gumgamit ng cellphone kundi babaralin ko kayo" there were 6 armed men who pretended to be one of the bank clients. I was already next in the line when a man shouted. My laptop and bag were forcibly snatch to me thanks God I am alive and the bonus of my teachers were not carried by them one of the bank employee who happened to be in the cr when he heard the commotion immediately

		<i>called the police. It was really a fearful experience for me I was a bit upset because my important ID's and money amounting to 30,000 my laptop and cellphone were all taken by those culprits."</i>
Accident	Terrible occurrence which may happen any time any where	<i>"We were on our way home from a long trip seminar with my fellow principals, while sleeping we suddenly bumped into something when we realized that our van collided with another car. I had leg injury and some bruises similar with my fellow principals. We rushed to the nearest hospital and later on in the orthopedic hospital. It was a fearful night lucky we are that we were still able to wake up. My leg recuperated for three months."</i>
Natural Phenomenon	Occurrence of natural disturbances	<i>"Typhoon Ondoy almost ruined our house and other property "lahat ng ipon napunta dun sa isang iglap nawalang lahat , matagal din kami nakabawi gumuho ang lahat dahil lang sa ulan."</i>
Values Conflict	Negative words/action/ gestures made by other people	<i>"Though I am already a principal there are still people not my teachers but people outside my system my fellow principals, friends, people in the community who makes me upset sometimes and breaks my heart. My mga taong back stabber nag aral o hindi ok</i>

		<i>pag kaharap minsan someone who are closest to me are the ones who breaks my heart deeply nagiiwan talaga ng sakit at hirap minsan I lose my self-esteem and confidence with negative criticisms”</i>
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Summary Result of School Principals' Performance

Legend:

Key to descriptive rating

8.60 – 10.00 – outstanding

6.60 – 8.50 – very satisfactory

4.60- 6.50 – satisfactory

2.60- 4.50 – unsatisfactory

2.50 & below - poor

Principal No.	Occupational Competence
1	8.59
2	8.59
3	8.59
4	8.59
5	8.59
6	8.59
7	8.59
8	8.59
9	8.59
10	8.59
11	8.59
12	8.59
13	8.59
14	8.59
15	8.59
16	8.59
17	8.59
18	8.59
19	8.59
20	8.57
21	8.57
22	8.57
23	8.57
24	8.57
25	8.57
26	8.57
27	8.57
28	8.57
29	8.5
30	8.5

31	8.5
32	8.5
33	8.5
34	8.5
35	8.49
36	8.49
37	8.49
38	8.49
39	8.49
40	8.48
41	8.48
42	8.48
43	8.48
44	8.48
45	8.58
46	8.58
47	8.58
48	8.58
49	8.58

Summary Result of School Principals' Performance

- Scores arrange from Highest to Lowest

Principal No.	Professional and personal characteristics
1	8.59
2	8.59
3	8.59
4	8.59
5	8.59
6	8.59
7	8.59
8	8.59
9	8.59
10	8.59
11	8.59
12	8.59
13	8.58
14	8.58
15	8.58
16	8.58
17	8.58
18	8.58
19	8.58
20	8.55
21	8.55
22	8.55
23	8.55
24	8.55
25	8.53
26	8.53
27	8.53
28	8.50
29	8.50
30	8.49
31	8.49
32	8.49
33	8.49
34	8.49

35	8.49
36	8.47
37	8.47
38	8.47
39	8.47
40	8.47
41	8.47
42	8.47
43	8.47
44	8.45
45	8.45
46	8.45
47	8.45
48	8.45
49	8.45

Summary Result of School Principals' Performance

	Attendance and punctuality
1	8.46
2	8.46
3	8.46
4	8.46
5	8.46
6	8.55
7	8.55
8	8.43
9	8.43
10	8.43
11	8.43
12	8.43
13	8.40
14	8.40
15	8.39
16	8.43
17	8.41
18	8.43
19	8.45
20	8.49
21	8.49
22	8.50
23	8.50
24	8.51
25	8.51
26	8.46
27	8.54
28	8.54
29	8.39
30	83.9
31	8.39
32	8.43
33	8.46
34	8.56
35	8.58
36	8.46
37	8.56

38	8.42
39	8.39
40	8.37
41	8.39
42	8.54
43	8.39
44	8.43
45	8.40
46	8.56
47	8.44
48	8.40
49	8.34

APPENDIX E

RESPONENTS' ANSWER AFTER BEING THEMATIZED

STRATEGIES USED TO OVERCOME ADVERSITY

STRATEGY	DEFINITION	EXAMPLE
Role Model	Find individual to emulate	<i>“When I was struggling in the previous school I had I talked to principals who have been in the position for a long time I listen to their stories of hardship and triumph through it I became positive that I can surpass trials coming my way. I listen to their advice and consciously applying their coping mechanisms. Yung mga kwento nila at mismong pagkatao nila na isang magaling na leader made me optimistic kung kaya nila kaya ko rin sila ang parati kong ginagawang inspirasyon na kaya ko”</i>
Build Trust	Build trust and relationships with stakeholders	<i>“The first part of my career as a vice president was really about reestablishing partnerships on campus, so that the faculty trust you when you say, ‘We’re spending money on this capital project versus this. It’s for these reasons.’ And they trust you because you’ve built some political capital and credibility.”</i>
Therapy	Talk to a counselor,	<i>“There’s still a stigma on therapy. I’m a big believer that</i>

	psychologist or psychiatrist	<i>there's times you need it if nothing other than to be honest with yourself in a way you can't with anybody else in the world."</i>
Support Network	Build and use a personal support network: family, friends, mentors, colleagues, supervisors, professional organizations, board members, household help, etc.	<i>"No one does it on their own. No one does. I think it's really important that you have a group of people that you can talk to, get advice from, believe in, understand and who understand you.</i>
Self-Trust	Rely on gut instinct	<i>The other thing that has gotten me through so many things is trusting my gut. And I trust it completely on hiring situations, and a couple of times I've allowed myself to be persuaded by otherS and gone against my gut, it's proven I was wrong."</i>
Family-friendly workplace	Find a workplace that supports combining family and career	<i>When my son was hospitalized I received outright support and help from colleagues. Still I was able to do my paper works in the hospital. I was beside my son and at the same while being in the hospital I was also capable to work.</i>
Privacy	Keep adversity private	<i>"It's important for those people who are really in your corner...to know. And other than that, I think a line of privacy where people don't go is important."</i>

Faith	Seek out a higher power	<i>"A lot of it was the grace of God. ... It was a lot of my faith getting me through that."</i>
Self-Reflection	Reflect on the situation and be open to change	<i>"[I] use some reflection to figure out what is it that is preventing me from getting there. Sometimes there's some truth to what is being said to you. You have to be willing and open to accept that."</i>
Depersonalize	Don't take it personally	<i>"You have to be tough. ... You can't be soft. You can't be one of those people where your feelings get hurt really easy and you take it personally."</i>
Persistence	Keep moving and have patience	<i>"I don't let adversity stop me. I'm like, 'Anything's possible. There's always roadblocks to everything but just keep going.' That's what I do, I just keep going."</i>
Preparation	Anticipate and prepare for obstacles	<i>"I had to, at all times, realize that I had to prepare for possible obstacles for no matter how good my plans are still no can tell when and where adversity might occur"</i>
Perspective	Be optimistic and consider what's really important in life	<i>"Imagining the success of it. Seeing it as just a problem to be overcome. Looking it as a part of the journey... Nothing is altogether that important, except your integrity and your love for your family and all that."</i>
Speak up	Voice concerns, ideas and opinions	<i>"Don't be afraid to tell your subordinates that school is"</i>

		<i>having problem instead let them know it and don't hesitate to ask their help anyway asking help from your colleagues doesn't mean that you are a weak leader this only implies that success is not owned by one person similar with adversity if it concern the whole school then each of the member cares to be involved in finding solution."</i>
Alternatives	Seek out options to work around or leave the adverse situation	<i>"Adversity comes in different forms and shapes similar with solution. If I can't get through the door then I should get into the window. I have to find different strategy, different system and different way of going to overcome that."</i>

Acceptance	Be aware that adversity is inevitable in life	<i>"Everywhere you look in the world there is unmistakable struggle. There are floods, tsunamis, wars, and calamities of all types. Even within your own circle of family and friends there is death, loss and tragedy. Although pain is inevitable, suffering is optional."</i>
Take Action	Do something	<i>"Someone should take charge in addressing the situation, the action may not be an immediate solution to the problem at hand, but it should at least convey the impression that you're working on it."</i>

		<i>Involve teachers and staff in executing possible remedy to the adversity."</i>
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RESPONDENTS' ANSWERS AFTER BEING THEMATIZED

SOCIETAL ADVERSITY	Support Network	“ In solving adversity it is very important that you have people close to your heart working with you and at the same time listening to you. Sa pg solve ng mga problema mahalga na my para bang group ng tao n makaktulong to deload your aversity or problems encountered.” “ No one does it alone, solving macro challenges are easy to be given a remedy when there are bunches of people working together with common ideals and goals. These people can be your family, close friends or colegeaues. Parang and hirap to manage adversity na ikaw lang humaharap sa mga pagsubok.” In my opinion sa school kapag may pagsubok dapat ay iinvolve ang lahat kelangan na ipahayag sa lahat that our organization is facing an adversity like this, through this people will become aware and that is the time people will become aware of thinking possibe remedy mahira p kasi talaga na sinosolo and m alalaking bagay lalo na kung school adversity ito.”
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SOCIETAL ADVERSITY	Support Network	you. There are particular adversity which requires a number of people working together, but I think whatever it is important to there are people whom you can count on.” “Facing adversity is really the toughest task of a principal as it sometimes cause a lot of consequences, but solving adversity concerning your environment, work place and even personal has its own solution. If it is an adversity concerning the whole organization then a principal must learn to deal with it along with people who shared the same hardship of those who are affected by it. Actually you don’t need the entire organization to work you just a select people who can give their best in order to help the organization. Sabi nga nila walang malaking problema o gusot na hindi marersolba kung may mga taon tayong matatakbuhan upang makatulong talaga.” “ In overcoming adversity mas masarap at maginhawa sa pakiramadam kung malalaman natin na may tao tayong masasandalan pag principal ka hindi naman dapat lahat inaako natin pwede idelegate ang tasks sa mga taong trus
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SOCIETAL ADVERSITY	Perspective	natin, now with their particular task there will arise problem if it is just a petty problem let these people help in initiating solution to problems. Ang colleagues natin pwede makapagcontribute ng sulosyon pero of course the power to decide ay nasa principal na.” “ Walang problema ang hindi negative ang dating lahat yan negative sa una, pero when one is able to overcome it unconsciously dahan dahan dun natin masasabi na positive din pala ang dulot ng adversity. Nasa tao lang naman yun kung pano niya gagawing positive and mga adversity. In the song there is always rainbow after the rain, that can be true, dontr take adversity as if will end your life. Adversity is very natural when we move always think that there will also be reaction. Ganto lang yan kasimple whatever you in take expect that our body system will take it out. Just be optimistic always look at the brighter side mahirap gawin pero dapat mamotivate tayo dun.” “ Stay positive wag nega lahat naman my solution basta masipag ang principal at may focus walang di maaayos.
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	Perspective	“Easy lang when you are confronted with adversity, problems come and go while others will die as a natural death. Fi lahat ng adversity eh indahin dapat we stay positive and calm lalo na sa mga tlad natin na principal since adversity is part of school system. We must learn to build and idea that everything would be fine.” “ Adversity is a challenge that is beyond our control, no matter how good we do still adversity will occur since it is part of our system as a human it is indeed very important that we possess positive attitude in fac8ing and solving adversity.” “During hard times learn to smile, awake, take a rest, and be positive and calm.” “ Solving adversity is practical don’t take it seriously in my years as a principal may mga challenges na kusa na lang din nawawala what is important you are enjoying your work despite odds.”
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SOCIETAL ADVERSITY	Take Action	“Of course when one is confronted with adversity after a through thinking of what the best thing to do it is necessary that we do something about it.” “Do not let the days passed without taking the best remedy to ease or eventually eradicated adversity.” “Whatever it is adversity must be resolved, school principals must work hard and meet with people who can be of great help.” “Take serious steps to eradicate adversity. Kapag may decision na dapat may gawin na tayong aksyon at hakbang.” “ May mga adversity sa paaralam na hindi dapat ipagwalang bahala na lang naniniwala ako may kumplikasyon and adversity gaya ng sakit gsnon din sa personal nas mga pagsubok, that is why it is important that we think many times before we take an action.
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SOCIETAL ADVERSITY	Build Trust	“In my early year as a principal what I did first was to establish genuine partnership with my faculty and staff. I want them to trust me so that it would be easy for me to work with them especially during trying times it is like with family we have to build harmonious relationship with them.” “When asking for your colleagues to work with during sunny days and rainy days it is important that you trust each other though sabi nila mahirap magtiwala pero as a principal dapat minsan subukan natin at sa plagay ko makikita naman yun kung lagi natin sila nakakasalamuha. Sa personal na buhay sabi nila for a relationship to work it is important that you trust your partner.” “Mas madali magresolve ng adversity kapag marunong tayo magtiwala sa nga faculty and staff natin anyway mga adults naman sila at sa tingin ko pag teachers madali sumunod at pumick up, Principals should build respect with one another.”
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SOCIETAL ADVERSITY	Depersonalize	“No organization will prosper if the leader will not trust his people. Parang ang hirap magwork kung wala tayong tiwala sa mga nakakasama natin. It is necessary that we trust people surrounding us.” “In order to succeed as a principal we have to believe on our faculty and staff that we can do better and that no problem that we can resolve.” “ Magtiwala tayo sa mga taong sa tingin natin makakatulong sa tingin ko fix formula sa pagharap sa mga hamon ng buhay. “You have to trust your people and people close to your heart.” “You have to be tough; don’t give up so easily just because you are hurt.” “Just take adversity as part of the system when school adversity comes doesn’t punish your faculty and staffs instead talk with them never blame people for the situation happening to you and the organization.
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SOCIETAL ADVERSITY	Depersonalize	“Don’t chew in every little detail of adversity. Don’t take them all seriously. There are adversities that are not meant to be taken personally and seriously. “Don’t get emotional when confronted with adversity much better to be in silence and stop for a while and contemplate on things that matters to the organization only.” “Principal should be strong, on can’t be one of those people where your feelings get hurt really easy and you take it personally.” “Do not blame people it will just consume your energy and will make your day bad.” “Practically speaking in facing adversity principal must be as natural as other people, one must not take it personally.” “Do not make things complicated instead be part of the solution, Huwag dadaanin sa pagiging emosyonal.”
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SOCIETAL ADVERSITY	Take the Lead	“As principal one must be the first one to effect change and remedy to a particular adversity.” “In overcoming adversity principal must take the lead in initiating possible solution to problem.” “Effective school principals must be the one to take the lead in finding for a possible remedy to an existing adversity.” “Adversity comes as a result of changes, simple lang naman yan don’t be too reactive when dealing with adversity pwede na tayo talaga ang manguna pero mas maganda rin naman na kasabay natin ang colleagues natin in resolving adversity after all tayo tayo din naman talaga ang magtutulungan.” “For an organization to work better one must be ready to take the lead and face adversity with positive outlook.”
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PROFESSIONAL/WORKPLACE ADVERSITY	Family – Friendly Work Place	“Looking for a place where in both parties understands the roles a principal is handling in family work place and society is difficult if the principals have negative dispositions towards life, family and work. What I mean is that mahalaga na kapag principal ka ay hindi gano complicated ang buhay kung bago my harmonious relationship sa bahay at work place.” “ Nasa principal naman kung gaano magiging madali o mahirap yung pag oovercome as adversity, kasi naniniwla ako na nasa atititude youn lahat m agiging massyos basta si principal ay genuine makisama kung mgkkaganon magiging madali na para sa lahat ang makisana.” :” Dapat kapag principal maraunong magbalance dapat considerate din taypo kasi pag hindi ganuin din ang mga guro sa atin masarap tumanggap ng mga problema na alam mong suportado ka kahit san ka pumunta at parang pamilys ang tingin sayo
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PROFESSIONAL/WORKPLACE ADVERSITY	Family – Friendly Work Place	“ Mahirap talaga maging principal lalo na sa dami ng mga problema pero mas madali at magaan na malaman kung parang tahanan din ang lugar kung san tayo ngwowork ako bilang principal tinuturing ko na pamilya ang aming paaralan. Mas napapagaan and buhay at pagdating ng mga suliranin kapag ang katrabaho ay tinutiring na kapamilya kasi may damayan factor talaga.” “Bihira yung principal na nakakapageestablish ng family-friendly work place na siyang sumpungan pag tayo ay may mga kinakaharap na pagsubok.” “ Adversity and Love is the same it is just like this logically speaking if you are kind hearted to your fellow workers expect that they will love you back however when it is the opposite expect adverse situation.” “Masarap magwork at mameet and adversity or challenges pag marami kayo at lahat ay nakakaintindi. “
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PROFESSIONAL/WORKPLACE ADVERSITY	Build Trust	“Sa work I think it is important that you trust your teachers and staff I can’t imagine working them na walang tiwala ang principal nila mahirap tumulong sa palagay ko pati sila mahihirapan makapag contribute k ung wala tayong tiwala sa kanila.” “Kung minsan ang ugat ng mga problema sa work place ay m ismong mga taong nasa loob mahirap m an daw magtiwala sa lahat apat subukan kung minsan kasi dapat tayo pumatol sa gut instinct natin. King puro tayo hinala sa kanila di malayong additional adversity yun. It is practical that we build trust with people we are working with but never overemphasize the word trust.” “In order to build a harmonious relationship one must trust each other to gain mutual respect and love. It is very easy to work with people without having to suffer emotional burden we get from our colleagues.”
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PROFESSIONAL/WORKPLACE ADVERSITY	Role Model	“When I was struggling in the previous school I had to talked to principals who have been in the position for a long time I listen to their stories of hardships and triumph though it I became positive that I can surpass trials coming way.” “I mingle with seasoned principals I listen to their advice and consciously applying their coping mechanisms.” “Yung mga kuwento nila mismong pagkakataon nila na maging isang magaling na leader made me optimistic kung kaya nila kaya ko rin silang maging katulad nila at maging success leader in the future.” “I often read stories of successful leader all of them went to serious adversity almost a matter of life and death but they were able to win. Reading stories like that made me realized that there is no big or small adversity that a leader cannot surpass.
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PROFESSIONAL/WORKPLACE ADVERSITY	Role Model	“Whenever I have short comings I call for help I lean and count on to senior principals for possible remedy and ask them what the best I can do to resolve conflict I am into.” “Before I become a principal I was a head teacher my mentor was my former principal. I always observe the way he decide on things and take actions, Through looking at him I learned had a chance to apply it on my own. During the time that I was a promoted as a principal I already have the knowledge that if a particular adversity comes my way I know already what to do. “No matter how good you are at managing school and people still adversity is a commonplace and adversity has many faces with that I still ask the advice of someone older than I and who have been in the organization for a long time.
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PROFESSIONAL/WORKPLACE ADVERSITY	Share the Lead	“In overcoming adversity a principal should not work alone instead trust and willing to help and learn people must be involved.” “No one does it all, overcoming adversity is much easier when you have people surrounding and working with you.” “Involving select and competent faculty and staff is one way of teaching them to be one of you in solving issues and trial but as a principal one must be aware that not all of them can help others are there to create problems people who remained obedient and sturdy would be the one to help you and the entire school. “ Mahirap iako ang lahat ng responsibilidad o pagsasaayos ng anumang gusot sa paaralan that’s why we principals need people who can fix things however the decision is still with us principals.”
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PERSONAL ADVERSITY	Self-Trust	“Sometimes in overcoming adversity whether it’s personal or in the workplace principal must rely on instinct that what I am thinking right now is the best solution I can use to resolve issues.” “When coming up with decision never be persuaded with anyone’s advices without thinking for it several times.” “In management they say leaders should never give his 100 percent trust to his people a leaders should at least retain or allot percentage for self-trust.” “ It does help relying on our own belief or instinct is workable and sometimes practical after all whatever happens it is still the principal who will clean up the mess. “ Siguro sa mga tulad ko na matagal ng principal masasabi ko na pwede ko paniwalaan ang sarili na ito ang maaraing gawin marahil siguro sa tagal ko na rin sa serbisyo.”
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PERSONAL ADVERSITY	Self- Trust	“Do not trust completely on what others say especially to those who are very persuasive they sometimes mislead you.” “The other thing that has gotten me through so many things trusts my gut. And I trust it completely on hiring situations, and a couple of times I have allowed myself to be persuaded with others and gone against my cut, I is proven I was wrong.” “ It is important that we make decisions na pinagisipan talaga natin mabuti kasi sa bandang huli we are accountable and will be the trouble shooter.” “ Tiwala lamang sa sarili at pasasaan pa at may kalutasan din ang lahat ng mga suliranin na ating nararansan. Bilang principal nasanay na ako at kung minsan sarili ko na lang and nagdidikta kung ano ang tama at mabuti para sa lahat.”
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PERSONAL ADVERSITY	Speak Up	“Don’t be afraid to tell your subordinates that school is having a problem instead let them know it and don’t hesitate to ask their help anyway asking help from your colleagues doesn’t mean that you are a weak leader this only implies that success is not owned by one person similar with adversity if it concern the whole school then each of the member cares to be involved in finding solution.” “Principal’s prime role in management is the ability to communicate well with subordinates whether it is good or bad. Faculty and staff deserve to know what is exactly happening in the school after all everybody perhaps will be affected by it if not resolved.” ‘Whatever happens people surrounding us would be the least people who can help us that is why it is better to voice out obstacles than keeping ii in secrecy. Adversity is much
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		Easy to solve when there are many heads working together.”
PERSONAL ADVERSITY	Speak Up	“Call for a faculty and staff meeting don’t hesitate to tell them the school is having a problem over this and that and you will be surprise they will all listen to you and will make an effort to be of help though not of them can be of help but knowing that they believe and listen to you s already a great assurance that they will support you all the way.”
PERSONAL ADVERSITY	Privacy	“Tell your subordinates everything they deserve let them know everything and involve them every step of the way.” “Never underestimate the power of communication; it works best when used effectively.” “In every adversity either it is in the work place or family adversity communication is essential in overcoming adversity.”

		It is important for those people who are really in your corner... to know. And other that that, I think a line of privacy where people don't go is important." "If it is a personal adversity it is better to keep it private never allow bringing personal issues in school though sometimes doing it is not entirely a truth and still may sometimes affect work place as somehow we are emotionally burden." "There adversity which requires everyone to resolve it however there are also adversity which requires to be kept in private as these should not alter with principal's work in school." "Some adversities are meant to be kept in private others need to be broadcasted." Siguro sa mga taong close sayo o family lang din a dapat p malaman ng iba after all di naman sila affected."
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PERSONAL ADVERSITY	Therapy	“There is still stigma on therapy. I am a believer that there’s times you need it if nothing other than to be honest with yourself in a way you can’t with anybody else in the world.”
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		“The work of principal is so tremendous whether we like it or not our job as principal consumed most of our time extending even at home. We sometimes need a break talk with friends I guess is also a form of therapy.” : Go to a salon, eat out with family and friends don’t think of problems or adversity sabi mo nga, once in a while principal should give themselves a break then afterwards face it again with fresh aura dib a and positive outlook.” “ And problema di mawawala pero ang oras sa pamilya at sa sarili pwedemg mawala kaya spend time wisely.”
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		“Talk with friends talks something that is not about work. Gumala kung pwede therapy din yan. Mas masarap humarap sa problema kung
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PERSONAL ADVERSITY	Therapy	relax kalang at hindi tense.” “Talk with a counselor or to a spiritual leader, sa experience ko ganyang ginagawa ng mawala naman stress ko sa araw araw sa tingin ko wala naming masama doon. “ Take a rest, laught with people think of something happy then afterwards face again your adversities.” “ Dahil lalaki ako paginom ng konti ok ng therapy sakin I na kelangan ng expert for time sake I will relax my nerves and neurons.” “Never underestimate the power of therapy study says leaders decide well when their body is at rest. Get a massage and sleep well is the best therapy.
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CURRICULUM VITAE

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Fatima I Sapang Palay

City of San Jose Del Monte, Bulacan

EDUCATIONAL QUALIFICATION

1. Doctor of Philosophy in Education with Specialization
In Educational Management
Philippine Normal University – Manila
2010 - 2015
2. Master of Arts in Education
English Language Teaching
Philippine Normal University – Manila
2007-2009
3. Masters of Arts in Education
Comparative Language
College of Arts and Letters
University of the Philippines – Diliman
27 units
2005-2007
4. Bachelor in Secondary Education Major in English
Sto. Rosario Sapang Palay College
March 2004

ELLIGIBILITY

Passed – Licensure Examination for Teachers – November 2004

Passed – Civil Service Examination – September 2005

Teaching and Professional Experience

1. St. Vincent Learning Academy
Sta. Maria, Bulacan
2004-2005
2. Sapang Palay National High School
City of San Jose Del Monte, Bulacan
Teacher – I
2005-2006
3. Colegio De San Gabriel Arcangel
City of San Jose Del Monte, Bulacan
College Instructress
2008-2010
4. San Jose Del Monte National Trade School
City of San Jose Del Monte, Bulacan
Academic Head Teacher – III
2014 up to present

Professional Affiliation

1. British Council Teachers Club
2. Reading Association of the Philippine
3. Division Association for School Paper Advisers
(City of San Jose Del Monte Bulacan)

