

Adversity Quotient, Resiliency, and Performance of Teachers, in Relation to Academic Achievement of Students: Basis for Intervention

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DOI: <https://doi.org/10.47772/IJRISS.2026.100800986>

Received: 07 September 2026; Accepted: 12 September 2026; Published: 22 September 2026

ABSTRACT

This study determined the levels of Adversity Quotient, resiliency, and performance among public Junior and Senior High School teacher-advisers and examined their relationship with students' academic achievement. A descriptive-correlational research design was employed, involving 130 permanent teacher-advisers from four public secondary schools in Districts 1 and 2 of a Division in the Negros Island Region during School Year 2025-2026. Total enumeration was used to include all qualified teacher-advisers. Data were gathered using standardized questionnaires to determine the respondents' demographic profile, Adversity Quotient, and resiliency levels. Teacher-advisers' performance ratings and students' academic achievement records were also utilized. Descriptive and inferential statistics were used to analyze the data. The respondents were predominantly female, married teacher-advisers aged 26 to 31 years, with master's degree units and 6 to 10 years of teaching experience. The findings revealed that teacher-advisers' performance and students' academic achievement were both at an outstanding level. However, no significant relationship was found between teacher-advisers' performance and students' academic achievement. The findings further showed that teacher-advisers had an average level of Adversity Quotient and a high level of resiliency. Likewise, no statistically significant relationships were found among Adversity Quotient, resiliency, and students' academic achievement. The study suggests that factors other than teacher-advisers' Adversity Quotient, resiliency, and performance may influence students' academic achievement. Hence, schools are encouraged to sustain initiatives that promote teacher performance and student achievement while strengthening teacher-advisers' Adversity Quotient and resiliency.

Keywords: Adversity Quotient; Resiliency; Teacher Performance; Teacher-Advisers; Students' Academic Achievement

INTRODUCTION

A Japanese proverb states, "The bamboo that bends is stronger than the oak that resists." This wisdom emphasizes the value of adaptability and resilience in overcoming challenges and thriving amid change. In an increasingly complex and dynamic world, individuals face personal, social, and professional demands that require them to adjust effectively, persevere through difficulties, and maintain productivity despite hardships (Llamas et al., 2025).

Consistent with this perspective, Stoic philosophy emphasized that true strength did not stem from resisting change but from responding to it with flexibility, wisdom, and perseverance. As uncertainty, stress, and pressure have become more prevalent in contemporary society, adaptability and resiliency have been recognized as essential psychological resources that support well-being and facilitate success in challenging circumstances (Holliman et al., 2021; Zhang & Luo, 2023).

These qualities are particularly significant for teachers. Schools have undergone substantial changes due to

new curricula, technological advancements, innovative teaching methods, and heightened societal expectations. Consequently, teachers, especially those handling advisory, are required to do more than deliver effective instruction. They must adapt to evolving demands, manage increased workloads, integrate new technologies, and address diverse classroom challenges (Gurrea, 2021). Additional pressures include learning recovery initiatives, expanded administrative responsibilities, and greater accountability for student outcomes (Solis et al., 2025; Tolero & Acasio, 2026). These challenges underscore the necessity for teachers to develop psychological resources that enable them to remain skilled, effective, and committed to their profession.

Adversity quotient (AQ) and resiliency are two critical attributes for teachers. AQ refers to an individual's capacity to respond effectively to challenges, adapt to difficult situations, and persevere in the face of adversity (Pino & Merin, 2021). Teachers with high Adversity Quotient demonstrate greater perseverance, emotional regulation, adaptability, and problem-solving skills when confronted with professional challenges. Studies have shown that Adversity Quotient contributes significantly to teachers' professional competence and effectiveness, particularly during periods of uncertainty and change (Widodo et al., 2022; Pino & Merin, 2021). While resiliency enables teachers to recover from setbacks and persist in pursuing their objectives, even under adverse conditions, resilient teachers are more likely to sustain motivation, foster positive classroom environments, and maintain commitment to their students (Mullen et al., 2021).

Although numerous studies have examined Adversity Quotient and resiliency, limited evidence exists regarding how these attributes interact and influence students' academic achievement in Philippine public high schools. Teachers in the Philippine educational system encounter numerous professional and personal challenges that may affect their well-being and instructional effectiveness. Consequently, understanding how teachers cope with adversity and the factors that promote resiliency is crucial for supporting teaching and improving student outcomes (Banal & Ortega-Dela Cruz, 2022). Examining these attributes may provide valuable insights for developing interventions and support programs that enhance teachers' competencies, well-being, and instructional performance. Therefore, this study determined the levels of Adversity Quotient, resiliency, and performance among Junior and Senior High School teacher-advisers from four public secondary schools in Districts 1 and 2 of a Division in the Negros Island Region during School Year 2025-2026, and examined their relationship with students' academic achievement.

METHODOLOGY

This study employed a descriptive-correlational research design to determine the levels of Adversity Quotient, resiliency, and performance among public Junior and Senior High School teacher-advisers and to examine their relationships with students' academic achievement. The study was conducted during School Year 2025–2026 among permanent Junior and Senior High School teacher-advisers from four public secondary schools in Districts 1 and 2 of one Schools Division in the Negros Island Region. A total of 130 teacher-advisers participated in the study, comprising 37 Junior High School and 21 Senior High School teachers from the first school; 12 Junior High School and 7 Senior High School teachers from the second school; 11 Junior High School and 25 Senior High School teachers from the third school; and 12 Junior High School and 5 Senior High School teachers from the fourth school. Total enumeration was employed because all qualified teacher-advisers in the identified schools were included in the study. The academic achievement records of learners enrolled in the advisory classes of the participating teachers during the same school year were also included.

Data were gathered using standardized instruments aligned with the objectives of the study. The questionnaire consisted of three parts. The first part obtained the respondents' demographic profile in terms of age, civil status, sex, highest educational attainment, and length of service. The second part utilized the Adversity Response Profile (ARP®) developed by Paul G. Stoltz to measure Adversity Quotient based on the four dimensions of the CO₂RE model: Control, Origin/Ownership, Reach, and Endurance. The instrument contained 20 hypothetical scenarios, with five scenarios representing each dimension, and responses were rated using a five-point scale ranging from Very Low to Very High. The third part consisted of a 16-item Resilience Quiz adapted from the i-resilience framework developed by Cary Cooper, Jill Flint-

Taylor, and Michael Pearn. It assessed resiliency in terms of social support, confidence, adaptability, and purposefulness, with four items assigned to each dimension. Responses were measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree, with negatively worded items reverse-scored.

The study also utilized existing school records to determine teacher performance and students' academic achievement. Teacher performance was measured using the summary ratings reflected in the Individual Performance Commitment and Review Form (IPCRF). Students' academic achievement was determined using the mean general average of learners enrolled in each participating teacher-adviser's advisory class, based on the academic records for School Year 2025–2026. The resulting advisory-class academic-achievement value was paired with the corresponding teacher-adviser's Adversity Quotient, resiliency, and performance rating for correlational analysis.

Before data collection, the researcher secured the necessary permissions from the appropriate educational authorities and school administrators. Letters requesting authorization were submitted to the Schools Division Superintendent, District Supervisors, and school heads of the participating schools. The teacher-advisers were informed about the purpose of the study and were assured that their responses and personal information would remain confidential. The questionnaires were administered through printed and digital formats. Following institutional approval, the researcher also secured the teachers' IPCRF summary ratings and the students' general averages from the appropriate school offices. The collected information was subsequently organized, encoded, tabulated, and prepared for statistical analysis.

Descriptive and inferential statistics were employed to analyze and interpret the collected data. Frequency and percentage distributions were used to describe the respondents' demographic characteristics. Means and standard deviations were computed to determine the levels of teachers' Adversity Quotient, resiliency, performance, and students' academic achievement. To determine the relationships between Adversity Quotient and students' academic achievement, resiliency and students' academic achievement, and teacher performance and students' academic achievement, Spearman's rank-order correlation coefficient (Spearman's rho) was employed. This nonparametric statistical procedure was appropriate for determining the strength and direction of monotonic relationships between the variables. Statistical significance was evaluated at the 0.05 level.

Ethical considerations were observed throughout the conduct of the study. Participation was voluntary, and the respondents were informed of the purpose and nature of the investigation before answering the questionnaire. Confidentiality and anonymity were maintained in handling the respondents' information and the academic records of the learners. Access to teacher performance ratings and students' academic achievement records was undertaken only after securing the necessary institutional authorization, and the collected data were used solely for the purposes of the research.

RESULTS AND DISCUSSIONS

Profile of Junior and Senior High School Teacher-Advisers

Table 1. Frequency and Percent Distribution of the Demographic Profile of Teachers.

Profile	Category	f	%
Age			
	26-31	37	28.46
	32-37	33	25.38
	38-43	25	19.23
	44-49	17	13.08

	50 & above	18	13.85
	Total	130	100.00
Civil Status			
	Single	53	40.77
	Married	74	56.92
	Widowed	3	2.31
	Total	130	100.00
Highest Educational Attainment			
	Bachelor's Degree	36	27.69
	Masteral (units only)	68	52.31
	Masteral(graduated)	22	16.92
	Doctoral (units only)	3	2.31
	Doctoral (graduated)	1	.77
	Total	130	100.00
Length of Service			
	5 years & below	32	24.62
	6 - 10 years	63	48.46
	11-15 years	21	16.15
	16-20 years	6	4.62
	21-25 years	2	1.54
	26 years & above	6	4.62
	Total	130	100.00
Sex			
	Female	107	82.31
	Male	23	17.69
	Total	130	100.00

The results in Table 1 showed that in terms of age, thirty-seven Junior High and Senior High School teacher-advisers, or 28.46%, were aged 26–31 years. This was the majority age group among the overall respondents. The next-largest group consisted of thirty-three teacher-advisers, or 25.38%, who were aged 32–37 years. Additionally, twenty-five teacher-advisers, or 19.23%, were aged 38–43 years, while eighteen teacher-advisers, or 13.85%, were aged 50 years and above. The smallest group, comprising seventeen teacher-advisers, or 13.08%, was aged 44–49 years.

The data revealed a predominantly young teaching workforce, with many educators in the early and productive stages of their careers. Most Junior and Senior high school teacher-advisers were younger and often more open to educational innovations, technology integration, and modern teaching practices. Early-career teachers also tended to actively participate in professional growth and development to enhance their instructional skills and advance their careers. This finding was consistent with the study of Campao (2024), which reported that most public junior high school teachers in the Second Congressional District of Bohol were 26 to 30 years old, suggesting a relatively young and active teaching workforce. The study further

noted that many teachers were in the early stages of their professional careers and were pursuing graduate studies, indicating strong potential for professional growth and long-term service in the education sector.

Similarly, Lacandazo et al. (2022) found that the majority of public secondary school teachers in Bataraza, Palawan were 30 to 34 years old, demonstrating that a substantial proportion of the teaching force belonged to younger and middle-adult age groups. The findings suggested a workforce in productive career stages, with many teachers already accumulating professional experience and pursuing advanced educational qualifications.

The prevalence of teachers aged 26 to 37 years indicated an active and productive teaching workforce characterized by career development, professional engagement, and opportunities for continued growth. Such age groups were generally associated with increasing professional competence, adaptability, and long-term contributions to educational service delivery.

The table also revealed that, in terms of civil status, seventy-four Junior and Senior high school teacher-advisers, or 56.92%, were married. Fifty-three of them, or 40.77%, were single, and three teacher-advisers, or 2.31%, were widowed.

The predominance of married teachers indicated that many balanced professional responsibilities with family obligations. Married teachers often demonstrated greater stability, commitment, and emotional maturity, which influenced their work attitudes, professional engagement, and ability to manage the demands of the teaching profession. This finding was consistent with the study of Campao (2024), which reported that most public junior high school teachers in the Second Congressional District of Bohol were married, suggesting that marriage was a common characteristic among public-school teachers and often coincided with established family and professional roles.

Similarly, Lacandazo et al. (2022) found that the majority of public secondary school teachers in Bataraza, Palawan were married, indicating that this demographic trend was likewise evident in other educational settings in the Philippines. The prevalence of married teachers across different regions suggested that many educators simultaneously managed family commitments and professional responsibilities while maintaining satisfactory levels of job performance and professional engagement.

These findings implied that marital status was an important demographic characteristic that could influence teachers' work experiences, support systems, and overall well-being. The presence of family support may have helped teachers cope with occupational challenges, maintain work-life balance, and sustain professional commitment despite the demands associated with the teaching profession.

Moreover, the table showed that in terms of highest educational attainment, sixty-eight Junior and Senior high school teacher-advisers, or 52.31%, had earned master's degree units, while thirty-six teachers, or 27.69%, held only a bachelor's degree. Meanwhile, twenty-two teachers, or 16.92%, had completed a master's degree, three teachers, or 2.31%, had completed doctoral units, and only one teacher, or 0.77%, had completed a doctoral degree.

These findings indicated a strong commitment among teachers to professional advancement and continuing education. The substantial proportion of teachers pursuing graduate studies reflected both compliance with professional development requirements and motivation for career progression. However, the relatively small number of doctoral degree holders highlighted opportunities for further academic advancement within the teaching workforce. Campao (2024) found that most public junior high school teachers in the Second Congressional District of Bohol were enrolled in master's degree programs during the conduct of the study, indicating a strong commitment to continuous professional development and lifelong learning among educators. Teachers' pursuit of graduate studies reflected their desire to improve instructional competence, expand professional knowledge, and increase opportunities for career progression.

These findings suggested that graduate education remained an important avenue for teacher development. By pursuing advanced academic qualifications, teachers enhanced their pedagogical knowledge, research

skills, and professional competencies, enabling them to respond more effectively to changing educational demands and diverse learner needs. Furthermore, the prevalence of teachers undertaking graduate studies demonstrated a culture of continuous learning within the teaching profession, which supported professional growth, leadership development, and improved educational practice.

In terms of length of service, the data revealed that sixty-three Junior and Senior high school teacher-advisers, or 48.46%, had 6–10 years of teaching experience. It also showed that thirty-two teachers, or 24.62%, had spent 5 years or less, while twenty-one teachers, or 16.15%, had 11–15 years of service in teaching. However, six teachers, or 4.62%, had spent 16–20 years and 26 years and beyond. And two teachers, or 1.54%, had rendered 21–25 years of service.

The results indicated that most respondents were in the early to middle stages of their teaching careers. Having six to ten years of experience suggested sufficient exposure to classroom instruction, curriculum implementation, and student management while still maintaining professional adaptability and motivation for growth. Studies in Palawan indicated that most teachers have six to ten years of service, mirroring a nationwide trend among mid-career educators in public schools (Lacandazo et al., 2022). Campao (2024) similarly found that many teachers had served between three and seven years, suggesting that Philippine schools were primarily staffed by educators in the developmental stage of their professional careers.

Hence, teaching experience enhanced teacher effectiveness and student engagement in the classroom. Through years of practice, teachers developed stronger instructional skills, classroom management techniques, and professional competence, enabling them to respond more effectively to learners' needs. Experience also contributed to the development of resilience, self-efficacy, and adaptive strategies that supported effective teaching in diverse educational contexts (Duan et al., 2023; Zhang & Luo, 2023).

Moreover, teaching experience was positively associated with student achievement and overall school effectiveness. As teachers accumulated professional knowledge and refined their instructional practices, they were better able to facilitate meaningful learning experiences, maintain student engagement, and promote academic success. Research similarly indicated that teaching quality and effective instructional delivery were significant contributors to improved student learning outcomes and academic performance (Engida et al., 2024).

These findings suggested that experienced teachers played a vital role in promoting educational quality by combining pedagogical expertise, professional judgment, and effective classroom practices. Consequently, length of service and accumulated teaching experience remained important factors in understanding teacher performance, instructional effectiveness, and their contribution to student achievement.

The final demographic variable used in the study, as shown in Table 1, is the sex of the teachers. Based on the data presented, one hundred seven teacher-advisers, or 82.31%, were female, and twenty-three teacher-advisers, or 17.69%, were male. This evidence showed that the teaching profession continues to be dominated by women.

The result corroborated the study of Pablo et al. (2025), which reported a higher proportion of female teachers in Philippine public schools, and Oplas (2024), who likewise found that most public-school teachers were female. This trend is further supported by UNESCO (2023), which recognized teaching as a predominantly female profession worldwide, particularly at the primary and secondary levels. The predominance of female teachers may reflect conventional gender roles associated with nurturing, caregiving, and educational responsibilities, which continue to influence workforce composition in the education sector.

Teachers' Adversity Quotient and Its Dimensions

Table 2. Level of Teachers' Adversity Quotient as a whole and in terms of Control, Origin/Ownership, Reach, and Endurance.

Statements	Mean	SD	Interpretation
Control	3.11	0.40	Average
To what extent can you completely influence the situation if:			
1. You suffer a financial setback.	3.05	0.55	Average
2. People respond unfavorably to your latest ideas.	3.01	0.60	Average
3. Your personal and work obligations are out of balance.	3.14	0.62	Average
4. You are not exercising regularly though you know you should.	3.04	0.65	Average
5. Your computer crashed for the third time this week.	3.32	0.84	Average
Ownership	3.18	0.50	Average
To what extent do you feel completely responsible for improving the situation if:			
6. You are overlooked for a promotion.	3.24	0.66	Average
7. Someone you respect ignores your attempt to discuss an important issue.	3.18	0.71	Average
8. Your workplace is understaffed.	3.17	0.68	Average
9. Your organization is not meeting its goals.	3.24	0.68	Average
10. The meeting you are in is a total waste of time.	3.06	0.71	Average
Reach	3.10	0.53	Average
To what extent will the consequences of the situation quickly pass if:			
11. You are criticized for a big project that you just completed.	3.09	0.70	Average
12. The high-priority project you are working on gets cancelled.	3.00	0.66	Average
13. You hit every red light on your way to an important appointment.	3.10	0.72	Average
14. You miss an important appointment.	3.28	0.77	Average
15. Your boss adamantly disagrees with your decision.	3.03	0.61	Average
Endurance	3.39	0.69	Average
To what extent do the consequences of the situation affect all aspects of your life if:			
16. You accidentally delete an important email.	3.41	0.94	Above Average
17. You are unable to take a much-needed vacation.	3.30	0.81	Average
18. After extensive searching, you cannot find an important document.	3.32	0.78	Average
19. You never seem to have enough money.	3.34	0.75	Average
20. You lost something important to you.	3.56	1.00	Above Average
Adversity Quotient As a Whole	3.19	0.41	Average

Legend: (4.21 – 5.00)-High; (3.41 – 4.20)-Above Average; (2.61 – 3.40)-Average; (1.81 – 2.60)-Below Average; (1.00 – 1.80)-Low

The results presented in Table 2 revealed that teachers demonstrated a high overall Adversity Quotient (AQ), with a mean score of 3.19 (SD = 0.40). This finding suggested that teachers possessed a strong capacity to cope with work-related challenges and maintained effectiveness when faced with adversity. When it comes to the four AQ dimensions, the data further showed that Endurance obtained the highest mean score (M = 3.39), indicating that teachers tended to perceive difficulties as temporary and manageable. This was followed by Origin/Ownership (M = 3.18), Control (M = 3.11), and Reach (M = 3.10). Overall, the relatively high scores across all dimensions reflected teachers' ability to adapt to professional challenges.

Specifically, in terms of the AQ dimensions, teacher-advisers obtained an average AQ in the Control dimension with a mean score of 3.11 and a standard deviation of 0.40. This indicates that the teachers held a strong belief in their ability to manage and influence adverse situations. This finding suggested that the teacher-advisers tended to confront work-related problems with confidence and initiative rather than helplessness. It further indicated an adaptive mindset that enabled educators to remain solution-oriented when facing challenges in their professional responsibilities. Moreover, Adnan and Matore (2022) emphasized that the control dimension of Adversity Quotient enhanced an individual's ability to deal with difficult situations by fostering confidence, self-regulation, and psychological preparedness. Individuals who perceived a greater sense of control over adverse circumstances were more likely to respond proactively to challenges rather than feel overwhelmed by them. This sense of control enabled teachers to maintain focus, make informed decisions, and persevere despite obstacles encountered in the workplace.

Similarly, Widodo et al. (2022) affirmed that teachers with higher levels of control over adverse conditions demonstrated stronger professional competence, more effective decision-making skills, and sustained performance amid changing educational demands. Teachers who perceived themselves as capable of influencing outcomes were better able to adapt to instructional challenges, manage classroom complexities, and maintain their commitment to educational goals.

These findings were supported by resilience research, which suggested that perceived control was closely associated with teachers' self-efficacy, resilience, and work engagement. Teachers who believed that they could effectively manage challenges were more likely to remain motivated, cope successfully with stress, and sustain high levels of professional effectiveness (Li, 2023; Heng & Chu, 2023). Consequently, the control dimension of Adversity Quotient played an important role in strengthening teachers' capacity to overcome adversity, maintain emotional stability, and achieve positive professional outcomes. Furthermore, teachers who perceived a greater sense of control were more confident in handling classroom issues, administrative responsibilities, and teaching-related challenges. Their confidence enabled them not only to remain productive but also to make sound decisions and sustain effective teaching practices under stressful conditions. In addition, the teachers felt empowered to address problems and influence outcomes through their own actions. Supporting this view, Adnan and Matore (2022) noted that individuals with a high sense of control were better able to manage their reactions to challenges and remained effective in difficult situations. This claim was further supported by Widodo, Gustari, and Chandrawaty (2022), who stated that higher levels of adversity quotient among teachers, particularly in the dimension of control, were associated with greater professional competence and adaptability in the workplace. Consistent with Stoltz's Adversity Quotient Theory, teachers who felt a stronger sense of control during difficult circumstances were more likely to persevere and respond constructively to challenges. Overall, the high score in this dimension indicated that the teachers adopted a positive and proactive approach toward professional challenges, which positioned them to perform their roles more effectively.

The next AQ dimension, Origin/Ownership, obtained a mean score of 3.18 and a standard deviation of 0.50, which was interpreted as Average. Although it recorded the lowest mean score among the four AQ dimensions, it still contributed positively to the teachers' overall high AQ level. This dimension referred to an individual's willingness to accept responsibility for addressing problems regardless of their source. The finding suggested that teachers who demonstrated a higher sense of ownership tended to avoid excessive

blame and instead focused on identifying practical solutions to challenges encountered in their professional responsibilities.

In the same manner, teacher-advisers generally demonstrated a satisfactory level of accountability and responsibility in managing workplace issues. They were more actively involved in addressing classroom concerns, improving instructional practices, and collaborating with colleagues to resolve problems. However, compared with the other AQ dimensions, this aspect showed greater potential for improvement. This finding highlighted the need for professional development programs that emphasized reflective practice, accountability, and problem-solving skills. Consistent with the present finding, Pino and Merin (2021) claimed that educators with stronger ownership characteristics were more likely to overcome difficulties and remain productive in challenging situations.

The next AQ dimension was the Reach dimension, which referred to an individual's ability to prevent difficulties in one area of life from negatively affecting other areas. Based on the table, data showed an average interpretation with a mean score of 3.10 and a standard deviation of 0.53. Among the four AQ dimensions, this has the lowest mean score. Individuals with a high level of reach were generally able to contain setbacks and prevent them from influencing their overall functioning and responsibilities. However, the finding suggested that although the teachers demonstrated a relatively positive level of reach, they experienced greater difficulty in limiting the effects of problems compared with the other AQ dimensions. This implied that challenges encountered in one aspect of their professional or personal lives occasionally influenced other areas of functioning. Given the multiple demands placed upon teachers by students, administrators, parents, and the community, maintaining clear emotional and professional boundaries remained an important but challenging aspect of their work.

Consistent with this finding, Biñas and Siason (2024) reported that teachers who effectively coped with adversity were able to sustain satisfactory performance even in the post-pandemic educational environment. Similarly, Adnan and Matore (2022) found that individuals with a stronger sense of reach were better able to minimize the negative effects of adversity and maintain productivity despite challenges. These studies suggested that strengthening the reach dimension could further enhance teachers' ability to manage difficulties without allowing them to adversely affect other professional responsibilities. Overall, the relatively lower score in this dimension highlighted an area for improvement in teachers' adversity quotient and underscored the importance of interventions that promote emotional regulation, resilience, and effective strategies in stress management.

In terms of the Endurance dimension, the data revealed a mean score of 3.39 and a standard deviation of 0.69, which was interpreted as average. This dimension reflected an individual's perception of how long adversity would persist. According to Paul G. Stoltz's Adversity Quotient (AQ) framework, a high level of endurance indicated that individuals viewed difficulties as temporary rather than permanent. This perspective enabled them to remain optimistic and persistent in pursuing their goals. The findings suggested that, in general, the teachers believed that the challenges they encountered in the workplace could be resolved over time. This optimistic outlook supported persistence and sustained educators' motivation during periods of uncertainty, stress, and organizational change. The relatively high score in this dimension indicated that many teachers possessed strong perseverance and were less likely to become discouraged by difficulties because they perceived adverse circumstances as temporary and manageable. Building endurance formed an essential component of resilience and professional competence. Supporting this view, Widodo et al. (2022) noted that a high adversity quotient helped teachers remain committed and effective even under unfavorable circumstances. Likewise, Reyes (2024) reported that teachers with higher levels of Adversity Quotient (AQ) demonstrated greater persistence, adaptability, and determination when confronting work-related challenges. These teachers were more capable of sustaining their motivation, maintaining instructional effectiveness, and responding positively to changing educational demands despite experiencing obstacles and pressures in the workplace. Their ability to persevere through difficulties enabled them to remain productive and committed to their professional responsibilities.

Similarly, Adnan and Matore (2022) found that individuals with higher AQ levels were better able to overcome challenges and remain focused on achieving their goals despite adverse circumstances. The researchers emphasized that endurance, as a dimension of AQ, helped individuals view difficulties as temporary rather than permanent, thereby encouraging persistence and sustained effort.

These findings were further supported by Heng and Chu (2023), who reported that resilience positively influenced teachers' work engagement and professional effectiveness. Teachers who demonstrated resilience and perseverance were more likely to remain committed to their work, manage occupational stress effectively, and maintain high levels of performance despite workplace challenges. Consequently, endurance served as an important protective factor that strengthened teachers' resilience, professional commitment, and overall effectiveness in demanding educational environments (Heng & Chu, 2023). Overall, the teacher-advisers demonstrated an average level of Adversity Quotient ($M = 3.19$, $SD = 0.41$), indicating a generally positive capacity to cope with challenges encountered in their professional responsibilities. The finding suggested that they were able to remain functional, committed, and productive despite the complex demands of teaching and advising. However, it also highlighted the need for continued support and professional development to further strengthen adversity management skills. In line with Stoltz's Adversity Quotient Framework, enhancing the CORE dimensions may help teacher-advisers become more adaptive, persistent, and effective in meeting the ever-changing demands of the educational environment.

Teachers' Resiliency and Its Dimensions

Table 3. Level of Teachers' Resiliency as a whole and in terms of Social Support, Confidence, Adaptability, and Purposefulness.

Statements	Mean	SD	Interpretation
Social Support	3.60	0.49	High Resilience
1. I have few people at work who I can speak to about issues in the office.	3.88	0.82	High Resilience
2. I find it easy to ask my colleagues for help.	4.05	0.99	High Resilience
3. Asking for assistance reveals weakness.	3.99	0.85	High Resilience
4. I am able to discuss my job and its challenges with people outside of work, such as family members and close friends.	2.48	0.90	Low Resilience
Confidence	3.33	0.50	Moderate Resilience
5. When given a new task, I'm confident that I'll succeed.	3.82	0.77	High Resilience
6. When a task doesn't go to plan, it affects my self-belief.	2.84	0.90	Moderate Resilience
7. I feel positive about the future.	4.25	0.74	Very High Resilience
8. Failures are hard to forget, and successes are hard to remember.	2.41	0.93	Low Resilience
Adaptability	3.69	0.49	High Resilience
9. When one attempt fails, I learn from it and change my approach next time.	4.22	0.68	Very High Resilience
10. I have strategies in place for dealing with stress.	3.72	0.86	High Resilience
11. When there is fundamental change, I struggle to come around to new ways of thinking.	3.22	0.90	Moderate Resilience
12. I am more likely to say "yes" than "no."	3.62	0.85	High Resilience

Purposefulness	3.46	0.61	High Resilience
13. When I encounter a difficulty, I lose sight of my goal quickly.	3.43	0.87	High Resilience
14. Sometimes I question my commitment to my job.	3.22	1.02	Moderate Resilience
15. I worry about issues that I have no control over.	3.12	0.84	Moderate Resilience
16. I have strong goals that are clear in my mind.	4.08	0.73	High Resilience
Resiliency As a Whole	3.46	0.43	High Resilience

Legend: (4.21 – 5.00)-Very High Resilience; (3.41 – 4.20)-High Resilience; (2.61 – 3.40)-Moderate Resilience; 1.81 – 2.60)-Low Resilience; (1.00 – 1.80)-Very Low Resilience

The results presented in Table 2 revealed that teachers demonstrated a high overall level of resiliency, as reflected by a mean score of 3.46 (SD = 0.43). The findings further showed the level of teachers' resiliency across four dimensions: social support, confidence, adaptability, and purposefulness.

This finding implied that teacher-respondents generally possessed a strong capacity to cope with professional challenges, adapt to changing circumstances, and maintain their effectiveness despite the demands of their profession. The relatively low standard deviation further suggested that the respondents exhibited comparable levels of resiliency, indicating a consistent pattern across the sample. This finding was supported by Hascher, Beltman, and Mansfield (2021), who emphasized that teacher resilience served as a protective mechanism that enabled educators to maintain their well-being and professional effectiveness when confronted with workplace pressures and adversities. Similarly, Zhang and Luo (2023) characterized resilient teachers as individuals who were capable of adapting effectively to challenges, recovering from difficulties, and sustaining positive performance in demanding educational environments. Taken together, these perspectives suggested that the high level of resiliency observed among the teacher-advisers may have contributed to their ability to navigate professional challenges while maintaining their well-being and effectiveness in the workplace.

Specifically, among the four dimensions, the teacher-advisers demonstrated a high resiliency level in adaptability, which obtained the highest mean score (M = 3.69, SD = 0.49). This result indicated that the teacher-advisers possessed a strong capacity to adjust to change and effectively manage the evolving demands of the teaching profession. The findings suggested that the teacher-advisers were able to modify their instructional approaches, respond to diverse needs of learners, and cope effectively with unexpected situations within the school environment.

Furthermore, the high adaptability score reflected the realities of teachers' daily experiences. As teacher-advisers, they regularly encountered changing schedules, varying student needs, curriculum adjustments, administrative requirements, and unforeseen challenges that required immediate responses. Despite these demands, the teachers appeared able to remain flexible and responsive, allowing them to continue fulfilling their responsibilities effectively. This ability to adapt was particularly important in helping them balance their instructional duties with their advisory roles while maintaining positive learning environments for students. The finding further suggested that the teacher-advisers were willing to embrace new strategies and approaches when faced with challenges. Rather than becoming discouraged by changes, they tended to adjust their methods and seek practical solutions to emerging concerns. Such flexibility likely enabled them to address students' academic, behavioral, and emotional needs more effectively.

The result was consistent with the study of Kaveri et al. (2024), which highlighted that adaptability enabled teachers to continue providing quality instruction despite disruptions and uncertainties. The study found that resilient educators drew on both personal and contextual protective factors to adjust to rapidly changing educational conditions and sustain effective teacher-child interactions during challenging circumstances. Furthermore, the researchers emphasized that adaptability helped teachers remain effective amid changing

environments by enabling them to respond constructively to emerging challenges, embrace new approaches, and maintain their professional commitment despite adversity.

Similarly, Kaveri et al. (2024) reported that adaptability and resilience were essential qualities that allowed educators to navigate educational disruptions while maintaining instructional quality. The findings suggested that teachers who were flexible and responsive to change were better able to cope with uncertainty, implement necessary adjustments, and sustain positive learning experiences for students. Likewise, adaptable teachers were more likely to sustain professional commitment and instructional effectiveness because they could respond constructively to difficulties rather than resist change. Thus, they respond positively to challenges instead of allowing obstacles to hinder their performance. By sustaining high levels of adaptability, teacher-advisers may be better equipped to meet the evolving students' needs, maintain instructional quality, and remain effective even in the face of uncertainty and change.

In terms of the resiliency dimensions, teacher-advisers also demonstrated a high level of resilience in social support, which obtained a mean score of 3.60 and a standard deviation of 0.49. This result indicated that the teacher-advisers generally had access to meaningful networks that provided encouragement, guidance, emotional reassurance, and practical assistance whenever they encountered challenges in their work. They generally relied on supportive workplace relationships, felt comfortable seeking help from colleagues, and viewed collaboration as a strength rather than a weakness. However, they appeared less inclined to share work-related challenges with family members and close friends, suggesting that external support networks could be further strengthened. Overall, the results emphasized the important role of social support in helping teacher-advisers remain resilient and effective despite the challenges of their profession.

For teacher-advisers, social support played a particularly important role because their responsibilities extended beyond classroom instruction. In addition to teaching, they regularly attended to students' academic concerns, behavioral issues, personal challenges, and various administrative tasks. These responsibilities often exposed them to stressful situations that required both emotional strength and professional judgment. The high score obtained in this dimension suggested that the teacher-advisers did not face these demands alone. Instead, they were able to rely on supportive colleagues who shared ideas and resources, administrators who provided guidance, and family members who offered understanding and encouragement during difficult periods.

The finding further implied that supportive relationships contributed significantly to the respondents' ability to remain resilient despite workplace pressures. When teachers felt understood, valued, and supported, they were more likely to cope effectively with stress, maintain a positive outlook, and continue performing their duties with confidence and commitment. Such support may have helped them recover more quickly from setbacks, manage workload demands, and sustain their motivation in fulfilling both instructional and advisory responsibilities. This result was consistent with the study of Bagdžiūnienė et al. (2023), who found that social support positively influenced teachers' emotional resilience and overall well-being. The findings of Awwad-Tabry et al. (2023) also supported resilience theory, which emphasized the importance of interpersonal relationships in helping individuals adapt to adversity. Teachers who received encouragement, advice, and practical assistance from colleagues, family members, administrators, and professional networks were better equipped to manage stress and maintain positive professional functioning. The researchers concluded that strengthening social support systems and providing ongoing professional assistance were important strategies for promoting teacher resilience and well-being.

In the same vein, in terms of the purposefulness dimension, teacher-advisers obtained a mean score of 3.46 and a standard deviation of 0.61, indicating a high level of resilience. The result suggested that the teacher-advisers generally possessed a clear sense of professional purpose and commitment to their educational responsibilities. This finding implied that they recognized the significance of their role in promoting student learning, development, and overall educational success. Despite the challenges associated with teaching and advisory responsibilities, the respondents appeared to remain focused on their goals and motivated to fulfill their duties effectively.

The high rating in purposefulness further indicated that the teacher-advisers derived meaning and value from their profession. As educators and advisers, they regularly encountered academic, behavioral, and administrative challenges; however, their strong sense of purpose likely enabled them to remain committed to supporting students and achieving desired educational outcomes. This sense of direction may have helped them persevere during difficult situations and maintain a positive outlook toward their work.

Nevertheless, the moderate scores obtained in the statements related to commitment and worrying about circumstances beyond one's control suggested areas that could still be strengthened. While they generally demonstrated resilience, some may have occasionally experienced uncertainty regarding their professional commitment or concerns about factors beyond their influence. Such experiences were understandable given the increasing demands placed upon teachers in contemporary educational settings.

The finding was supported by Bagdžiūnienė et al. (2023), who reported that resilience resources, including a strong sense of purpose and personal motivation, contributed positively to teachers' well-being and professional functioning. Likewise, Awwad-Tabry et al. (2023) found that resilient teachers were more likely to maintain positive growth, commitment, and effectiveness despite challenging circumstances.

Ultimately, teachers who maintained a strong sense of purpose were more likely to remain committed, productive, and responsive to the evolving needs of their students and school communities. According to Hascher et al. (2021), teachers who are guided by meaningful professional goals are more likely to sustain their motivation, well-being, and resilience amid occupational demands. Similarly, Zhang and Luo (2023) noted that a strong sense of professional mission and commitment enables teachers to persevere through challenges, remain engaged in their work, and adapt effectively to changing educational conditions. These findings support the view that purposefulness serves as a vital protective factor that strengthens teachers' resilience and long-term commitment to the profession. Hence, for teacher-advisers, this sense of purpose fosters persistence in addressing student concerns and strengthens their commitment to supporting learners' holistic development.

Meanwhile, the confidence dimension recorded the lowest mean score among the four dimensions ($M = 13.31$, $SD = 1.99$), although it remained within the high resilience category. This finding suggested that while the teacher-advisers generally believed in their capabilities as educators, confidence represented an area that could still be further strengthened. The result indicated that the respondents possessed a positive level of self-belief in performing their professional responsibilities; however, some may have experienced uncertainty when dealing with highly demanding situations, complex student concerns, or evolving educational expectations.

In the context of their work, confidence played a crucial role in helping teacher-advisers make decisions, manage classrooms effectively, address students' academic and behavioral needs, and carry out advisory responsibilities. The relatively lower score in this dimension did not necessarily indicate a lack of confidence. Rather, it suggested that the respondents recognized the challenges associated with their roles and may have continued seeking opportunities to enhance their skills and professional competence. As teacher-advisers, they were often required to balance instructional, administrative, and guidance-related responsibilities, which could sometimes affect their confidence in handling unfamiliar or complex situations.

The finding was consistent with the concept of teacher self-efficacy, which referred to an educator's belief in their ability to influence student learning and manage classroom challenges effectively. Confidence and self-efficacy were important factors that enabled teachers to perform their duties effectively and persist despite professional challenges. Teachers with higher levels of self-efficacy were more likely to approach difficulties with confidence, demonstrate resilience, and remain committed to their professional responsibilities. Research showed that self-efficacy positively influenced teachers' work engagement, instructional effectiveness, and ability to cope with workplace stress (Li, 2023; Heng & Chu, 2023).

Furthermore, resilient teachers with strong self-efficacy beliefs were better equipped to manage challenges, adapt to changing educational environments, and sustain positive professional outcomes. Similarly, Paller and Quirap (2024) found a positive relationship between teacher resilience and self-efficacy, suggesting that

confidence in one's professional abilities strengthened the capacity to cope with workplace challenges. Moreover, these findings were consistent with those of Li (2023), who found that self-efficacy, resilience, and emotional regulation significantly contributed to teachers' ability to cope with workplace stress and reduce burnout. Teachers with stronger self-efficacy beliefs demonstrated higher levels of resilience and were more successful in maintaining their well-being and effectiveness under stressful conditions. These studies suggested that confidence played an important role, enabling teachers to remain motivated, adaptable, and committed to their professional responsibilities. When teachers believed in their ability to address challenges effectively, they were more likely to remain calm during difficult situations, provide appropriate guidance to learners, and sustain positive relationships within the school community. Consequently, confidence not only influenced teacher well-being but also affected the quality of support and guidance provided to students.

In a nutshell, the high level of resilience demonstrated by the teacher-advisers suggested that they possessed the personal and professional resources necessary to effectively manage the diverse demands of their roles. The combined strengths reflected in their social support, confidence, adaptability, and purposefulness enabled them to navigate the complexities of teaching and advising while maintaining their effectiveness and well-being. These qualities likely helped them cope with challenges associated with monitoring students' academic progress, addressing behavioral concerns, coordinating with parents and stakeholders, and promoting learners' overall development.

Performance of Teachers

Table 4. Level of Teachers' Performance Based on their Performance Ratings.

Level of Performance of Teachers	f	Mean	SD	Interpretation
Outstanding	122	4.79	0.13	Outstanding
Very Satisfactory	8			
Satisfactory	0			
Unsatisfactory	0			
Poor	0			
Total	130			

Legend: (4.50 – 5.00) – Outstanding; (3.50 – 4.49) – Very Satisfactory; (2.50 – 3.49) – Satisfactory; (1.50 – 2.49) – Unsatisfactory; (Below 1.49) – Poor

Table 4 revealed that most Junior and Senior High school teacher-advisers received an Outstanding performance rating. Out of 130 respondents, 122 teachers were rated Outstanding, while 8 teachers got a Very Satisfactory rating. However, none of the teacher-advisers received Satisfactory, Unsatisfactory, or Poor ratings. The data showed that the overall mean performance rating was 4.79 with a standard deviation of 0.13, which was considered Outstanding according to the DepEd IPCRF rating scale.

The data also showed that most teacher-advisers received Outstanding ratings, which highlighted their strong achievement and dedication to their work. This suggested that these teacher-advisers consistently show high instructional skills, professional commitment, effective classroom management, and a focus on helping students grow. Their ratings indicated that they met or exceeded performance targets. More so, outstanding teachers' performance consistently exceeds expectations, and all objectives are achieved above established standards. Their outputs demonstrate exceptional quality, efficiency, initiative, and impact. Macayanan and Abalos (2023) noted that teachers with strong instructional skills, dedication, and ongoing professional growth are more likely to achieve excellent results. Moreover, an Outstanding rating served as an indication of exceptional performance characterized by a high level of job mastery, consistent achievement of performance targets, and significant contributions to organizational goals. Teachers who attained this rating demonstrated exemplary competence, initiative, innovation, and leadership in carrying

out their professional responsibilities. Such performance reflected the ability to exceed expectations and effectively contribute to the overall success of the school and the improvement of educational outcomes.

This description was consistent with the Department of Education's RPMS guidelines, wherein teachers receiving outstanding ratings consistently exceeded performance standards and demonstrated exemplary professional practice across key result areas and performance indicators. These results suggested that teacher-advisers have the skills and qualities needed to maintain high performance.

The data also revealed a small number of Junior and Senior high school teacher-advisers who received a Very Satisfactory rating. This means that their ratings consistently met objectives and made meaningful contributions to both the school and their students. However, the gap between Outstanding and Very Satisfactory ratings is minimal and may stem from slight differences in accomplishment, innovation, leadership, or the achievement of specific performance indicators.

On the contrary, none of the teacher-advisers received Satisfactory, Unsatisfactory, or Poor ratings in their performance. This means that none of the respondents merely met the minimum performance expectations and demonstrated performance deficiencies that required immediate corrective interventions. Rather, all teacher-advisers exceeded the required standards, reflecting a highly competent and productive teaching workforce. They fulfilled their professional responsibilities effectively and maintained acceptable and productive levels of professional practice.

In a nutshell, the high number of outstanding-rated teacher-advisers in this study likely resulted from their strong teaching skills, dedication to professional growth, and effective classroom methods. Macayanan and Abalos (2023) found that teachers with strong instructional skills and ongoing development tend to receive better performance ratings. Similarly, Hermoso and Brobo (2023) noted that professional competence and teaching ability have a big impact on teacher performance.

Academic Achievement of Students

Table 5. Level of Students' Academic Achievement Based on their Academic Ratings.

Level of Performance of Teachers	F	Mean	SD	Interpretation
Outstanding	20	85.58	3.36	Outstanding
Very Satisfactory	45			
Satisfactory	64			
Fairly Satisfactory	1			
Did Not Meet Expectations	0			
Total	130			

Legend: (90 – 100) – Outstanding; (85 – 89) – Very Satisfactory; (80 – 84) – Satisfactory; (75 – 79) – Fairly Satisfactory; (Below 75) – Did Not Meet Expectations

Table 5 showed that the students generally demonstrated a high level of academic achievement. Out of the 130 students, 64 students obtained Satisfactory ratings, followed by 45 students who achieved Very Satisfactory ratings, and 20 students who attained Outstanding ratings. Only one student received a Fairly Satisfactory rating, while no student fell under the Did Not Meet Expectations category.

The computed mean academic rating of 85.58 with a standard deviation of 3.36 was interpreted as Very Satisfactory based on the study's stated classification scale. This result indicated that the students generally demonstrated a very satisfactory level of academic achievement during School Year 2025–2026. The relatively low standard deviation suggested that the academic ratings were relatively close to the mean, indicating limited variability in students' academic performance. The relatively low standard deviation

further implied that the academic ratings were closely clustered around the mean, showing consistency in students' academic performance. The absence of students in the lowest achievement category also reflected that the group maintained acceptable academic standards.

The findings were consistent with recent educational research, which reported that higher academic achievement was often associated with effective learning environments, student engagement, and consistent academic support. Studies emphasized that students who received adequate instructional guidance, academic support, and access to educational resources tended to demonstrate stronger academic outcomes and higher levels of achievement. Kuhfeld and Lewis (2022) reported that schools with access to recovery resources and targeted academic support showed evidence of improved student achievement and academic rebounding, highlighting the importance of instructional interventions in promoting learning outcomes. Likewise, the National Center for Education Statistics (NCES, 2024) identified academic achievement and educational resources as important indicators of educational success, underscoring the role of supportive learning environments in fostering student performance.

In a nutshell, academic achievement was not determined solely by students' abilities but was also influenced by the quality of instruction, availability of learning resources, and educational support provided by schools and teachers. When learners received sufficient guidance, timely feedback, and access to appropriate educational materials, they were more likely to remain engaged in learning and achieve positive academic outcomes. Conversely, limited access to instructional support and educational resources could hinder learning progress and widen achievement gaps among students.

Relationship of Teacher's Adversity Quotient and Academic Achievement of Students

Table 6. Relationship between the Level of Adversity Quotient of Teachers and the Level of Academic Achievement of Students.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Adversity Quotient of Teachers vs. Level of Academic Achievement of Students	-0.116	0.190	Fail to Reject H_0	Not Significant

The data revealed the relationship between Junior and Senior High School teacher-advisers' adversity quotient and students' academic achievement. The analysis yielded a Spearman rank-order correlation coefficient (r_s) of -0.116 and a p-value of 0.190. Since the computed p-value is greater than the 0.05 level of significance, the study failed to reject the null hypothesis (H_0). Therefore, the findings indicated that no statistically significant relationship existed between teachers' adversity quotient and students' academic achievement.

The result implied that although a high Adversity Quotient (AQ) may help teachers cope effectively with challenges, manage stress, and remain committed to their profession, its influence on students' academic performance appears to be indirect rather than direct. Student achievement is shaped by a complex interplay of factors, including instructional quality, student motivation, parental involvement, socioeconomic conditions, access to learning resources, and the overall school environment (Romano et al., 2021). Academic success is therefore not solely dependent on teacher-related characteristics but also on various personal, social, and environmental influences. While teachers with a strong AQ are generally better equipped to navigate difficulties, maintain their well-being, and sustain effective teaching practices, this does not necessarily translate into higher academic performance among their students. Consequently, having a higher Adversity Quotient alone may not be sufficient to significantly influence students' academic achievement, as numerous other factors contribute to learning outcomes.

In the study of Hascher, Beltman, and Mansfield (2021), teachers' AQ was identified as an important personal resource that enables educators to maintain their well-being and effectiveness in the face of professional challenges; however, it does not directly determine student learning outcomes. Similarly, Mullen, Shields, and Tienken (2021) reported that teachers' capacity to overcome adversity was associated with greater professional commitment, retention, job satisfaction, and other positive professional outcomes. Their review emphasized that both individual and contextual factors of resilience influenced teachers' ability to persevere in the profession and adapt successfully to challenging circumstances. The researchers further highlighted that supportive school cultures and resilience-building practices contributed to teachers' long-term effectiveness and retention.

Nevertheless, Mullen et al. (2021) emphasized that educational outcomes were also shaped by broader contextual factors, including school culture, leadership support, collaboration among educators, and organizational conditions. These factors played an important role in fostering teacher resilience and creating environments that supported effective teaching and learning.

Likewise, Kim and Asbury (2021) argued that students' academic achievement was influenced by a combination of instructional, environmental, and individual factors rather than by teacher characteristics alone. Their research highlighted the importance of home environments, parental involvement, access to learning resources, student well-being, and school-level support in shaping learning outcomes. The researchers noted that teachers remained important contributors to student success; however, educational achievement reflected the interaction of multiple factors operating within and beyond the classroom. The findings of the present study supported these perspectives, as the results revealed no significant relationship between teachers' Adversity Quotient and students' academic achievement. This suggested that differences in teachers' ability to cope with adversity management were valuable attributes that contribute to teacher well-being, professional effectiveness, and classroom stability, their influence on academic achievement appeared to operate indirectly through other factors, such as instructional practices, classroom climate, student motivation, and institutional support. Furthermore, evidence indicated that teacher support and adversity quotient contributed to student outcomes by enhancing engagement, motivation, and socio-emotional development, which may subsequently influence academic performance (Romano et al., 2021). Therefore, while a strong Adversity Quotient remained an important characteristic for sustaining effective teaching and professional well-being, it may not independently determine students' academic achievement, as learning outcomes were influenced by a complex interplay of teacher-, student-, and school-related factors.

Relationship of Teachers' Resiliency and Students' Academic Achievement

Table 7. Relationship between the Level of Resiliency of Teachers and the Level of Academic Achievement of Students.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Resiliency of Teachers vs. Level of Academic Achievement of Students	-0.132	0.135	Fail to Reject H_0	Not Significant

The data revealed the relationship between Junior and Senior High School teacher-advisers' level of resiliency and students' academic achievement. The analysis found a Spearman rank-order correlation coefficient (r_s) of -0.132 and a p-value of 0.135. Because the p-value is higher than 0.05, the null hypothesis (H_0) is not rejected. This means there was no statistically significant relationship between teachers' resilience and students' academic achievement.

For this reason, the data implied that teachers' resiliency alone does not directly influence students' academic achievement. Though resilient teachers may be better equipped to manage stress, adapt to challenges, and maintain professional well-being, student achievement was influenced by numerous factors

beyond teacher resiliency. These factors may include instructional quality, student motivation, learning resources, parental involvement, socioeconomic conditions, school environment, and academic support systems. In addition, resiliency helped teachers manage the demands of their jobs, but it does not directly affect students' academic results. It encouraged good teaching practices and helped teachers remain in the profession. However, its effect on student achievement was likely indirect and shaped by other teaching and environmental factors. Similarly, Hascher, Beltman, and Mansfield (2021) explained that teacher resiliency was closely linked to well-being, adaptation, and the ability to handle professional challenges. Their study found that resiliency helped teachers remain effective during difficult times, but student outcomes relied on many other educational factors. Mullen, Shields, and Tienken (2021) also found that teacher resiliency supported perseverance, job satisfaction, and professional commitment, yet positive educational outcomes depend on many factors, such as school culture, leadership support, teaching methods, and the learning environment.

Relationship of Teachers' Performance and Students' Academic Achievement

Table 8. Relationship between the Level of Performance of Teachers and the Level of Academic Achievement of Students.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Performance of Teachers vs. Level of Academic Achievement of Students	0.056	0.527	Fail to Reject H_0	Not Significant

The findings presented in Table 8 on the previous page revealed that there was no significant relationship between the level of performance of teachers and the level of academic achievement of students ($r_s = 0.056$, $p = 0.527$). Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected, suggesting that teachers' performance ratings were not significantly associated with students' academic achievement in the context of the present study. The findings presented in Table 8 showed no statistically significant association between teachers' performance ratings and the academic-achievement indicator ($r_s = 0.056$, $p = .527$). Because the p-value was greater than the 0.05 level of significance, the null hypothesis was not rejected. The correlation coefficient indicated a very weak positive association; however, the association was not statistically significant in the present sample. Therefore, the findings do not provide sufficient statistical evidence to conclude that teacher performance was associated with students' academic achievement in this study.

This finding suggested that while teacher performance was an essential component of the educational process, it may not independently determine students' academic achievement. Student learning outcomes were influenced by a wide range of interrelated factors, including student motivation, family support, socioeconomic background, learning resources, school environment, and classroom engagement (Romano et al., 2021). Research has shown that improvements in teacher performance and evaluation systems do not always result in significant gains in student achievement, highlighting the complexity of educational outcomes. For instance, Bleiberg et al. (2021) found that large-scale teacher evaluation reforms produced little to no measurable impact on student achievement, despite efforts to enhance teacher effectiveness. Likewise, Song et al. (2021) reported that performance feedback for teachers improved instructional practices, but its effects on student achievement varied across subject areas, suggesting that other factors also contribute substantially to academic success.

Moreover, contemporary educational research emphasized that effective teaching influences student achievement through various mediating processes, such as quality instruction, meaningful feedback, classroom management, and positive teacher-student relationships (Romano et al., 2021). Teachers' feedback and instructional support have been found to enhance students' learning experiences and academic performance, but these effects often operate alongside personal and contextual factors. Consequently, the

non-significant result of the present study did not diminish the importance of teacher performance; rather, it indicated that student academic achievement was a multifaceted outcome that cannot be explained by teacher performance alone.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Teacher-advisers demonstrated an average level of Adversity Quotient ($M = 3.19$, $SD = 0.41$). Among its dimensions, Endurance obtained the highest mean, although it remained within the Average category. The findings indicate that the teacher-advisers generally demonstrated an average level of capacity to manage and respond to adversity.

Teacher-advisers demonstrated a high level of resiliency ($M = 3.46$, $SD = 0.43$), with Adaptability obtaining the highest mean among the four dimensions. This indicates that the respondents generally demonstrated strong resilience-related capacities in adapting to challenges and changing circumstances.

Teacher-advisers demonstrated an outstanding level of performance, with most respondents receiving Outstanding ratings. The overall performance findings indicate a high level of performance among the participating teacher-advisers.

The academic-achievement indicator obtained a mean of 85.58 ($SD = 3.36$), which was interpreted as Very Satisfactory based on the classification scale stated in the study. This indicates that the participating advisory classes generally demonstrated a very satisfactory level of academic achievement.

No statistically significant association was found between teachers' Adversity Quotient and the academic-achievement indicator ($r_s = -.116$, $p = .190$). Therefore, the study did not obtain sufficient statistical evidence to establish an association between these variables in the present sample.

No statistically significant association was found between teachers' resiliency and the academic-achievement indicator ($r_s = -.132$, $p = .135$). Thus, the findings do not provide sufficient statistical evidence of an association between teachers' resiliency and academic achievement in the present sample.

No statistically significant association was found between teachers' performance ratings and the academic-achievement indicator ($r_s = .056$, $p = .527$). Thus, the findings do not provide sufficient statistical evidence of an association between teacher performance and academic achievement in the present sample.

ACKNOWLEDGMENT

The researcher expresses sincere gratitude to Almighty God for His guidance, wisdom, strength, and blessings throughout the completion of this study.

Heartfelt appreciation is extended to the research adviser, statistician, dissertation panel members, and all academic mentors for their valuable guidance, constructive suggestions, and expertise, which greatly contributed to the improvement and completion of this research.

The researcher also gratefully acknowledges the administrators, school officials, and teacher-respondents for their permission, cooperation, time, and valuable participation during the data-gathering process. Sincere thanks are likewise extended to colleagues, friends, and classmates for their encouragement and moral support.

Most importantly, the researcher expresses profound gratitude to his family for their unconditional love, prayers, understanding, sacrifices, patience, and unwavering support. Their encouragement served as a constant source of strength and motivation throughout this academic journey.

Finally, the researcher extends heartfelt appreciation to everyone who contributed directly or indirectly to the successful completion of this study.

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