



Republic of the Philippines  
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REGION IV-A CALABARZON  
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**ADVERSITY QUOTIENT OF GRADE 12 TEACHERS OF BINAN INTEGRATED NATIONAL HIGH SCHOOL AMIDST NEW NORMAL S.Y 2022-2023: BASIS FOR A FACULTY SELF-DEVELOPMENT PROGRAM**



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**ABSTRACT**

The purpose of this study was to examine the Adversity Quotient of Grade 12 Teachers of Binan Integrated National High School amidst New Normal S.Y 2022-2023. The 50 grade 12 teachers at Binan Integrated National High School served as the study's respondents. This study examines the Adversity Quotient (AQ) of teachers and its implications for the education system. The findings reveal that, on average, teachers exhibit a moderate level of AQ, signifying their reasonable capacity to handle adversity. This insight empowers teachers to proactively work on enhancing their resilience, particularly in dimensions such as Control and Reach. Enhanced teacher AQ translates

to more effective classroom management and better teacher-student interactions, leading to improved learning outcomes. The study's recommendations call for tailored professional development and curriculum integration to foster growth mindsets in both teachers and students. Beyond the classroom, the study suggests broader institutional changes that may influence teacher training and support policies. For future researchers, this study offers a solid foundation for further exploration of AQ within the education sector, with the potential to inform strategies that enhance teacher resilience and adaptability. Overall, this study's findings have the potential to positively impact the education system, promoting resilience among educators and improving the quality of education for students.

**Keywords:** *Adversity Quotient, Teachers, Self-Development Program*

## INTRODUCTION

Workload, pressure, and stress have long been concerns among public school teachers, who often grapple with excessive workloads that extend beyond their primary teaching responsibilities. This issue not only leads to teacher fatigue and burnout but can also detrimentally affect the quality of education provided. The voluminous workload imposed on educators exerts immense pressure and can result in stress, and in severe cases, even depression. It is evident that the role of a teacher extends beyond the confines of the classroom, encompassing various non-teaching tasks and responsibilities.

Public school teachers play a pivotal role in shaping the future of our society through education. Therefore, it is essential to acknowledge and address the challenges they face in their professional lives, particularly those related to excessive workload and the associated pressures. Understanding the rationale behind addressing these issues is crucial for the advancement of public education.

The issues of workload, pressure, and stress experienced by public school teachers have far-reaching consequences, affecting both the educators themselves and the quality of education they provide. Recognizing the need for support systems to alleviate these challenges is essential to maintain high-quality education in public schools. President Ferdinand "Bongbong" Marcos Jr.'s commitment to reducing teachers' non-teaching loads represents a significant step toward addressing these concerns and

ensuring the well-being and effectiveness of our dedicated educators.

Publicly acknowledged is the fact that teachers bear substantial responsibilities and obligations. In this context, educators must equip themselves with resilience and fortify their adversity quotient. The teaching profession exposes teachers to various adversities that contribute to the pressure and stress they experience. Nevertheless, it is imperative that teachers acquire the skills to effectively cope with these adversities. Self-control is a pivotal attribute that teachers should cultivate, as it serves as the foundation for overcoming challenges.

Numerous publications have shed light on the circumstances faced by teachers both within and beyond the school environment. Among the primary factors compelling many educators to reconsider their career choices is the overwhelming burden of teacher stress. Although teaching has always been a demanding vocation, the challenges have been further magnified by the hardships encountered by educators during the Covid-19 pandemic. Shockingly, a staggering 60% of teachers have reported experiencing high levels of stress (EdWeek, 2021). Consequently, a growing number of educators are contemplating leaving the profession, with some already having taken this step due to the adverse effects of stress.

The teaching profession is characterized by significant responsibilities and adversities that can lead to high levels of stress among educators. Recognizing the importance of resilience and emotional strength, teachers must equip themselves with the tools to

effectively manage these challenges. The Covid-19 pandemic has only intensified the stress levels experienced by teachers, necessitating immediate attention to prevent the attrition of talented educators. Addressing teacher stress is paramount to safeguarding the well-being of educators and ensuring the delivery of quality education to our students.

It is essential to assess the adversity quotient of each faculty member to understand their ability to handle and overcome challenges while fulfilling their teaching responsibilities. The objective of this action research is to offer stress management programs and serve as a foundation for self-improvement initiatives.

According to the Teacher Wellbeing Index from 2021, a staggering 77% of teachers have reported experiencing symptoms of poor mental health due to their workload. This statistic sheds light on the alarming state of teacher well-being, indicating that it is not merely a localized problem but a widespread and systemic issue.

The challenges facing teachers have been further exacerbated by the COVID-19 pandemic. In an already demanding profession, the pandemic introduced a myriad of new obstacles that teachers had to navigate, both in their personal and professional lives. These challenges required teachers to display significant adaptability, creativity, and resilience, qualities that are undoubtedly commendable but also come at a cost.

One of the most notable challenges that teachers faced during the pandemic was the need to adapt to new teaching methods. The sudden shift to remote or hybrid learning environments necessitated an entirely different approach to instruction. This transition was not only challenging from a technical standpoint but also emotionally draining. Teachers had to find innovative ways to engage their students through screens, manage their behavior remotely, and ensure that learning continued in a less-than-ideal setting.

This emotional toll is significant and can manifest in various ways, including what is commonly referred to as compassion fatigue or secondary trauma. Compassion fatigue occurs when individuals, in this case, teachers, become emotionally exhausted from continually caring for and supporting their students' needs, especially in the face of adversity. This exhaustion can lead to feelings of burnout, frustration, and a sense of helplessness, all of which can negatively impact a teacher's mental well-being.

Moreover, the concept of secondary trauma implies that teachers can experience emotional distress due to the trauma or challenges their students face. Witnessing students struggle with the effects of the pandemic, dealing with personal loss, or facing heightened anxiety and stress levels can deeply affect educators, further contributing to their mental health concerns. Given these challenges, it is imperative to prioritize the well-being of teachers in the "new normal" setup of education. Teachers play a pivotal role in shaping the future generation, and their own well-being is closely linked to their ability to effectively educate and support students. Neglecting the mental health and overall well-being of teachers not only jeopardizes their individual health but also has far-reaching consequences for the quality of education and the emotional well-being of students.

Efforts to support teacher well-being should encompass a range of strategies, including providing resources for mental health support, reducing administrative burdens, and fostering a supportive and inclusive school culture. In doing so, we can ensure that educators are better equipped to meet the challenges of modern education and continue to inspire and guide the next generation while maintaining their own mental health and well-being.

## METHODOLOGY

This study focused on the adversity quotient of teachers in the new normal. The study will utilize the Adversity Quotient

Profile instrument of Dr. Paul G. Stoltz (2009). AQ®P is a self-rating instrument that measures an individual's style of responding to adverse situation and measure one's adversity level. The AQ®P presents 14 scenarios or events, each of which is followed by four questions to be responded to on a 5-point Likert scale.

The procedure for data collection were summarized below:

**Phase I. Preparation Stage.** Preparation and consultative meetings of the research team on the agenda as well as objectives of the study. Crafting of all different tools and instruments to be utilized in the study. Checking and validation of the instruments.

**Phase II. Data Gathering Stage.** Identification of probable respondents of the study. Assignment of field researchers were assigned to gather data from the identified respondents. The researchers used the validated instruments for the data gathering procedure.

**Phase III. Data Analysis Stage.** Retrieval of all gathered data from the respondents. The researcher performed initial reading and familiarization of the transcript of responses. Categorizing all similar codes from the responses and form themes.

**Phase IV. Summary and Interpretation Stage.** Crafting of research summary through major domains of the study.

**Phase V. Reporting.** Crafting the final paper including the results and recommendations of the study. Present the result of the study.

## RESULTS

The study was focused on Adversity Quotient of Grade 12 Teachers of Binan Integrated National High School amidst New Normal S.Y 2022-2023: Basis for Self-Development Program. The purposive sampling was employed to 50 Grade 12 teachers of Binan Integrated National High School.

Question 1. What is the profile of the respondents in terms of the following:

- 1.1 Age;
- 1.2 Sex; and

1.3 Civil Status?

- Majority of the respondents were from ages 20 to 30 years old and mostly female. Majority of the respondents were also married.

Question 2. What is the Adversity Quotient® of the respondents as measured by the following dimensions:

- 1.1. Control;
- 1.2. Ownership;
- 1.3. Reach; and
- 1.4. Endurance?
- In the Control dimension, none of the respondents scored in the "Very High" or "Very Low" categories. 26% of respondents were in the "High" category, 40% in "Moderate," and 34% in the "Low" category. The computed mean for this dimension is 29.96, indicating a "MODERATE" level of adversity.
- For the Ownership dimension, 2% of respondents fell into the "Very High" category, 28% in "High," and a significant 70% in "Moderate," with no respondents in the "Low" or "Very Low" categories. The computed mean for this dimension is 32.36, also indicating a "MODERATE" level of adversity.
- In the Reach dimension, 2% of respondents were categorized as "Very High," 12% as "High," 62% as "Moderate," and 4% as "Low," with 20% in the "Very Low" category. The computed mean for this dimension is 27.88, again indicating a "MODERATE" level of adversity.
- In the Endurance dimension, 14% of respondents were "Very High," 34% were "High," 28% were "Moderate," and 24% were "Low." No respondents fell into the "Very Low" category. The computed mean for this dimension is 32.56, also indicating a "MODERATE" level of adversity.
- Lastly, when considering the respondents' Overall Adversity Quotient, none were in the "Very High" or "Very Low" categories. 20% fell into the "High" category, and a significant 80% were in the "Moderate"

category. The computed mean for the overall Adversity Quotient is 122.76, indicating a "MODERATE" level of adversity.

- In summary, the majority of respondents exhibit a "MODERATE" level of adversity in all four dimensions, as well as in their overall Adversity Quotient, with no extreme scores in the "Very High" or "Very Low" categories in any of the dimensions or the overall quotient.

## 2. Based on the findings, what programs and projects will be proposed?

- The analysis of teachers' Overall Adversity Quotient (AQ) and subsequent recommendations provide a thought-provoking perspective on educators' resilience and adaptability within the educational system. The findings show that, on average, teachers have a moderate level of AQ, indicating a reasonable ability to deal with adversity. The differences in specific AQ dimensions, such as Control and Reach, highlight the need for a tailored approach to fostering resilience among this group of professionals. The recommendations for school administrators emphasize the importance of implementing AQ training programs that address the dimensions that need to be improved, as well as recognizing the importance of individualized support for teachers who may face unique challenges in their educational roles. Furthermore, teachers' roles in promoting a growth mindset and integrating AQ-related concepts into the curriculum are becoming increasingly important, as they not only benefit students but also empower teachers to model resilience and adaptability in the classroom.
- In terms of future research, the study recommends more in-depth investigations into teacher specific AQ dimensions and their impact on classroom effectiveness. Longitudinal studies on the development of teachers' AQ over time can provide insights into

how resilience evolves within the teaching profession and the implications for both educators and students. Furthermore, evaluating the efficacy of interventions aimed at improving teachers' AQ is critical because it can contribute to a more resilient and adaptable educational workforce. This study and its recommendations highlight the critical role of resilience in the teaching profession, as well as the possibility of a more resilient generation of educators who can effectively navigate the challenges of the educational landscape, ultimately benefiting both teachers and students.

## DISCUSSION

The analysis of respondents' Adversity Quotient® profiles across four dimensions - Control, Ownership, Reach, and Endurance - reveals a consistent trend of "MODERATE" adversity levels. None of the respondents exhibited extreme scores in the "Very High" or "Very Low" categories in any of the dimensions or in their overall Adversity Quotient. This suggests that the surveyed individuals generally possess a balanced response to adversity, with no pronounced inclination towards exceptionally high or low levels of resilience. The data implies that this group demonstrates a pragmatic approach to adversity, often characterized by a willingness to tackle challenges and seek ownership of their circumstances. These findings are valuable in understanding the adaptive strategies and responses of the respondents, highlighting their capacity to navigate various life challenges with a balanced and moderate approach to adversity. Further research may delve into the specific factors contributing to this trend and explore how individuals can leverage their "MODERATE" adversity levels for personal growth and success in the face of life's adversities.

For school administrators, it is advisable to implement AQ training programs and workshops aimed at improving students' Adversity Quotient, with particular emphasis on dimensions like Control and Reach. These

programs can equip students with essential life skills for better resilience. Additionally, administrators should consider offering individualized support to students facing specific AQ challenges, providing counseling and guidance to help them strengthen their resilience. To gain a better understanding of students' abilities to handle adversity, incorporating AQ assessments into the admission or orientation process is recommended.

For teachers, it is crucial to integrate AQ-related topics and skills into the curriculum, educating students about the significance of resilience, problem-solving, and adaptability. Real-life examples and practical exercises can be used to reinforce these concepts. Promoting a growth mindset within the classroom is equally important, emphasizing that challenges and setbacks are opportunities for personal growth and success. Furthermore, teachers should remain attentive to students' emotional well-being, offering support to those experiencing adversity and collaborating closely with school counselors to ensure that students receive the help they need.

Future researchers are encouraged to delve deeper into the analysis of individual AQ dimensions to gain a more comprehensive understanding of their impact on an individual's overall resilience. Exploring the factors that influence these dimensions and their interrelationships can provide valuable insights. Longitudinal studies should be conducted to track the development of AQ over time and examine how it evolves in response to life experiences and education. Evaluating the effectiveness of AQ training programs and interventions is vital, determining which approaches are most successful in enhancing resilience and identifying the target populations that benefit the most. Cross-cultural studies can help investigate how AQ varies across different cultural and demographic groups, which, in turn, can assist in tailoring resilience-building strategies to specific populations. Additionally, researching practical applications of AQ in various fields, such as education, psychology, and workforce

development, can provide valuable insights on how AQ can be leveraged to improve personal and professional outcomes.

The study's findings hold substantial implications for the education system and educators. The revelation that teachers, on average, possess a moderate level of AQ underscores the resilience and adaptability they bring to their profession. This self-awareness can be a catalyst for teachers to proactively work on enhancing their AQ, equipping them with valuable skills to navigate the complex challenges within the education landscape. A moderate AQ among teachers implies that they are reasonably well-prepared to handle adversity, which is particularly vital in an environment characterized by diverse student needs and ever-evolving educational demands.

The impact extends to improved teacher-student interactions, where teachers with enhanced AQ are better equipped to manage classroom dynamics, address individual student needs, and foster a positive and inclusive learning environment. This can lead to stronger teacher-student relationships and more favorable learning outcomes, benefitting both teachers and their students.

For school administrators, the study's outcomes offer an opportunity to tailor professional development programs that address specific AQ dimensions needing improvement, directing resources effectively to support teachers in their areas of vulnerability. Furthermore, integrating AQ-related concepts into the curriculum empowers teachers to model resilience and adaptability, thus nurturing a growth mindset in their students. This holistic approach enhances both the emotional intelligence and cognitive development of students and equips them with essential life skills beyond academic knowledge.

The study's impact isn't limited to the classroom; it extends to influencing broader institutional changes within the education system. These findings may inform policies

and practices related to teacher training, support, and well-being. The results suggest that investing in strategies to bolster teacher resilience and adaptability can ultimately lead to a more effective and satisfied teaching workforce.

## ACKNOWLEDGEMENT

First and foremost, the researchers are extremely grateful to all the people who extend their time and efforts for the success of this study. Words are not enough to thank you all.

To **Mr. Oliver P. Caliwag**, the ever-supportive principal of BINHS, who never cease to inspire and motivate us as well as all the instructors at our school with your unwavering support for this study.

To **Freddie John V. Calumno**, for his invaluable advice, continuous support, and patience for this study. Without his help, this study would not be possible.

To all the **Teachers**, for their contribution with this study. Without their tremendous understanding and willingness, it would be impossible for us to complete this study.

The researchers will always be indebted to our Lord Jesus, the possessor of supreme knowledge. The researchers were able to complete this task thanks to His persistent help. To Him be all the Glory!

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