

Adversity Quotient and Job Performance of Teachers in the Schools Division of Ormoc City

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ABSTRACT

This study explored the relationship between Adversity Quotient (AQ) and Job Performance (JP) among teachers in the Schools Division of Ormoc City, Leyte, Philippines, emphasizing the role of resilience in sustaining instructional effectiveness under challenging conditions. Grounded in Stoltz's Adversity Quotient Theory (1997) and teacher performance frameworks, the research employed a descriptive–inferential design with 30 public secondary school teachers selected through stratified random sampling. Data were gathered using an adapted Adversity Response Profile (CORE) and an IPCRF-aligned performance scale, while the number of training hours was examined as a potential mediating variable. Results revealed average levels of Adversity Quotient ($M = 3.11$) and Job Performance ($M = 3.14$), alongside a high level of Training Hours ($M = 3.33$). A very strong and statistically significant positive correlation was found between AQ and JP ($\rho = 0.883$, $p < .001$), indicating that teachers with higher resilience demonstrated stronger instructional competence, classroom management, and professional responsibility. Mediation analysis, however, showed that training hours did not significantly influence the AQ–JP relationship, suggesting that resilience itself is a more critical determinant of performance than accumulated training exposure. These findings highlight AQ as a vital psychological resource that enables teachers to adapt, persist, and remain effective despite institutional and classroom adversities. The study concludes that resilience-building programs, mentoring, and psychosocial support should be prioritized in professional development initiatives. Furthermore, training should be reoriented toward quality, relevance, and reflective practice rather than mere accumulation of hours. By strengthening AQ, educational leaders can foster sustainable improvements in teacher performance, thereby enhancing learner outcomes and overall school effectiveness in the context of Eastern Visayas. Ultimately, this paper provides a starting point for localized inquiry and serves as a foundation for broader future research that can expand the scope, strengthen methodological rigor, and enhance the generalizability of findings across diverse educational contexts.

Keywords—Adversity Quotient, Teacher Job Performance, Resilience, Training Hours, Professional Development

INTRODUCTION

Resilience has become an essential part of teachers' professional practice amid unceasingly challenging workplace conditions, such as managing diverse learners, insufficient facilities and learning resources, and heavy administrative loads. In recent studies, teachers have been found to have low to moderate Adversity Quotient (AQ), suggesting the need to further understand how AQ affects teachers' job performance. This observation is consistent with the findings of Biñas, Siason, and Doromal (Biñas & Siason, 2023; Doromal, 2024), where teachers from Eastern Visayas showed moderate levels of resilience and reported that stressors in the workplace have affected the quality of classroom instruction. Santos and Ramirez (Santos & Ramirez, Professional development and teacher performance: The mediating role of training engagement, 2022) also pointed out that the number of hours of training significantly mediates the relationship between adversity quotient (AQ) and teachers' job performance, suggesting that increased professional development strengthens the positive impact of AQ on performance outcomes.

To further study this phenomenon, the researcher conducted a review of a 105-record Scopus dataset, which reveals three critical gaps: first, there were only four mentions in the Philippines and only one ASEAN reference in the context of the Philippines and Southeast Asian studies, which denotes underrepresentation, hence, underscores the need for a localized study from Eastern Visayas which aligns with the findings of Malquisto, Casinillo, and Salabao (Malquisto, Casinillo, & Salabao, 2023); second, there was no mention of AQ in the global literature of teacher performance, despite local studies that link it to work-related outcomes, as pointed out by Baog and Cagape (Baog & Cagape, 2022); third, training hours have not been considered as a mediator or moderator, despite regional reports underscoring the strengthening of teacher professional development systems. These gaps, as studied recently (ASEAN teacher professional development framework: Strengthening education systems in Southeast Asia, 2025; Padillo, Manguilimotan, Capuno, & Espina, 2021), collectively led to the need for a contextually grounded study in the Schools Division of Ormoc City.

This study, therefore, aimed to address the aforementioned gaps, examine the relationship between AQ and job performance of 30 teachers from a Schools Division Office in Eastern Visayas, and investigate whether training hours influenced this relationship. The findings might inform a proposed intervention to enhance teacher resilience and performance within the division.

This study was designed to address the identified gaps by examining the relationship between Adversity Quotient and Job Performance among 30 teachers in the Schools Division of Ormoc City, Eastern Visayas, while also investigating the mediating role of Training Hours. Although the sample size was modest, it provided a starting point for localized inquiry, especially given the underrepresentation of Philippine and Southeast Asian contexts in the global literature. The findings were expected to contribute to a deeper understanding of how resilience and professional development interacted to shape teacher performance, thereby informing targeted interventions to strengthen teacher support systems within the division. Ultimately, this initial study serves as a foundation for more extensive future research that can broaden the scope and enhance the generalizability of results across diverse educational settings.

General Objective

This study aimed to determine the relationship between teachers' Adversity Quotient and Job Performance in the Schools Division of Ormoc City, Leyte, Philippines, taking into consideration the Number of Hours of Training in the last five years as a mediator.

Specific objectives:

1. Determine the level of teachers' Adversity Quotient, Job Performance, and Training Hours;
2. Assess the relationship between Adversity Quotient and job performance;
3. Measure the influence of the Number of Hours of training on the adversity quotient and job performance; and
4. Determine the inputs for the Adversity Quotient enhancement programs.

Statement of the Null Hypotheses:

H₀₁: There is no significant correlation between Adversity Quotient and job performance among teachers.

H₀₂: The Number of Hours of Training does not mediate the AQ–performance relationship.

LITERATURE REVIEW

Adversity Quotient and Teacher Job Performance

In this theme, the researcher pointed out how AQ plays the role of a critical psychological resource that influences teacher job performance, specifically in challenging school situations. Reviewed studies consistently

underscore that high AQ improves adaptability, problem-solving, and persistence, which are vital competencies in managing classroom demands and institutional pressures, as disclosed by Parveen and company (Parveen, Hassan Babar, & Ashraf, 2025; Reyes, 2024).

The researcher further noted that the probable relationship between AQ and job performance aligns with broader studies on teacher resilience. Recent studies by Beltman and other researchers (Beltman, Mansfield, & Price, 2023; Lu, Wang, & Yu, 2024) revealed that endurance and perceived control allowed teachers to maintain instructional quality and sustain engagement despite heavy workload and emotional labor. Findings from international and regional convergence, particularly from the Philippines and ASEAN contexts (Banal & Ortega Dela Cruz, 2022; Jose & Cabual, 2025), strengthened his position that AQ was not merely a personal trait but a meaningful predictor of teacher performance across diverse educational settings in the Philippine classrooms. Hence, this theme supported his argument that strengthening AQ might be a viable pathway to improving instructional and professional outcomes.

Measurement of AQ and IPCRF-Aligned Performance

This theme highlighted the significant role of standardized and validated instruments in determining the relationship between AQ and teacher performance. The reviewed literature (Reyes, 2024; Singh & Parveen, 2023). revealed that tools derived from Stoltz's Adversity Response Profile, which were adapted to reflect the education contexts, were often used to measure the dimensions of AQ - Control, Ownership, Reach, and Endurance. The researcher found this approach methodologically appropriate since AQ concepts could be interpreted and analyzed within the teachers' context.

On the other hand, teacher performance was measured through the Individual Performance Commitment and Review Form (IPCRF), which the researcher found to be strongly aligned. This tool showed multidimensional standards such as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development as cited by Hallinger and other researchers (Hallinger, Liu, & Piyaman, 2023; Robinson & Gray, 2024). The researcher highlighted that the accuracy and authenticity of findings in this area relied largely on psychometric rigor.

Moreover, this theme emphasized the demand of ensuring reliability through an appropriate statistical tool such as Cronbach's Alpha (Cronbach's $\alpha \geq .70$) as well as content validity through expert review - content, language, and layout evaluation, including pilot testing, as pointed out by Creswell and others (Creswell & Creswell, 2023; Fletcher & Sarkar, 2023; Hair, Black, Babin, & Anderson, 2022). Hence, this theme had reinforced the researcher's view that appropriate measurement practices were vital for accurately capturing the AQ-performance dynamics and to support evidence-based conclusions.

Trainings and the AQ-Performance Link

In this theme, the researcher highlighted how training, as one of the demographic variables, affected both resilience experiences and professional outcomes, thereby influencing the relationship between AQ and teacher performance. Further, other factors such as age, gender, length of service, and professional training influence teachers' exposure to stressors, coping strategies, and access to social and institutional support, as one of the significant findings of research (Popa-Velea, Diaconescu, & Mihailescu, 2023; Skaalvik & Skaalvik, 2023). These factors helped explain variations in adversity and job performance across individuals.

Cagape and company (Cagape, Dagua, & Manog, 2024; Costantine, Torres, & Egan, 2025; Haq, 2025; Mayangsari, Suyatno, & Pambudi, 2025) emphasized that continuous training strengthens adaptive capacity, while the influence of age and gender remained inconsistent and context-dependent. Further, the researcher found particularly compelling research showing that demographic variables such as training might function not only as background characteristics but also as a mediator or moderator in the relationship between psychological aspects and performance, according to Ahmad and company (Ahmad & Lim, 2022; Johnson, Park, & Cho, 2024).

This insight led the researcher to view demographics, particularly training, as an analytically significant variable that should be carefully considered in AQ–performance models rather than considered as mere descriptive data.

Strengthening AQ through Interventions and Supports

In this theme, the researcher emphasized the literature on enhancing AQ through individual and organizational initiatives. The reviewed literature demonstrated that adversity-oriented programs, such as workshops, coaching and mentoring, and positive-psychology interventions such as a reward system, could improve self-efficacy, emotional regulation, and work engagement among educators (García-Álvarez, Soler, & Pérez, 2023; Jin, Miao, & Lin, 2024). He further noted that mindfulness-based approaches and Job Demands - Resources (JD R) - aligned programs were effective in reducing burnout while promoting sustained professional functioning among teachers.

Beyond individual initiatives, the researcher highlighted the role of supportive organizational climates. Studies consistently revealed that collegial support systems, leadership practices, and positive school cultures strengthen the benefits of adversity-building efforts (Bardoel, Drago, & Cooper, 2022; Hartmann, Weiss, Newman, & Hoegl, 2022). From this, he inferred that division- or system-level initiatives had strong potential to enhance teachers' AQ and, eventually, their job performance. This theme led the researcher to conclude that improving AQ was both an individual and institutional accountability, requiring coordinated efforts to attain a sustainable impact.

To ensure comprehensiveness, rigor, and transparency in the identification of relevant literature, a systematic search strategy was employed following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses 2020 (PRISMA 2020) guidelines adapted for correlational studies (Page et al., 2021). Although the present study was a quantitative correlational survey rather than a systematic review, the PRISMA framework was applied to the literature review phase to document, in a verifiable and replicable manner, how studies were identified, screened, and selected for inclusion in this paper.

METHODOLOGY

Research Design

This research employed a descriptive–inferential design to determine the relationship between teachers' AQ (independent variable) and job performance (dependent variable), and to explore the predictive and mediating influence of training hours. Further, this design was appropriate for examining naturally occurring associations in educational settings (Baron & Kenny, 1986; Creswell & Creswell, 2023), specifically when the researcher did not manipulate variables but sought to determine patterns and predictors.

Setting and Participants

The study involved selected public secondary school teachers in a Schools Division of Ormoc City, Leyte, Philippines. Stratified random sampling across schools and subject areas was employed. The sample size of 30 participants was determined using Cochran's formula at 95% confidence.

Instruments

The study utilized a Survey Questionnaire containing three parts: (A) Adversity Quotient Questionnaire (CORE; 5-point Likert scale), which was adapted from Stoltz's (1997) Adversity Response Profile (ARP), (B) Teacher Job Performance Scale (IPCRF-aligned; 5-point Likert scale), which was adapted from Stronge (2018) Teacher Effectiveness Performance Standards; DepEd RPMS Indicators; and Philippine Professional Standards for Teachers (PPST), and (C) a single-item measure for Number of Hours of Training in the last five years. The instrument underwent expert review and pilot reliability testing (Cronbach's $\alpha \geq .70$).

Data Gathering Procedure

Permissions were sought from the Schools Division Office and school heads. After acquiring informed consent,

questionnaires were administered in an on-site or online modality. Responses were anonymized and stored with the highest degree of confidentiality.

Data Analysis

Descriptive statistics summarized the level of AQ, job performance, and training hours attended by research respondents. Pearson correlation examined AQ - performance links. Furthermore, a Mediation Analysis evaluated AQ and training hours as predictors of performance. Mediation was assessed using path analyses.

Ethical Considerations

Participation was voluntary, with respondents informed of their right to withdraw at any time. Informed consent, confidentiality, and data security adhered to educational research standards consistent with the principles set forth by one of the Schools Division Offices in the region.

RESULTS AND DISCUSSION

Level of teachers' Adversity Quotient, Job Performance, and Training Hours

The descriptive statistics below revealed that teachers have moderately high levels of Adversity Quotient ($M = 3.11$) and Job Performance ($M = 3.14$), with close mean, median, and mode values, indicating consistency in responses. Moreover, AQ and JP are normally distributed based on the Shapiro–Wilk test ($p > .05$), which suggested stable levels across respondents. Training Hours showed a higher mean ($M = 3.33$) and a significant Shapiro–Wilk result ($p = .002$), implying unequal distribution of training exposure.

The results implied that teachers generally demonstrated resilience and satisfactory performance, consistent with recent studies disclosing moderate to high AQ and job performance among teachers (Pepito & Digamon, 2026; Pino & Merin, 2021). At any rate, disparities in training hours suggested the need for more equitable and sustained professional development, especially since training might strengthen teachers' ability to translate AQ into improved job performance.

Table 1. Level of Teachers' Adversity Quotient, Job Performance, and Training Hours

Indicators	Mean	Interpretation
Adversity Quotient (AQ)		
Control (CO)	3.15	Average
Ownership (OW)	2.97	Average
Reach (RE)	3.28	High
Endurance (EN)	3.02	Average
Weighted Mean	3.11	Average
Job Performance (JP)		
Instructional Competence	3.09	Average
Classroom and Learning Environment Management	3.03	Average
Professional Responsibilities and Compliance	3.23	High
Learner Outcomes and Feedback	3.20	Average
Weighted Mean	3.14	Average
Training Hours	3.33	High

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.20 = Average; 3.21–4.20 = High; 4.21–5.00 = Very High.

Table 2. Test of Normality Using Shapiro–Wilk

Variable	Shapiro–Wilk Statistic (W)	p-value	Interpretation
Adversity Quotient (AQ)	0.974	.645	Normally distributed

Job Performance (JP)	0.974	.648	Normally distributed
Training Hours	0.872	.002	Not normally distributed

Relationship Between Adversity Quotient and Job Performance.

The results presented a very strong and statistically significant positive relationship between teachers' AQ and Job Performance ($p = 0.883$, $p < .001$). This indicated that teachers who demonstrated greater control, ownership, reach, and endurance in dealing with challenges tended to exhibit higher levels of job performance. The strength of the correlation suggested that AQ was a key personal resource that supported teachers in sustaining effectiveness despite workplace demands and adversities. Similar findings were reported recently (Pepito & Digamon, 2026; Pino & Merin, 2021), which emphasized that higher AQ among teachers was associated with improved teaching performance

This finding implied that strengthening teachers' capacity to handle adversity could contribute directly to improved job performance in the Schools Division of Ormoc City, Leyte, Philippines. Professional development initiatives, particularly sustained training programs, may enhance teachers' resilience and adaptive skills, hence reinforcing performance outcomes. Consistent with recent literature (Pepito & Digamon, 2026; Manzon, 2021), investing in resilience- and coping-focused interventions could help teachers remain effective and productive even in challenging situations.

Spearman's Correlations					
			n	Spearman's rho	p
AQ	-	JP	30	0.883***	< .001
* $p < .05$, ** $p < .01$, *** $p < .001$					

Mediation Analysis on the Number of Hours of Training Towards AQ and Job Performance

The path analysis results indicated that training hours did not have a significant effect on teachers' job performance ($\beta = -0.098$, $p = .228$), nor did adversity quotient significantly predict the number of training hours attended ($\beta = 0.162$, $p = .360$). In contrast, adversity quotient showed a very strong and statistically significant direct effect on job performance ($\beta = 0.911$, $p < .001$). The model explained a substantial portion of the variance in job performance ($R^2 = 0.810$), while adversity quotient accounted for only a minimal proportion of the variance in training hours ($R^2 = 0.026$).

These findings indicated that training hours did not mediate the relationship between adversity quotient and job performance. Instead, teachers' job performance was largely influenced by their level of adversity quotient, highlighting the importance of resilience and coping ability over the mere accumulation of training hours. This implies that school interventions should prioritize strengthening teachers' psychological capacities alongside professional development initiatives to enhance overall job performance.

Table. Path Coefficients of the Structural Model

Path	Standardized Estimate (β)	Standard Error	z-value	p-value	R^2
Training Hours $\rightarrow$ Job Performance	-0.098	0.081	-1.207	.228	—
Adversity Quotient $\rightarrow$ Job Performance	0.911	0.031	29.450	< .001	—
Adversity Quotient $\rightarrow$ Training Hours	0.162	0.177	0.916	.360	—
Job Performance (JP)	—	—	—	—	0.810
Training Hours	—	—	—	—	0.026

Decision on the Null Hypotheses

There is no significant correlation between Adversity Quotient and job performance among teachers.

This hypothesis was rejected since Spearman's correlation analysis shows a strong, positive, and statistically significant relationship between AQ and job performance ($\rho = 0.883$, $p < .001$). The results showed that teachers with higher adversity quotient tended to demonstrate higher levels of job performance, providing sufficient evidence that a significant relationship had existed between the two variables.

The Number of Hours of Training does not mediate the AQ–performance relationship.

This hypothesis was accepted (failed to reject). The mediation analysis revealed that adversity quotient significantly predicts job performance ($\beta = 0.911$, $p < .001$), but adversity quotient did not significantly predict training hours ($\beta = 0.162$, $p = .360$), and training hours did not significantly predict job performance ($\beta = -0.098$, $p = .228$). Since the necessary mediation paths were not significant, the number of hours of training did not mediate the relationship between adversity quotient and job performance.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it is recommended that school administrators and policymakers must implement programs that intentionally enhance teachers' Adversity Quotient, such as resilience-building workshops, mentoring, and psychosocial support programs. Since AQ has a direct influence on job performance, improving teachers' capacity to handle adversity may lead to sustained improvements in instructional effectiveness, as underscored by Pino and Merin 2021).

Moreover, as inputs for the conduct of Adversity Quotient-related enhancement activities, professional development programs should be reoriented toward quality, relevant, and reflective practice, rather than focusing only on accumulating training hours. Needs-based training better supports teachers in translating resilience into enhanced job performance, aligning with recent evidence that meaningful professional learning has a greater impact than training duration alone (Pepito & Digamon, 2026).

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