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SUSTAINING PERFORMANCE AGAINST THE ODDS: ADVERSITY QUOTIENT, RESILIENCE, AND JOB PERFORMANCE IN PUBLIC SECONDARY EDUCATION

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ABSTRACT

This study examines the relationship between the Adversity Quotient (AQ) and the job performance of school heads and teachers in public secondary schools within the 4th District of Leyte, Philippines. Utilizing a descriptive-correlational and mixed-methods research design, data were gathered from 47 school heads and 169 teachers across 47 educational institutions using standardized survey instruments and semi-structured interviews. The findings reveal that both school heads and teachers possess a "High" overall Adversity Quotient, driven particularly by strong scores in the "Reach" and "Ownership" dimensions, while "Endurance" scored moderately. Similarly, both cohorts demonstrated high overall job performance across institutional indicators. Bivariate correlation and regression analyses established a statistically significant positive relationship between AQ dimensions and job performance. Specifically, overall AQ strongly predicted the job performance of both school heads and teachers, explaining significant portions of variance in their professional outcomes. Furthermore, path and mediation analyses demonstrated that demographic profiles including age, gender, educational attainment, length of service, and training did not significantly mediate the relationship between AQ and job performance. This indicates that resilience operates as an intrinsic psychological driver of effectiveness independent of personal demographics. Consequently, the study highlights the critical need to embed universal resilience-building initiatives, mental health support, and targeted AQ enhancement programs into continuous professional development frameworks to sustain leadership effectiveness and teaching quality in resource-limited settings.

Keywords: Adversity Quotient, Job Performance, School Heads, Teachers, Resilience, Public Secondary Schools

1 INTRODUCTION

In today's educational landscape, the demand for quality learning has intensified the responsibilities of school heads and teachers. Beyond instructional and administrative competence, educators must possess the emotional and psychological resilience needed to manage workload pressures, classroom challenges, limited resources, and evolving policy reforms. Resilience enables educators to recover from setbacks, regulate stress, and sustain effective

performance despite adversity (Mansfield et al., 2023). One construct commonly used to explain this capacity is the Adversity Quotient (AQ), which comprises control, ownership, reach, and endurance. Individuals with higher AQ are more likely to perceive difficulties as manageable, accept responsibility for addressing them, limit their negative effects, and persist until problems are resolved (Maqsood et al., 2024).

In the Philippines, educational reforms intended to improve learning outcomes and global competitiveness have also expanded the duties of school personnel. Teachers frequently manage large classes, administrative requirements, community expectations, and curriculum implementation, while school heads confront resource constraints, personnel concerns, and accountability demands. These conditions may contribute to stress, emotional exhaustion, and reduced effectiveness. Recent Philippine studies show that teachers experience moderate to high stress related to workload, time constraints, learner behavior, and inadequate resources, making coping strategies and institutional support essential for sustaining performance (Casungcad et al., 2024). Similarly, school leaders' resilience has been linked with stronger instructional leadership and improved school performance, indicating that resilience is not merely a personal trait but a professional capacity that can be developed through support and training (Casugbo, 2024).

These concerns are particularly pronounced in the 4th District of Leyte, where school heads and teachers may face inadequate facilities, limited instructional materials, geographic isolation, large class sizes, and socio-economic hardship. Such conditions can intensify frustration, anxiety, and helplessness, which may remain unobserved but nevertheless affect leadership decisions, classroom management, and instructional quality. Although prior research has examined resilience and stress among Filipino educators, limited attention has been given to how the dimensions of AQ correlate with the job performance of school heads and teachers in this specific resource-limited setting. Existing evidence suggests that resilience is positively associated with teacher competence, self-efficacy, engagement, and well-being, while burnout and turnover intention are negatively associated with resilience (Frontiers in Psychology, 2023).

This study therefore examines the relationship between the Adversity Quotient and the job performance of school heads and teachers in public secondary schools in the 4th District of Leyte. It also considers whether demographic characteristics including age, gender, educational attainment, length of service, and relevant training influence AQ and performance. By identifying how control, ownership, reach, and endurance relate to leadership and teaching outcomes, the study may inform resilience-focused professional development, wellness programs, and leadership interventions. Ultimately, strengthening educators' capacity to respond constructively to adversity can support more effective schools, improved learner outcomes, and sustainable educational development in challenging local contexts.

2 METHODOLOGY

This study utilized a non-experimental quantitative research design, specifically incorporating a descriptive-correlational framework. Correlational methodologies are widely implemented to examine the degree and direction of linear relationships between multiple variables without experimental manipulation (Hong, 2020). In this study, quantitative metrics were gathered via standardized survey instruments to measure psychological variables such as resilience indicators alongside professional outcomes. Because ethical and logistical frameworks often preclude experimental intervention in school settings, correlational designs successfully capture naturalistic associations and structural patterns among educational personnel (Pellogo & Guhao, 2022). To ensure a comprehensive analytical depth, a qualitative approach using semi-structured interviews was integrated to capture participants' subjective perceptions regarding adversity and workplace challenges (Ahmad & Lim, 2020), thus contextualizing and validating the statistical findings through mixed-methods triangulation (Bartolome et al., 2025).

The study was conducted across public secondary schools situated in the 4th District of Leyte, Philippines, encompassing six municipalities and one chartered city. Specifically, the locale included Albuera (3 schools), Isabel (4 schools), Matag-ob (2 schools), Merida (4 schools), Kananga (3 schools), Palompon (5 schools), and Ormoc City (26 schools), totaling 47 educational institutions. The target population comprised 47 school heads and 169 teachers from these institutions. Purposive sampling was administered for school heads to leverage their substantial administrative leadership tenure (Pellogo & Guhao, 2022), while stratified random sampling was applied to teachers to secure representative distribution across subject areas, grade classifications, and years of professional service (Ahmad & Lim, 2020).

Data collection utilized a structured survey questionnaire divided into demographic tracking and core psychological evaluations, alongside an unstructured interview guide for qualitative narratives (Brew et al., 2021). Adversity Quotient was quantified using the Adversity Response Profile (ARP) core dimensions (Control, Ownership, Reach, and Endurance) established by Stoltz (1997, 2000), while job performance matrices were aligned with official standards (Ahmad & Lim, 2020). Following institutional approval from the College of Graduate Studies and respective Schools Division Offices, informed consent was secured from participants before deploying data collection instruments

(Bartolome et al., 2025). Quantitative metrics and interview transcripts were systematically organized and encoded into digital spreadsheets for subsequent examination (Brew et al., 2021).

Statistical evaluations were executed using descriptive metrics (means and standard deviations), bivariate correlation tests, multiple linear regression models, and mediation analyses to assess predictive capabilities (Hong, 2020). Internal consistency reliability of the instruments was verified through Cronbach's alpha coefficients (0.921 for school heads and 0.969 for teachers) (Pellogo & Guhao, 2022). Strict adherence to institutional research ethics was maintained throughout the investigation, protecting participant anonymity, ensuring voluntary withdrawal rights, and securing encrypted data files against unauthorized disclosure (Brew et al., 2021).

3 RESULTS AND DISCUSSION

3.1 Demographic Profile of School Heads and Teachers

Table 1: Demographic Profile of School Heads and Teachers

Variable	School Heads (n = 47)		Teachers (n = 169)	
	Frequency	%	Frequency	%
Age (in years)				
20–29	0	0.00	22	13.02
30–39	2	4.26	70	41.42
40–49	13	27.66	57	33.73
50–59	30	63.83	18	10.65
60 & above	2	4.26	2	1.18
Gender				
Male	17	36.17	45	26.63
Female	30	63.83	124	73.37
Educational Attainment				
Bachelor's Degree	0	0.00	29	17.16
BS Degree with MA Units	8	17.02	96	56.80
Master's Degree	16	34.04	36	21.30
MA with Doctoral Units	5	10.64	6	3.55
Doctorate Degree	18	38.30	2	1.18
Length of Service (in years)				
1–5	13	27.66	27	15.98
6–10	14	29.79	65	38.46
11–15	12	25.53	34	20.12
16–20	4	8.51	28	16.57
21 & above	4	8.51	15	8.88
Training Attended (in hours) within the last 5 Years				
a. Curriculum-related				
≤ 40 hours	15	31.91	10	5.92
41 - 80	4	8.51	16	9.47
81- 120	14	29.79	25	14.79
121-160	12	25.53	50	29.59

161 & above	2	4.26	68	40.24
b. Technical				
≤ 40 hours	19	40.43	0	0
41 - 80	5	10.64	0	0
81- 120	9	19.15	0	0
121-160	13	27.66	0	0
161 & above	1	2.13	0	0
*c. Management**				
≤ 40 hours	15	31.91	0	0
41 - 80	9	19.15	0	0
81- 120	15	31.91	0	0
121-160	8	17.02	0	0
161 & above	0	0	0	0

*For school heads only

Table 1 highlights distinct demographic differences between school heads and teachers. School heads were predominantly older (50–59 years), highly educated (holding master's or doctorate degrees), and experienced females, reflecting advanced leadership qualifications. In contrast, teachers were generally younger, had fewer years of service, and primarily possessed master's units rather than complete advanced degrees. Both groups actively engaged in professional development, with school heads prioritizing management and teachers focusing on curriculum. These findings underscore the need for targeted succession planning, gender equity policies, and ongoing professional growth to enhance overall educational leadership and teaching quality.

3.2 Adversity Quotient of School Heads and Teachers

Table 2: Adversity Quotient of School Heads and Teachers

Dimensions	**School Heads**			**Teachers**		
	Mean	SD	Interpretation	Mean	SD	Interpretation
Control	3.64	0.59	High	3.11	0.21	Moderate
Ownership	3.79	0.33	High	3.66	0.20	High
Reach	4.26	0.32	Very High	4.25	0.23	Very High
Endurance	3.04	0.43	Moderate	2.96	0.22	Moderate
Overall	3.68	0.431	High	3.50	0.215	High

Legend: 4.20-5.00 Very High; 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

The Adversity Quotient domains are Control, Ownership, Reach, and Endurance. Shapiro-Wilk normality tests for both school heads and teachers ($N = 169$) yielded p-values below the 0.05 threshold, indicating significant departures from a normal distribution. Although central tendency measures remained similar, the normality assumption was violated a common occurrence with Likert-scale data. Consequently, these findings establish that non-parametric statistical techniques are more appropriate for conducting further analyses in this study.

The Adversity Quotient (AQ) of school heads showed a high overall mean score of 3.68, led by the Reach (4.26) and Ownership (3.79) dimensions, indicating strong leadership capacity and accountability. This aligns with Payne et al. (2025), who emphasize the critical role of self-efficacy in educational leadership. Supporting this, a participant noted: "As a school head, I am expected to be a good example for my teachers. I need to show them that I am strong and resilient, using challenges and problems as opportunities to learn. It is not an easy task for me, but being resilient is a good way to lead as a school head (P6)." While Control was high (3.64), Endurance was moderate (3.04), reflecting a need for enhanced crisis resilience supported by agency and accountability, as discussed by Fenech (2024), and targeted coping strategies (Morgan et al., 2021).

Another participant emphasized: "There is really a need to be resilient as a school head because at the end of the day stresses are just there around but we need to move every time challenges happen (P5)." Similarly, teachers exhibited a high overall mean score of 3.50, with strong ratings in Reach (4.25) and Ownership (3.66), reflecting a deep commitment to their professional duties supported by self-efficacy in teacher persistence (Nguyen et al., 2025). A teacher shared: "To handle my frustrations, I take a pause, breathe in and out and then continue with my work because that is my responsibility as a teacher (P1)."

However, teachers reported lower Control (3.11) and moderate Endurance (2.96), pointing to potential fatigue and long-term coping challenges among educators (Sharma et al., 2025). Leveraging leadership resilience (Amels et al., 2021) and targeted resilience training for administrators and educators remain crucial for sustaining performance across educational levels (Robertson et al., 2025).

3.3 Job Performance of School Heads and Teachers

Table 3: Job Performance of School Heads

Indicators	Mean	SD	Interpretation
Instructional Leadership and Supervision	3.17	0.17	Moderate
Curriculum Development and Implementation	3.63	0.23	High
Quality Standards for Basic Education Program	4.38	0.19	Very High
Allocation of Resources and Transparency	3.75	0.21	High
Learning Environment	4.26	0.19	Very High
Implementation of other Programs, Activities and Projects	2.75	0.16	Moderate
Overall	3.66	0.19	High

Legend: 4.20-5.00 Very High; 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

School heads demonstrated high overall job performance, achieving very high ratings in Quality Standards and Learning Environment, alongside effective Resource Allocation supported by stakeholder collaboration. As noted by a participant facing resource constraints, "If resources are a problem, I ask for support from the parents and stakeholders (P3)."

However, moderate scores in Instructional Supervision and program management highlight areas for targeted development. These findings align with Reyes et al. (2020), connecting resilience to performance. Highlighting the motivational drive of resilience, a participant shared: "As a school head, it is very important to be resilient because stress is always around. But we need to keep moving forward (P5)." Furthermore, effective leadership significantly impacts school success (Akomodi, 2025). Strategic training is thus essential to enhance administrative efficacy.

Table 4: Job Performance of Teachers

Indicators	Mean	SD	Interpretation
Content Knowledge	2.84	0.17	Moderate
Learning Environment and Diversity of Learners	3.17	0.31	High
Curriculum Planning, Assessment, and Reporting	3.35	0.39	Very High
Community Linkages and Professional Engagement	3.53	0.31	High
Personal Growth and Professional Development	4.28	0.23	Very High
Overall	3.43	0.29	High

Legend: 4.20-5.00 Very High; 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

Teachers in Leyte's 4th District achieved a high overall job performance mean of 3.43, excelling in personal development, curriculum planning, and inclusive education. However, a moderate score in content knowledge and pedagogy (2.84) highlights gaps requiring targeted training. These findings align with Cerdan et al. (2025) and Arif et al. (2025) regarding teacher resilience and adaptability. Participant P5 noted, "I have experienced many different learners... These experiences have taught me how to adjust."

3.4 Correlation between Adversity Quotient and Job Performance of School Heads and Teachers

Table 5: Correlation Analysis between Adversity Quotient (AQ) and Job Performance of School Heads

Variable	AQ - C	AQ - O	AQ - R	AQ - E	Overall AQ
AQ – Control (AQ - C)	1				
AQ – Ownership (AQ - O)	0.80**	1			
AQ – Reach (AQ-R)	0.78**	0.75**	1		
AQ – Endurance (AQ – E)	0.69**	0.61**	0.74**	1	
Overall Adversity Quotient	0.91**	0.88**	0.92**	0.86**	1
Job Performance	0.33*	0.37*	0.54**	0.60**	0.52**

*Significant, p < 0.05, ** Highly Significant, p <0.001

Table 5 reveals a significant positive correlation between Adversity Quotient (AQ) dimensions and school heads' job performance, with Endurance (0.60) and Reach (0.54) showing the strongest relationships (p<0.01). These findings validate that resilience and adaptability are crucial for effective leadership. Supporting this, participant P5 noted standing firm amidst crises to make sound decisions for students. As highlighted by Stoltz (2022), high AQ equips leaders to persevere through challenges, suggesting that incorporating resilience strategies into professional development can enhance overall administrative effectiveness.

Table 6: Correlation Analysis between Adversity Quotient (AQ) and Job Performance of Teachers

Variable	AQ - C	AQ - O	AQ - R	AQ - E	Overall AQ
AQ – Control (AQ - C)	1				
AQ – Ownership (AQ - O)	0.69**	1			
AQ – Reach (AQ-R)	0.58**	0.69**	1		
AQ – Endurance (AQ – E)	0.58**	0.60**	0.69**	1	
Overall Adversity Quotient	0.82**	0.86**	0.87**	0.86**	1
Job Performance	0.65**	0.70**	0.60**	0.65**	0.76**

* Significant, p < 0.05; **Highly significant, p < 0.001

Data from table 6 reveal a strong, statistically significant positive correlation between teachers' Adversity Quotient (AQ) dimensions and job performance, with an overall AQ correlation of r=0.76. Dimensions such as Ownership (r=0.70), Control (r=0.65), Endurance (r=0.65), and Reach (r=0.60) indicate that teachers with higher resilience excel in managing classrooms and fulfilling professional duties. Supporting this, participant P11 noted that building a strong ability to handle tough situations creates a positive classroom environment.

These findings align with Stoltz (2022), who explained that individuals with high AQ manage stress and setbacks more effectively to enhance performance. Participant P10 emphasized staying calm and viewing teaching problems as learning opportunities rather than failures is an advantage. Furthermore, Goshalagini (2026) and JRF et al. (2024) note that while AQ is a vital predictor, other elements like school support and experience also influence outcomes. Ultimately, developing resilience through targeted teacher training programs can lead to better educational outcomes and sustained motivation, as supported by Reyes (2020).

3.5 Mediation Analysis of Demographic Profile on the Relationship Between Adversity Quotient and Job Performance of School Heads and Teachers

The data reveal that age significantly influences Adversity Quotient (AQ) with a regression coefficient of 1.003 (p=0.025), highlighting the need for age-tailored motivational strategies (Shukla et al., 2024). Conversely, education, length of service, and training showed non-significant impacts, with training exhibiting an anomalous negative coefficient (−12.419) that suggests potential data outliers. As noted by Nguyen et al. (2024), diagnosing outliers is essential to prevent biased estimates. These findings emphasize prioritizing attitude development while exercising caution with anomalous variables, supported by Reyna and Farley (2006).

Table 7: Direct Effects of Adversity Quotient, Demographic Profile on Job Performance of School Heads

Step	Regression Model	Regression Coefficient (b)	Path Coefficient (Beta)	*t*- value	*p*- value
1.	AQ ® Job Performance	0.751	0.525	4.14	0.000**
2.	AQ ® Demographic Profile				
	AQ ® age	1.003	0.326	2.316	0.025*
	AQ ® gender	0.063	0.243	1.679	0.100
	AQ ® educational attainment	0.019	0.031	0.202	0.841
	AQ ® length of service	0.665	0.234	1.615	0.113
	AQ ® training	-12.419	-0.178	-1.215	0.231
3.	Demographic Profile ® Job Performance				
	age ® job performance	-0.010	-0.021	-0.107	0.915
	gender ® job performance	0.564	0.102	0.680	0.500
	educational attainment ® job performance	-0.080	-0.035	-0.222	0.825
	length of service ® job performance	0.141	0.28	1.393	0.171
	training ® job performance	-0.001	-0.0617	-0.410	0.684

*Significant, p <0.05; **Highly Significant, p < 0.001

Table 8: Direct, Indirect and Total Effects of Adversity Quotient on the Job Performance of School Heads

Regression Model	Effects			Description
	Direct	Indirect	Total	
Adversity Quotient (AQ) ® Job Performance	0.75	-	0.75	Strong
AQ ® age ® job performance		-0.01	-0.01	Weak
AQ ® gender ® job performance		0.036	0.036	Weak
AQ ® educational attainment ® job performance		-0.001	0.001	Weak
AQ ® length of service ® job performance		0.084	0.084	Weak
AQ ® training ® job performance		0.016	0.016	Weak
Overall	0.75	0.125	0.875	[a]Strong

Legend: 0 – No effect; around ± 0.10 - Weak effect; around ± 0.30 - Moderate; & around ± 0.30 to 1.0 – Strong

The regression model in Table 8 evaluates the direct and indirect impacts of Adversity Quotient (AQ) on job performance through demographic mediators. Results indicate a strong total effect of 0.875, driven predominantly by a robust direct effect (0.75) rather than indirect pathways (0.125), which ranged weakly from −0.01 to 0.084. This demonstrates that an individual's resilience directly influences job performance independently of demographic factors.

The minimal mediating effect of variables like training (−0.0013) and the slight negative pathway through age (E=−0.01) suggest that AQ's influence operates primarily directly, though age-related differences in adaptability may slightly alter AQ's impact. These findings align with Luthans and Broad (2025), who emphasize resilience in organizational success. Furthermore, Momeni (2022) highlights the importance of resilience-promoting programs focused on stress management, while Singh et al. (2023) note age-related differences in leader resilience, suggesting that institutional policies should prioritize psychological competencies over demographics.

Table 9: Mediating Effects of Demographic Profile on the Relationship between Adversity Quotient and Job Performance of School Heads

Path		Unstandardized Coefficient (β)	SE	Sobel test Stat (z)	*p* - value
AQ → Age →Job Performance					
a	AQ → Age	1.003	0.433	-0.107	0.915
b	Age → Job Performance	-0.0098	0.0913		
AQ → Gender → Job Performance					
a	AQ → Gender	0.063	0.0375	0.631	**0.52831**
b	Gender → Job Performance	0.564	0.829		
AQ → Educational Attainment → Job Performance					
a	AQ → Educational Attainment	0.0187	0.0923	-0.1496	0.881
b	Educational Attainment → Job Performance	-0.0803	0.362		
AQ → Length of Service → Job Performance					
a	AQ → Length of Service	0.665	0.412	-0.150	0.227
b	Length of Service → Job Performance	0.132	0.0724		
AQ → Training → Job Performance					
a	AQ → Training	-12.419	10.22	0.408	0.683
b	Training → Job Performance	-0.0013	0.003		

The path analysis in Table 9 indicates that demographic factors such as age, gender, educational attainment, length of service, and training do not significantly mediate the relationship between Adversity Quotient (AQ) and school heads' job performance ($p>0.05$). Specifically, non-significant Sobel test results and high standard errors demonstrate that resilience exerts a consistent, positive influence on performance regardless of personal profiles. These findings imply that resilience is a universally beneficial trait for leaders, supporting inclusive professional development strategies. As Majed (2025) emphasizes, universal resilience-building approaches effectively enhance leadership effectiveness and educational outcomes across diverse populations.

Table 10: Direct Effects of Adversity Quotient, Demographic Profile on Job Performance of Teachers

Step	Regression Model	Regression Coefficient (b)	Path Coefficient (Beta)	*t*-value	*p* - value
1.	AQ ® Job Performance	0.72	0.76	15.24	.000**
2.	AQ ® Demographic Profile				
	AQ ® age	0.37	0.11	1.48	0.142
	AQ ® gender	0.02	0.10	1.32	0.19
	AQ ® educational attainment	0.01	0.03	0.38	0.701
	AQ ® length of service	0.39	0.16	2.15	0.33
	AQ ® training	-0.44	-0.01	-0.15	0.88

3.	Demographic Profile ® Job Performance				
	age ® job performance	-0.05	-0.16	-1.36	0.177
	gender ® job performance	0.58	0.12	1.47	0.143
	educational attainment ® job performance	0.11	0.04	0.44	0.66
	length of service ® job performance	0.08	0.20	1.54	0.126
	training ® job performance	-0.002	-0.08	-0.90	0.37

**Significant, $p < 0.001$

As shown in Table 10, while the Adversity Quotient (AQ) significantly predicted teachers' job performance (b=0.72, p<0.001), it did not significantly influence demographic mediators such as age, gender, education, length of service, or training (p>0.05). Similarly, paths from these demographic variables to job performance were non-significant. The established mediation criteria require the mediator to exert a significant effect on the dependent variable, demographic factors do not mediate the relationship between AQ and performance.

These findings indicate that AQ's positive influence operates independently of demographic profiles, reinforcing the viability of implementing universal resilience-building interventions across diverse teaching cohorts (Dudley, 2025). Such programs can effectively reduce occupational stress and burnout, ultimately enhancing job satisfaction, staff retention, and student outcomes (Shoulders et al., 2021; Hicks & Knight, 2024). Consequently, educational policymakers and administrators should embed resilience training as a core element of ongoing professional development, strengthening the overall capacity of educational systems to adapt to challenges and change (Fu & Zhang, 2024).

Table 11: Direct, Indirect and Total Effects of Adversity Quotient on the Job Performance of Teachers

Regression Model	**Effect**			**Interpretation**
	Direct	Indirect	Total	
AQ → Job Performance	0.72	-	0.72	Strong
AQ → Age → Job Performance	-	-.018	-.018	Weak
AQ → Gender → Job Performance	-	.011	.011	Weak
AQ → Educational Attainment → Job Performance	-	.011	.011	Weak
AQ → Length of Service → Job Performance	-	.031	.031	Weak
AQ → Training → Job Performance		.001	.001	Weak
Total		-0.036	.756	Strong

Legend: 0 – No effect; around ± 0.10 - Weak effect; around ± 0.30 - Moderate; & around ± 0.30 to 1.0 – Strong

The regression analysis in Table 11 demonstrates that the Adversity Quotient (AQ) exerts a strong, statistically significant direct influence on teachers' job performance (b=0.72, p<0.01), yielding a significant total effect of 0.756 (p<0.01). Conversely, indirect pathways operating through demographic and experiential mediators such as age, gender, education, length of service, and training contributed minimally to this relationship.

These findings indicate that personal resilience traits directly drive teaching performance independently of demographic profiles, aligning with Soto-Pérez et al. (2020). Because mediating effects are negligible, resilience-building interventions can be implemented universally across diverse educator populations (Llistosella et al., 2024). Consequently, educational policymakers should embed AQ enhancement directly into professional development frameworks to foster teaching effectiveness and student achievement, while future research investigates alternative organizational mediators (Wang, 2024).

Table 12: Mediating Effects of Demographic Profile on the Relationship between Adversity Quotient and Job Performance of Teachers

Path		Unstandardized Coefficient (β)	SE	Sobel test Stat (z)	*p*- value
1. AQ → Age →Job Performance					
a	AQ → Age	0.372	0.252	-0.993	0.325
b	Age → Job Performance	-0.047	0.035		
2. AQ → Gender → Job Performance					
a	AQ → Gender	0.019	0.0145	0.979	0.328
b	Gender → Job Performance	0.58	0.394		
3. AQ → Educational Attainment → Job Performance					
a	AQ → Educational Attainment	0.097	0.0254	0.438	0.661
b	Educational Attainment → Job Performance	0.109	0.247		
4. AQ → Length of Service → Job Performance					
a	AQ → Length of Service	0.388	0.181	1.249	0.211
b	Length of Service → Job Performance	0.079	0.0513		
5. AQ → Training → Job Performance					
a	AQ → Training	-0.437	2.982	0.145	0.88
b	Training → Job Performance	-0.0019	0.0021		

As revealed in Table 12, path analysis indicates that demographic factors including age, gender, educational attainment, length of service, and training do not significantly mediate the relationship between teachers' Adversity Quotient (AQ) and job performance ($p>0.05$). Consequently, the null hypothesis regarding mediation is supported.

These findings demonstrate that resilience functions as an intrinsic psychological driver of performance independently of demographic backgrounds. This highlights the universal value of resilience-building initiatives, suggesting that professional development programs can be implemented broadly across diverse educator cohorts without requiring extensive demographic tailoring (Liu, 2025). Embedding targeted resilience training into continuous support systems fosters equity, enhances workforce adaptability, and strengthens overall instructional efficacy.

3.6 Extent of the Adversity Quotient's impact on the Overall Job Performance of School Heads and Teachers

The regression model for school heads' job performance was expressed as: Job Performance = 7.39 - 0.52 AQC + 0.56 AQR + 0.63 AQE, where AQC represents the Adversity Quotient - Control, AQR corresponds to Reach, and AQE pertains to Endurance. This model indicated that higher scores in Reach and Endurance were associated with increased job performance, while higher Control scores were linked to a decrease in performance. The results of the multiple linear regression analysis demonstrated that the combined dimensions of AQ, Control, Reach, and Endurance had a significant collective effect on school heads' job performance, with an F-statistic of 11.29 ($F(3, 43) = 11.29$, $p < .001$). The R-squared value of 0.441 suggested that approximately 44.1% of the variance in job performance could be explained by these AQ dimensions, and the adjusted R-squared of 0.40 accounted for the number of predictors in the model. Further examination revealed that Reach ($t = 2.22$, $p = 0.03$) and Endurance ($t = 3.09$, $p = .004$) significantly positively predicted job performance, whereas Control ($t = -2.06$, $p = 0.045$) was negatively associated.

Table 13: Regression Analysis on the Impact of Various Dimensions of Adversity Quotient on the Overall Job Performance of School Heads

Predictor	Estimate	SE	t	p
Intercept	**7.389**	3.758	1.966	0.0557
AQ - Control	**-0.522**	0.253	-2.065	0.045
AQ - Ownership	**0.052**	0.282	0.186	0.853
AQ - Reach	**0.562**	0.253	2.222	0.032
AQ - Endurance	**0.627**	0.203	3.093	0.004

$R = 0.664$, $R^2 = 0.441$, $R^2adj = 0.4$; $F(3,43) = 11.29$, p-value < 0.0001

These findings indicate that while extending influence and sustaining long-term effort enhance leadership effectiveness, a mismanaged sense of autonomy can impede performance. Consequently, professional development programs should prioritize strengthening reach and endurance while cultivating a balanced perception of control among administrators (Biggs et al., 2024).

3.7 Impact of Overall Adversity Quotient & Job Performance of School Heads

Table 14: Regression Analysis on the Impact of Adversity Quotient on the Overall Job Performance of School Heads

Predictor	Estimate (b)	SE	t	p
Intercept	4.78	4.264	1.12	0.268
Adversity Quotient (AQ)	0.751	0.181	4.14	<0.001*

* Significant, p < 0.001

The table 14 presented a simple linear regression analysis to examine the link between the adversity quotient (AQ) and the job performance of school heads. The purpose of this analysis was to determine whether and to what extent resilience, as measured by AQ, influences leadership effectiveness. The results yielded a regression equation: $\hat{Y}SH = 4.78 + 0.75AQ$. This indicates that the intercept, 4.78, represents the predicted job performance score when the adversity quotient is zero, serving as a baseline level of performance. The slope coefficient of 0.75 implies that for each one-unit increase in AQ, the predicted job performance score increases by approximately 0.75 points, demonstrating a positive relationship between resilience and job effectiveness.

The overall significance of the regression model was confirmed by an F-test with an F-statistic of 17.15, degrees of freedom (1, 45), and a p-value less than 0.001 ($p < 0.001$). This low p-value indicates that the likelihood of observing such a relationship by chance alone is very small, and therefore, the model is statistically significant. Furthermore, the R-squared value of 0.28 reveals that about 28% of the variability in school heads' job performance can be described by differences in their adversity quotient scores. While this suggests a meaningful relationship, it also indicates that other factors not included in the model also contribute to performance outcomes. Based on the p-value associated with the overall regression ($p = 0.00015$), which is less than the conventional significance level of 0.05, the null hypothesis was rejected and that AQ has no impact on job performance.

Table 15: Regression Analysis on the Impact of Various Dimensions of Adversity Quotient on the Overall Job Performance of Teachers

Predictor	Estimate	SE	t	p
Intercept	5.88	1.020	5.766	<.001
AQ - Control	0.189	0.061	3.123	0.002**
AQ - Ownership	0.313	0.068	4.6	<.001**
AQ - Reach	0.011	0.061	0.185	0.853
AQ - Endurance	0.215	0.052	4.134	<.001**

R = 0.78, $R^2 = 0.60$, $R^2adj = 0.60$; $F(3,43) = 83.6$, *p*-value < 0.000; *** Significant predictors, p < 0.001*

Regression analysis indicates that higher Adversity Quotient (AQ) scores significantly predict school heads' job performance, with each unit increase yielding a 0.75-point rise in performance and accounting for 28% of the variance (De la Fuente et al., 2021; Çora et al., 2025). This underscores the vital role of stress management and resilience in leadership effectiveness. Consequently, educational policymakers should prioritize holistic professional development programs focused on resilience-building (Yauri Rivera et al., 2024).

The table 15 showed the regression analysis which revealed that the combined influence of the three dimensions of adversity quotient (AQ) control, ownership, and endurance significantly predicted teachers' job performance, accounting for 60% of the variance ($R^2 = 0.60$). The multiple correlation coefficient (R = 0.78) indicated a strong link between the predicted and actual performance data. Among the predictors, AQ – Ownership showed the highest standardized coefficient, followed by AQ – Endurance and AQ – Control, all of which were statistically significant ($p < 0.01$). Specifically, teachers who perceived greater ownership of challenges, demonstrated higher endurance during setbacks, and felt more in control of difficult situations tended to perform better professionally.

Resilience traits are critical for teachers' effectiveness, fostering persistence, emotional regulation, and adaptability (Nguyen et al., 2025). Developing these traits serves as a strategic approach to improving job performance (Smith et al., 2020). School administrators should implement targeted training programs to strengthen dimensions like ownership and endurance, mitigating burnout and enhancing student engagement (Jose et al., 2025). While integrating resilience assessments into professional development holds promise, further research is required to validate long-term impacts on performance and student success (Martinez C.L., 2026; Kim et al., 2024).

3.8 Impact of Overall Adversity Quotient & Job Performance of Teachers

The table 16 presented the regression analysis which examined the impact of the Adversity Quotient (AQ) on the overall job performance of teachers. The regression equation was established as Job Performance = 6.19 + 0.72 AQ, indicating that for every unit increase in AQ, teachers predicted job performance increased by approximately 0.72 units. The analysis revealed a significant model with an R-value of 0.76 and an R-squared value of 0.58, which implied that about 58% of the variance in teachers' job performance could be explained by their adversity quotient Mogan et al., (2021). The intercept value of 6.19 was statistically significant ($p < 0.001$), suggesting that even when AQ was zero, teachers predicted job performance would be around 6.19 units. The predictor variable, AQ, had an estimate of 0.72, which was highly significant ($p < 0.001$), with a t-value of 15.24, confirming the strength of this relationship. The high R-squared value indicated that AQ was a meaningful predictor of teachers' job performance, accounting for more than half of the variability observed in the data, Lopes et al., (2020).

Table 16: Regression Analysis on the Impact of Adversity Quotient on the Overall Job Performance of Teachers

Predictor	Estimate	SE	t	p
Intercept	6.192	1.0119	6.12	<0.001
Adversity Quotient (AQ)	0.718	0.0471	15.24	<0.001

R = 0.76, R2 = 0.58, **Significant

Teachers with higher Adversity Quotient (AQ) levels exhibit superior job performance, as resilience traits like ownership, endurance, and control enhance challenge management (Martinez et al., 2021). Because AQ strongly predicts professional effectiveness, fostering resilience can substantially elevate educational outcomes (Hwang et al., 2023). Consequently, educational institutions should prioritize resilience training and stress management to boost teacher efficacy (Garcia, 2026). Integrating AQ assessments into professional development enables targeted support, helping school leaders cultivate an adaptable, high performing teaching workforce capable of navigating systemic educational challenges

3.9 School Heads and Teachers' View of Adversity Quotient Towards Job Performance

School heads view the Adversity Quotient (AQ) as a critical determinant of educational leadership, enabling them to navigate complex pressures like program overloads and resource constraints while keeping student welfare central (P1). As one participant noted, resilience requires staying calm and leading effectively through tough times (P17, P6). These insights align with research showing that resilience, as an element of AQ, allows leaders to adapt positively and sustain effectiveness through everyday emotional regulation (Qiu et al., 2025; Ruiz, 2025).

Furthermore, school heads recognize AQ as a catalyst for professional growth and self-efficacy, serving as resilient role models who inspire staff (Karagozoglu & Ozan, 2022). Systematic problem-solving and goal-setting further foster a

growth mindset, underscoring the need for institutionalized resilience training in resource-limited settings (Boonma, 2025). Ultimately, AQ is perceived as essential for modern leadership performance.

Teachers in the 4th District of Leyte view the Adversity Quotient (AQ) as a dynamic tool for navigating challenges like resource shortages (Castro, 2023). By viewing setbacks as growth opportunities, educators maintain flexibility and well-being (Chen & Chi-Kin Lee, 2022). As participant P1 noted, taking a reflective pause helps manage frustrations to fulfill professional responsibilities. Furthermore, proactive engagement and autonomy foster self-efficacy and classroom management (Mokhlis et al., 2025; Crider, 2021). Developing AQ through targeted interventions is thus essential for sustaining performance and enhancing student outcomes in complex educational environments (Peng et al., 2025).

4 CONCLUSION

The study concluded that adversity quotient significantly influences the job performance of school heads and teachers. Resilient educators demonstrate greater adaptability and effectiveness in overcoming challenges. Since demographic factors do not affect this relationship, resilience-building programs should be prioritized in professional development to strengthen leadership, teaching effectiveness, and overall school performance.

Recommendations

Based on the findings, the following recommendations are proposed: School heads should participate in resilience-building programs to enhance stress management, decision-making, and problem-solving skills. Teachers should pursue professional development focusing on coping strategies, peer support, and resilience. Education Program Supervisors should establish supportive policies, mental health services, stress management workshops, and tailored training programs for school personnel. Researchers should conduct further studies exploring the long-term effects of Adversity Quotient on job performance, emotional intelligence, and resilience across diverse educational settings. Finally, schools should implement the proposed training design through workshops and professional development activities to strengthen resilience and improve overall job performance.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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