



SCHOOL HEADS ADVERSITY QUOTIENT AND SCHOOL CLIMATE

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Abstract

An organization essentially is made up of people and in order for the organization to be resilient it needs people who can respond quickly and effectively to change while enduring minimal stress. This study examined the school heads and the school climate they handle in the municipality of Senator Ninoy Aquino for this School Year 2022-2023. It employed descriptive-correlational design among twenty-nine teachers and school heads. Mean and Pearson – moment correlation coefficients were employed to test the hypothesis.

The adversity quotient of the school head in terms of control, ownership, and reach was “Observed to the lesser level” while endurance was found to be “Observed to the moderate level”. Meanwhile, the school climate handled by the school head in terms of engagement and safety was found to be “Observed to the great extent” and the environment was found to be “Observed to the greatest extent”. Finally, there was a significant relationship between school heads adversity quotient and school climate.

Keywords: Adversity Quotient, School Climate, School Heads

1. INTRODUCTION

Today, a person should cultivate their adversity quotient and emotional quotient, according to University Students in the Northeastern region of Thailand. The pandemic's introduction of rapid change and the emotional maturation it necessitate demand quick adaptation and resilience. As a result of the pandemic, people were compelled to modify their daily routines in order to avoid contact and prevent the transmission of the Novel Corona Virus Disease (COVID-19).

Asio (2021) once stated that school personnel were productive prior to the pandemic. This event presents an opportunity to reconsider education in the spirit of seizing opportunities as they arise, despite the incalculable scale of COVID-19's destruction. The shift in concentration should not be on enhancing education, but rather on the what, how, and where of learning (Zhao, 2020).

The educational system in the Philippines is extremely difficult, particularly in terms of the managerial, technical, and financial competence of its officials. The Department of Education (DepEd) is responsible for the administration of public-school education at all administrative levels. The concepts of centralization and decentralization are frequently observed in DepEd. Occasionally, this situation causes a degree of tension, particularly for those at the lesser level of administration - the principals.

Republic Act 9155, also known as the Act Establishing a Framework of Governance for Basic Education and Other Purposes, decentralizes Philippine education at the local level. The paradigm shift toward school-based administration is opportune for an educational system that is continually pursuing excellence and modernization.

The goal of School-Based Management (SBM) reforms is to empower school administrators and instructors or to strengthen their professional motivation, thereby increasing their sense of school ownership. Responsibility and decision-making regarding school operations are delegated to school administrators, instructors, parents, and occasionally pupils, as well as other school stakeholders. However, these administrators are required to comply with or operate within a set of Department of Education policies.

This study speculates that the school heads adversity quotient has a significant influence on the school climate they handled.

The conceptual framework displays the independent variable of school heads' adversity quotient, alongside control, ownership, reach, and endurance. The adversity quotient (AQ) refers to an individual's capacity to effectively navigate and overcome challenges and difficulties in life, encompassing skills such as critical thinking, management, direction, and endurance (Utami, Hardjono, & Karyanta, 2014). Dr. Paul Stoltz proposed and conceptualized the AQ concept. Intelligence is a crucial component of excellence. Success is contingent not only upon accomplishments, but also on an individual's ability to persist during challenging circumstances.

On the other hand, school climate along with engagement, safety, and environment. School climate refers to the social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values, norms, and shared approaches and practices (Anderson, 1982; Moos, 1987; Thapa et al., 2013). Among other factors, empirical evidence has confirmed that school climate is powerful in affecting students' academic achievement (Brandon et al., 2016).

This study sought to ascertain the adversity quotient and school climate in the Municipality of Senator Ninoy Aquino.

The study focused on the adversity quotient of school heads and the school climate.

The adversity quotient of school heads was limited only in terms of control, ownership, reach, and endurance. On the other hand, the school climate was focused in terms of engagement, safety, and environment.

There were six (6) secondary schools in the Municipality of Senator Ninoy Aquino, Sultan Kudarat as respondents of the study for the School Year 2022-2023

2. MATERIALS AND METHODS

The research employed a descriptive-correlational methodology. It determined the relationship between the independent variables, such as the adversity quotient of school administrators, and the dependent variables, school climate, control, ownership, reach, and endurance.

Stangor (2014) defined descriptive-correlational research as a design that provides a snapshot of the current state of affairs, identifies relationships between variables, and enables the prediction of future events based on current information. A survey-questionnaire was employed to collect the data. It was tabulated, analyzed, and verbally described, resulting in answers to the research's specific queries.

This study was conducted in Six (6) secondary schools in the Municipality of Senator Ninoy Aquino. The researcher preferred this Municipality of Sultan Kudarat because it is one of the biggest municipalities in the second congressional district of the Province of Sultan Kudarat with the greatest number of secondary schools and the greatest number of teachers.

The respondents of the study were the six (6) secondary school heads in the six secondary schools and twenty-three (23) secondary school teachers in the Municipality of Senator Ninoy Aquino.

The random sampling technique was used in selecting the respondent of the study, particularly the teacher respondents. It provided a chance for anyone in the population to be selected as a subject or respondent of the study. It was chosen through the aid of the lottery

technique where all names of teachers were prepared in a box. It is a postulation patterned from Gay (1976) who observed that a sample size of 10% is considered the minimum for large populations and 20% for small populations.

Meanwhile, total enumeration sampling was used in school heads as the respondents of the study.

A questionnaire is a research instrument that gathered data from a large sample. The tool for data collection is a 2-Part structured questionnaire.

The researcher used the adopted and revised questionnaire to fit what was measured in the study: school heads' adversity quotient. Adversity Quotient Profile was developed by Stolz and Grant (2019) and used by Jimenez (2021).

Part II pertains to the school climate handled by the school and is to be answered by the teacher-respondents of the study. It dealt with climate in terms of engagement, safety, and environment. It was answered by both school heads and teacher respondents. The survey questionnaire was adopted and modified from Reginald (Reg) Adkins, PhD, Elemental Truths and the scale presented below served as the basis for rating.

In the gathering of the data, the researcher asked permission with notification from her research adviser, Graduate School Dean, and the Schools Division Superintendent of Sultan Kudarat Division. Upon approval, the researcher coordinated with the school heads on the schedule of the survey in their respective schools.

After the survey- questionnaires were retrieved, data was processed using the following statistical tools:

To determine the levels of adversity quotient of school heads and the school climate, weighted mean was used.

The study also utilized Pearson-moment Correlation to determine the relationship between the two major variables: independent, which is the adversity quotient and dependent variables along with school climate.

3. RESULTS AND DISCUSSION

Level of Adversity Quotient of the School Head in terms of Control, Ownership, Reach, and Endurance

Academic and professional interest in the idea of resilience has been growing in recent years (Bhamra et al, 2011). However, there is still a lack of evidence supporting the concept of organizational resilience (Burnard, 2012). Ecology (Walker et al. 2002), metallurgy (Callister 2003), individual and organizational psychology (Barnett and Pratt 2000, Powley 2009), supply chain management (Sheffi 2005), and strategic management (Hamel and Valikangas 2003) are just some of the many disciplines that make use of the word. One definition of resilience offered by Bhamra et al. (2011) is "the capacity and ability of an element to return to a stable state following a disruption." This definition applies to both the human and organizational responses to turbulence and discontinuities.

The following tables in succeeding pages explain the level of adversity quotient of the school head in terms of control, ownership, reach, and endurance.

The table above describes the adversity quotient of secondary school heads in terms of control with the computed section mean of 2.90 interpreted as "Observed to the lesser level". In particular, indicators, People respond unfavorably to your latest ideas that you feel can get you past a crisis got the highest computed mean of 3.30 interpreted as "Observed to the lesser level", followed by, suffer a major financial setback with a computed mean of 3.26 "Observed to the lesser level". On the other hand, indicators, if personal and work obligations are out of balance and if not exercising regularly though you know you should, got the equal computed mean and tagged as the lowest computed mean of 2.56 interpreted as "Observed to the least level".

Table 3 explains the adversity quotient of the school head in terms of ownership which has a computed section mean of 3.48 is interpreted as "Observed to the lesser level". Specifically, indicators, if the workplace is understaffed and if an organization is not meeting its goals got the equal computed mean of 4.00 and the highest mean among five indicators interpreted as "Observed to the moderate level". Moreover, indicators, if the meeting you are in is a total waste of time (2.82) and if someone you respect ignores your attempt to discuss an important issue (3.04) got the lowest computed mean interpreted as "Observed to the lesser extent".

Table 4 shows the adversity quotient of the school head in terms of reach with the computed section mean of 3.16 interpreted as "Observed to the lesser level". Moreover, indicators, if the high-priority project you are working on gets canceled (3.60) interpreted as "Observed to the moderate level", and if criticized for a big project that you just completed (3.21) interpreted as "Observed to the lesser level" got the first and second highest computed mean among five indicators. On the other hand, indicators, if miss an important appointment (3.13) and if the boss (or client) adamantly disagrees with your decision (2.69) got the lowest mean among five indicators and interpreted as "Observed to the lesser level".

Table 5 explains the adversity quotient of the school head in terms of endurance with the computed section mean of 3.60 interpreted as "Observed to the moderate level". In particular, indicators, if lost something is very important (4.13) and if unable to take a much-needed vacation (4.30) got highest computed mean interpreted as "Observed to the great level". Moreover, indicators, if accidentally delete an important email got the mean of 3.17 which interpreted as "Observed to the moderate level". Meanwhile, if never seem to have enough money got the lowest mean of 2.65 interpreted as "Observed to the lesser extent" among all six indicators.

Table 6 explains the level of adversity quotient of the school head in terms of control, ownership, reach, and endurance. It described the adversity quotient in terms of endurance and got an average mean of 3.60, which was interpreted as "observed to the moderate level." On the ownership domain, the average mean is 3.48 and interpreted as "observed to the moderate level." The average mean of reach is 3.16 and was interpreted as "observed to the lesser level." while control got an average of 2.90 and was interpreted as "observed to the lesser level."

Extent of School Climate Handled by the School Head in terms of Engagement, Safety, and Environment

According to research by akirolu, Akkan, and Guven (2012), a school's culture consists of the norms and expectations that all members of the school community adhere to as well as their actions and connections with one another. The expectations, rituals, and traditions of a school are all part of its culture. From how individuals present themselves to one another, these may have a significant impact (Deal & Peterson, 1999). School culture is more established and can only be changed gradually by deliberate efforts to improve the school's atmosphere (Gruenert, 2008).

The succeeding tables explain the school climate handled by the school head in terms of Engagement, Safety, and Environment.

Table 7 displays on the extent of school climate handled by the school head in terms of engagement with the computed section mean of 4.45 interpreted as "Observed to the great extent". Moreover, indicators, school communicates with parents on a timely and ongoing basis (4.60) and school emphasizes showing respect for all students' cultural beliefs and practices (4.73) got the computed highest mean among the six indicators interpreted as "Observed to the greatest extent". Meanwhile indicators, Staff at this school have many informal opportunities to influence what happens within the school (4.00) and This school collaborates well with community organizations to help address youth substance use problems (4.30) got the lowest computed mean and interpreted as "Observed to the greatest extent" .

The table displays the extent of school climate handled by the school head in terms of safety with computed mean of 4.39 interpreted as "Observed to the greatest extent". Meanwhile, indicators, Teachers at this school feel responsible to help each other do their best (4.65) and This school

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places a priority on students' health needs (4.52) got the highest mean which were both interpreted as "Observed to the greatest extent". Moreover, The programs and resources at this school are adequate to support students' learning (4.21) interpreted as "Observed to the greatest extent" while School has adequate resources to address substance use prevention (4.13) got the lowest computed mean nevertheless interpreted as "Observed to the greatest extent".

The table shows the extent of school climate handled by the school head in terms of environment with the computed section mean of 4.55 which was interpreted as "Observed to the greatest extent". Moreover, indicators, school has oriented teaching personnel and non-teaching personnel on the Alternative Work Arrangement during a pandemic and school rules are applied equally to all students got the highest equal computed mean of 4.65 "Observed to the greatest extent".

Interestingly, two indicators have equal computed mean of 4.60, school has established safe entrance and exit procedures for teachers, students, non-teaching personnel, and school visitors and school has set up a proper sanitation and hygiene facility for school-goers interpreted as "Observed to the greatest extent" Lastly, indicator, the school has ensured regular sanitation and disinfection of school facilities, furniture, and equipment got the lowest computed mean of 4.21 interpreted as "Observed to the greatest extent" among six indicators.

On the extent of school climate handled by the school head in terms of environment, the computed section mean is 4.55 and interpreted as "observed to the greatest extent." School climate in terms of engagement has a computed section mean of 4.45, which was interpreted as "observed to the greatest extent." While in terms of safety, the average mean is 4.39 and was interpreted as "observed to a greatest extent".

Table 11 explains the relationship between the adversity quotient and school climate handled by school heads. Interestingly, adversity quotient such as control with the computed R-value of 0.435 and p-value of 0.038, ownership with the computed R-value of 0.492 and p-value of 0.017, and reach with the computed R-value of 0.602 and p-value of 0.002, in which R-value is greater than the p-value and p-value is less than at 0.05 level of significant this implies that control, ownership, and reach are significantly correlated to school climate. This implies that improving these domains would contribute significantly to the level of school climate. Moreover, domain endurance has nothing to do with school climate.

Therefore, since the p-value is less than 0.05 level of significance, hence the null hypothesis was rejected and concluded that there was a significant relationship between adversity quotient of school heads and school climate.

The study's findings are consistent with Canivel's (2010) observation that the ability to cope with challenges is a crucial aspect of successful management. Basic education institutions frequently encounter recurring internal and external issues, which are resolved through the school head's management style and personal qualities. The school head bears greater responsibility and accountability as the institution's leader. Organizational capacity hinges on the leader's and faculty members' ability to manage the smallest unit within the organization. Managing a school is comparable to operating a vehicle. The journey is frequently challenging and may appear daunting. Supervision is a challenging task that demands full dedication. Brandon et al. (2016) assert that educational leadership is crucial in guiding institutions towards academic excellence.

4. MAJOR FINDINGS

The study aimed to determine the relationship between school heads' adversity quotient and school climate. Specifically, this study tried to evaluate level of

adversity quotient of the school head in terms of control, ownership, reach, and endurance and the extent of school climate handled by the school head in terms of engagement, safety, and environment.

This research used a descriptive-correlational design and employed a survey questionnaire. The respondents of the study were twenty-nine (29) teachers and school heads. An adapted survey questionnaire was used to gather the needed data. The statistical tools used in processing the data were mean and Pearson r.

The salient findings of the study are:

On the extent of adversity quotient of the school head in terms of control and reach “Observed to the lesser level” while endurance and ownership was found to be “Observed to the moderate level”.

On the extent of school climate handled by the school head in terms of engagement and safety found to be “Observed to the great extent” and the environment was found to be “Observed to the greatest extent”.

Interestingly it was found that there is “positive relationship” that exists between ownership and reach and school climate while endurance found to have no significant relationship with school climate.

5. CONCLUSION

The following conclusions were drawn based on the findings of the study. The school head's adversity quotient was found to be "Observed to a lesser level" in terms of control, ownership, and reach, while endurance was found to be "Observed to a moderate level".

The environment at the school, as managed by the head of school, was found to be "Observed to the greatest extent" and the engagement and safety levels were found to be "Observed to the great extent".

Finally, there was a significant relationship between school heads adversity quotient and school climate.

From the salient findings of this study and the conclusion reached, the following recommendations are presented;

1. The school heads may continue its school best practices to sustain their adversity quotient.
2. The school heads and teachers may sustain their rapport in their school climate.
3. This study be replicated in a wider scope to have a clearer picture of school heads adversity quotient and school climate.

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