

ADVERSITY QUOTIENT AND PROTECTIVE FACTORS FOR RESILIENCE IN THE WORKPLACE TOWARD TEACHERS' CAREER SUCCESS

Ayessa Rose C. Isleta, Edilberto Z. Andal, Ed.D^{b*}

^a ayessarosecruz@gmail.com

^a Teacher I, DepEd San Pablo, San Vicente Elementary School San Pablo City, Laguna 4000 Philippines

^b Vice President for Academic Affairs, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study aimed to examine the relationship between the adversity quotient (AQ), protective factors for resilience, and career success among elementary school teachers in San Pablo City. Utilizing a descriptive-correlational research design, the study involved 300 randomly selected private elementary school teachers during the 2024–2025 academic year. Standardized survey questionnaires were used to assess teachers' levels of adversity quotient, protective factors (e.g., purpose, support, participation, life skills, and boundaries), and indicators of career success. Findings revealed that teachers generally exhibited high levels of AQ and strong protective factors, with notable strengths in endurance, ownership, and life guiding skills. A significant positive relationship was found between AQ and career success, as well as between protective factors and career success. These results underscore the importance of fostering resilience and support systems to enhance teachers' well-being and professional growth. The study recommends targeted interventions and school-based policies to strengthen resilience mechanisms among educators, ultimately improving the quality of teaching and learning outcomes in the Philippine education system.

Keywords: Adversity Quotient (AQ), Teacher Resilience, Protective Factors, Career Success, Workplace Well-being

1. Introduction

Introduction

A successful learning environment is dependent on the resilience of a teacher in the face of challenges and their commitment to teaching. In essence, the notion of adversity quotient (AQ) is the basis upon which a teacher responds to different problems met in the classroom setting. At the same time, the level of work attachment of teachers towards work is very significant, depicting teacher's emotion, effort, and attachment to teaching work. The complex interplay between adversity quotient and work engagement provides a narrative on teachers' resilience and commitment that helps in building teachers' capability to persevere and succeed despite the constant challenges facing teaching (Hascher, et.al 2021).

Teachers' adversity quotient positively influences their work commitment, with a notable gender difference as female teachers demonstrate higher commitment compared to their male counterparts. A positive and significant relationship exists between teachers' adversity quotient and students' academic

performance in secondary schools (Baog & Cagape, 2022). The association between mindset and adversity quotient is significant among pre-service teachers in the Philippines and Hong Kong, indicating that fostering growth mindset and grit can contribute to their global competitiveness. First-class teachers with higher adversity quotients exhibit a significant positive correlation between adversity quotient, work commitment, and creativity (Yazon, 2021).

Teachers perceive that school principals with high adversity quotients positively impact their job performance. High adversity quotient in college students facilitates easier adaptation to new environments and enhances success, with mental health training and course content playing a pivotal role in improving their adversity quotient. Teachers, by fostering character achievement and promoting intelligence quotient, can play a crucial role in building self-esteem in students.

The Adapted Adversity Quotient Program has effectively increased the ability of special education teachers to withstand adversity, making them more resilient and competent members of the workforce. Adversity quotient and working motivation significantly contribute to teachers' performance in elementary schools, with a combined contribution of 63.74%. Prospective elementary school teachers are encouraged to enhance their adversity quotient for creating scratch-assisted mathematics applications, addressing challenges in logical thinking and idea generation (Santos, 2012).

Career success antecedents encompass both objective and subjective factors, influencing various career and life outcomes, including withdrawal, attitudes, health, well-being, and self-concept. Different perspectives on career success exist among students and professionals, with students emphasizing professional activities, while professionals focus on character traits and work relations. Individual differences, networking, and occupational self-efficacy play roles in career success, with conscientiousness and neuroticism influencing salary through their impact on occupational self-efficacy (Spurk, 2016).

Research on career success has traditionally concentrated on mentoring, mobility, income, education, gender, and culture, but recent studies introduce new topics such as career satisfaction, change, personality, networking, and the connection between private and professional life. Modern definitions of career success increasingly emphasize subjective factors, with job satisfaction and personal goal achievement taking precedence over traditional objective indicators (Bagdadli & Gianecchini, 2018).

Second-career teachers positively impact student success by applying transformative learning theories, constructivist learning theories, and Maslow's Hierarchy of Needs to enrich classroom instruction. Career success dimensions for teachers differ from those of health-care/social workers and IT professionals, highlighting the importance of cross-occupational studies for understanding career development and reducing attrition (Shwartz & Dori, 2020).

Motivated by the current challenges in education systems, researchers aim to conduct a quantitative study on the contribution of resilience factors to strengthen job involvement for teachers, particularly focusing on adversity scores. The study seeks to determine how preventive factors can serve as mitigating agents, enabling teachers to effectively carry out their job functions. Employing a quantitative methodology, the study aims to provide empirical evidence for both scholarly understanding of adversity quotient and practical guidance to foster a culture of resilience and engagement in the teaching profession. The study's purpose is to unravel the complex interactions between protective factors and job engagement, intending to design appropriate policies and targeted interventions to enhance teacher well-being and ultimately improve the quality of education (Cariaga, 2023).

1.1 Statement of the Problem

Statement of the Problem

The focus of the study is to describe the adversity quotient and the protective factors that affect the career success of elementary school teachers in their professional lives.

Specifically, this seeks to answer the following questions:

1. What is the level of Adversity Quotient among teachers in different educational settings as to:
 - 1.1 control,
 - 1.2 ownership,
 - 1.3 reach; and
 - 1.4 endurance?
2. What is the level of protective factors of elementary teachers in terms of:
 - 2.1 purpose and expectations,
 - 2.2 nature and support,
 - 2.3 positive connections,
 - 2.4 meaningful participation,
 - 2.5 life guiding skills; and
 - 2.6 clear and consistent boundaries?
3. What is the level of career success of elementary teachers in terms of:
 - 3.1. job success,
 - 3.2. interpersonal success,
 - 3.3. hierarchical success; and
 - 3.4. life success?
4. Is there significant relationship between the adversity quotient and the career success of teachers?
5. Is there significant relationship between the protective factors and the career success of teachers?
6. Based from the result of the study, what plan of action can be proposed to improve the resilience among the elementary teachers?

1. Methodology

This chapter presents the methodology in the conduct of the study consisting of research design, respondents of the study and sampling, research instrument, data gathering procedure and statistical treatment of data.

The research design in this study is descriptive-correlational research, focusing on investigating the relationship between variables within the context of self-paced learning environments among private elementary school teachers. Descriptive research aims to provide a detailed account or portrayal of the characteristics of a phenomenon or the situation being studied. In this study, it implies that the researcher is interested in describing the various aspects of self-paced learning environments among public elementary school teachers. Correlational research focuses on examining the relationships between variables without manipulating them. In this context, the study is interested in investigating the connections or associations between different variables related to self-paced learning environments.

The specific focus of this research is on understanding the relationship between variables within the context of self-paced learning environments. Self-paced learning refers to an instructional strategy where individuals have the flexibility to learn at their own speed, allowing for personalized learning experiences. In this study, the attention is on public elementary school teachers who are likely implementing or engaging with self-paced learning methods. The study involved a sample of one hundred thirty-one (131) respondents: This indicates that the researcher has selected and worked with a group of 131 individuals as part of the study. The sample size is crucial in research, as it can impact the generalizability and reliability of the study's findings. The study focused on a specific group within the larger population public elementary school teachers employed during SY 2024-2025 in the elementary schools in San Francisco District in the City of San Pablo. This highlights the intention to gather insights and information specifically from individuals who belong to this profession.

The study involved a group of individuals known as respondents. In this case, the sample size is one hundred thirty-one (131). This number represents the total number of participants or subjects included

in the study. The participants are selected randomly. Random selection is a crucial aspect of research design as it helps ensure that every individual in the population has an equal chance of being included in the study. This enhances the generalizability of the findings to the larger population from which the sample is drawn. For data gathering purposes, the study used and utilized the instruments such as a survey questionnaire to determine the perceptions of teachers regarding self-paced learning environments. The study employed set of research-based questionnaires to comprehensively explore various facets relevant to its objectives. This instrument comprises three key surveys:

Firstly, the "Survey on Adversity Quotient" is structured to assess individuals' resilience and their capacity to navigate and overcome challenges. It aims to measure participants' ability to face adversities head-on and rebound from setbacks.

Secondly, the "Survey on Protective Factors" focuses on identifying elements that contribute to individuals' resilience and overall well-being. This segment seeks to uncover protective factors that may act as buffers against the negative impacts of stressors and adversities.

Lastly, the "Survey on Career Success" is designed to delve into the factors and dynamics associated with individuals' achievements in their professional journey. This questionnaire aims to capture insights into the participants' career development, identifying key aspects contributing to their success in the realm of work.

Each of these surveys is grounded in established research principles, ensuring the questions are methodologically sound. The adaptation of these instruments for the specific context of the study enhances their relevance and effectiveness, providing a robust framework for capturing nuanced information essential for the research objectives.

The questionnaire was validated by the researcher's adviser and statistician and other experts in the field. Then, the questionnaire was pilot tested to 25 teachers not included in the study. After the revision of the instruments, the researcher sought the approval of the Dean of Graduate School and Applied Research for the administration of the questionnaires conducted. The researcher first secured a letter from the adviser to serve as consent for the on-going study and to help inform the administration about the nature and purpose of this study. The letter was signed by the researcher and the research adviser. The researcher sought an advice from the school heads of selected schools when is the possible time to conduct the study in their respective schools. The letter of permit included the conduct and implementation of the study and a consent letter to the respondents gave as permission for the participation of the respondents in the conduct of the study. The questionnaires were retrieved on the agreed time. The tools were sorted according to schools and transferred in the data matrix for further interpretation of data or application the necessary statistical tools. After conducting the survey, the data gathered and submitted to the adviser and statistician for the recommendation and tested by a statistician.

After the result of the statistical data, the research consulted to the research adviser and statistician. The researcher analyzed and interpreted the data.

The collected data undergone a rigorous statistical treatment, encompassing descriptive statistics such as mean, standard deviation (SD), frequency count, and percentage to provide a comprehensive overview of the data. Additionally, inferential statistics was applied, specifically the Pearson-product moment correlation coefficient (r), to explore and quantify potential relationships between variables in the study.

2. Results and Discussion

This chapter presents the analysis and interpretation of the data according to the problems presented in this study.

1. Adversity Quotient

Table 1.1

Level Adversity Quotient as to Control

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I feel confident in my ability to handle unexpected challenges in my teaching environment.	4.38	.92	Very High
2. I believe I have control over difficult situations that may arise in my educational setting.	4.31	.91	Very High
3. I can adapt to changes in the curriculum or teaching methods when needed.	4.45	.77	Very High
4. I have the necessary resources and support to manage challenges in my teaching role.	4.31	.84	Very High
Overall	4.36	.73	Very High
Legend:			
Very High (4.21–5.00)			
High (3.41–4.20)			
Moderate (2.61–3.40)			
Low (1.81–2.60)			
Very Low (1.00–1.80)			

Table 1.1 presents the data on the Control component of the Adversity Quotient among teachers. The overall mean of 4.36 with a standard deviation of 0.73 indicates a high level of agreement, verbally interpreted as “Very High.” This suggests that the respondents generally perceive themselves as having a strong sense of control over adverse situations in their professional environment. Among the indicators, the highest mean (Mean = 4.45) was observed in the statement, “I can adapt to changes in the curriculum or teaching methods when needed,” which implies that teachers are highly adaptable and open to change—an essential trait in a constantly evolving educational landscape. Similarly, the indicators “I feel confident in my ability to handle unexpected challenges in my teaching environment” (Mean = 4.38) and “I believe I have control over difficult situations that may arise in my educational setting” (Mean = 4.31) also reflect strong agreement, underscoring the teachers’ confidence and sense of agency in managing challenges. The indicator regarding access to resources and support also received a high mean score (Mean = 4.31), although the slightly higher standard deviation suggests some variability in perceived support among respondents.

These findings imply that the teachers in the study possess a commendable level of professional resilience and are capable of maintaining control in the face of adversity. Their adaptability indicates a readiness to embrace innovations and curricular changes, which can be harnessed through targeted professional development programs. However, the variability in perceived resource availability calls for school administrators to ensure that support systems and teaching materials are distributed equitably to reinforce every teacher’s capacity to manage challenges effectively.

The high levels of perceived control among teachers align with findings from previous studies. For instance, a study by Tonich and Basrowi (2022) revealed that both adversity and resilience positively and significantly influence the performance of middle school teachers in Palangka Raya City, Indonesia. This suggests that teachers who perceive greater control over challenges tend to exhibit enhanced professional performance. Furthermore, research by Cagape (2023) indicated that teachers handling children with special needs in Davao City exhibited average levels across all AQ dimensions, including

control. This highlights the importance of fostering a strong sense of control to better equip teachers in managing diverse classroom situations.

Table 1.2

Level of Adversity Quotient as to Ownership

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I take responsibility for finding solutions to problems in my educational setting.	4.44	.80	Very High
2. I feel a sense of ownership and commitment to the success of my students.	4.33	.94	Very High
3. I actively seek opportunities to improve my teaching skills and methods.	4.50	.83	Very High
4. I see challenges as opportunities for personal and professional growth.	4.41	.88	Very High
Overall	4.42	.77	Very High
Legend:			
Very High (4.21–5.00)		Moderate (2.61–3.40)	
High (3.41–4.20)		Low (1.81–2.60)	
		Very Low (1.00–1.80)	

The data presented in Table 1.2 highlights the respondents' level of ownership as one of the dimensions of their Adversity Quotient. The overall mean score of 4.42, with a standard deviation of .77, indicates a high level of agreement among the respondents, interpreted verbally as Very High. This suggests that the respondents demonstrate a strong sense of accountability and initiative in the face of challenges within their educational environment.

Among the indicators, the highest mean score (4.50) is attributed to the statement "I actively seek opportunities to improve my teaching skills and methods," reflecting a proactive attitude toward professional development. This finding implies that the respondents are not only aware of their responsibilities but are also committed to enhancing their competencies to better serve their learners. The statement "I take responsibility for finding solutions to problems in my educational setting" also received a high rating (Mean = 4.44), reinforcing the idea that these educators are solution-oriented and willing to take initiative in addressing issues.

The lowest, though still high, mean score (4.33) was given to "I feel a sense of ownership and commitment to the success of my students." Despite being slightly lower, this result still indicates strong agreement and underscores the teachers' dedication to student achievement. The belief that challenges are opportunities for growth (Mean = 4.41) further reinforces the notion that the respondents maintain a positive and resilient mindset when encountering difficulties.

The research by Saguni, et al. (2021) highlighted a strong correlation between teachers' AQ and student autonomous learning, indicating that educators with higher AQ levels can better support and enhance student independence in learning. This reinforces the idea that teachers' sense of ownership and responsibility directly contributes to positive student outcomes. Widodo, et al. (2022) found that AQ significantly influences teachers' professional competence, surpassing even emotional intelligence in its impact.

Table 1.3*Level of Adversity Quotient as to Reach*

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I believe my influence extends beyond my immediate classroom to impact the overall educational environment.	4.44	.87	Very High
2. I actively engage with colleagues and collaborate to address common challenges.	4.50	.75	Very High
3. I am open to learning from experiences in other educational settings.	4.51	.86	Very High
4. I see my role as a teacher as having a meaningful impact on the broader educational community.	4.52	.89	Very High
Overall	4.49	.72	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		
High (3.41–4.20)	Very Low (1.00–1.80)		

Table 1.3 presents the data on the "Reach" component of the respondents' Adversity Quotient. The overall mean score of 4.49, with a standard deviation of 0.72, falls within the verbal interpretation of "Very High." This suggests that the respondents perceive themselves as individuals whose influence and engagement extend beyond their own classrooms. Notably, the highest mean score of 4.52 was recorded in the statement, "I see my role as a teacher as having a meaningful impact on the broader educational community," indicating that the respondents strongly recognize their significant role in shaping not only the learning outcomes of their students but also in contributing to the wider educational landscape.

All indicators under this component received a consistent interpretation of "Very High," demonstrating that the respondents are highly collaborative (Mean = 4.50), open to learning from external experiences (Mean = 4.51), and recognize the value of their influence in educational contexts beyond their immediate classrooms (Mean = 4.44). The relatively low standard deviations indicate a high level of agreement among respondents, suggesting a shared belief in their broader impact and professional agency.

Furthermore, educators like Keishia Thorpe exemplify the real-world application of high AQ and extended reach. Thorpe's work in redesigning curricula to be more inclusive and her involvement in community initiatives demonstrate how teachers can influence educational practices and policies on a larger scale. Her recognition with the Global Teacher Prize underscores the impact that educators can have when they engage beyond their immediate teaching responsibilities.

Table 1.4*Level of Adversity Quotient as to Endurance*

Indicator	Mean	Std. Deviation	Verbal Interpretation
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1. I can persist in the face of setbacks or difficulties in my teaching role.	4.37	.86	Very High
2. I am resilient and can bounce back from challenging situations.	4.36	.90	Very High
3. I view obstacles as temporary and believe in my ability to overcome them.	4.46	.82	Very High
4. I maintain a positive outlook even in the face of adversity in my teaching environment.	4.32	1.06	Very High
Overall	4.38	.79	Very High

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

The data presented in Table 1.4 on Endurance within the Adversity Quotient highlights the participants' strong ability to persist, recover, and maintain a positive outlook despite challenges in their teaching roles. The overall mean of 4.38, with a standard deviation of 0.79, indicates a generally high level of agreement with the indicators related to enduring adversity. The participants Very High response that they can persist through setbacks, with the mean score of 4.37 for the first indicator, which is accompanied by a relatively low standard deviation of 0.86, suggesting a consistent response among respondents regarding their perseverance in the face of teaching challenges.

The second indicator, with a mean of 4.36 and a standard deviation of 0.90, demonstrates that the teachers feel resilient and capable of bouncing back from difficult situations. The third statement, which focuses on viewing obstacles as temporary, shows an even stronger agreement (mean = 4.46, standard deviation = 0.82), further emphasizing the respondents' positive outlook on overcoming adversity. Lastly, the fourth indicator, reflecting the ability to maintain a positive outlook in adversity, also shows strong agreement (mean = 4.32, standard deviation = 1.06), although the slightly higher standard deviation suggests a bit more variability in responses.

Supporting this finding, research by Paul Stoltz (1999), who coined the term "Adversity Quotient," emphasizes that individuals with a high AQ are better equipped to handle challenges and maintain performance under pressure.

2. Protective Factors

Table 2.1

Level of Protective Factors as to Purpose and Expectations

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. The purpose and expectations in my role as an elementary teacher are clearly defined.	4.51	.80	Very High
2. I feel confident in understanding the goals and objectives set for me as a teacher.	4.56	.75	Very High

3. I am aware of how my contributions as a teacher align with the overall purpose of the school.	4.56	.74	Very High
Overall	4.53	.65	Very High

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

The data from Table 2.1 provides valuable insights into the protective factors related to the purpose and expectations of elementary teachers. The indicators have a strong positive mean, with the overall mean reaching 4.53, which is categorized as "Very High." This suggests that teachers generally feel a high level of clarity and confidence regarding their roles and the expectations placed on them.

The first indicator, which assesses the clarity of the purpose and expectations in the teacher's role, has a mean of 4.51 and a standard deviation of 0.798, indicating that most respondents Very High with the statement, with relatively low variability in their responses. This suggests that teachers perceive a clear understanding of their roles, which is essential for setting direction and reducing confusion in their professional responsibilities.

The second indicator, regarding the teacher's confidence in understanding the goals and objectives set for them, shows an even higher mean of 4.56, accompanied by a standard deviation of 0.75. This further confirms that teachers feel well-equipped and confident in their understanding of their goals and objectives, which is a key protective factor in ensuring job satisfaction and effectiveness.

Lastly, the third indicator, which examines teachers' awareness of how their contributions align with the overall purpose of the school, also reflects a strong agreement with a mean of 4.56 and a standard deviation of 0.74. This highlights that teachers are not only clear about their individual roles but also understand how their work fits into the broader goals of the institution, which can foster a sense of purpose and community within the school.

A study published in the *International Journal of Environmental Research and Public Health* (2022) found that role clarity significantly contributes to teacher job satisfaction and psychological well-being, especially during challenging times like the COVID-19 pandemic.

Table 2.2

Level of Protective Factor as to Nature and Support

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I receive adequate support from school administration in fulfilling my teaching responsibilities.	4.47	.72	Very High
2. The working environment at my school is conducive to my professional growth.	4.50	.76	Very High
3. I feel supported by colleagues in handling challenges related to teaching.	4.47	.74	Very High

4. The resources provided by the school contribute positively to my teaching experience.	4.45	.80	Very High
Overall	4.47	.68	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		
High (3.41–4.20)	Very Low (1.00–1.80)		

Based on the data presented in Table 2.2 under the protective factor “Nature and Support,” it is evident that respondents perceive a strong level of support in their teaching environment. The overall mean of 4.47 with a standard deviation of .68 falls under the verbal interpretation of “Very High,” indicating that teachers feel adequately supported in various aspects of their professional responsibilities. Specifically, the highest mean (4.50) corresponds to the statement, “The working environment at my school is conducive to my professional growth,” suggesting that teachers find their schools to be nurturing spaces for continuous improvement. Support from the school administration and colleagues, as shown by equal means of 4.47, further highlights a collaborative and responsive environment where professional challenges are addressed collectively. Meanwhile, the provision of resources, with a mean of 4.45, also plays a vital role in enhancing the teaching experience.

Olsen and Huang (2019) analyzed data from the 2011–2012 Schools and Staffing Survey and found that principal support and teacher cooperation are significant predictors of teacher job satisfaction. Their study emphasizes the importance of supportive administrative practices and collaborative environments in enhancing teachers' professional experiences. Similarly, Bressler (2012) explored the relationship between high school teachers' job satisfaction and principal support, concluding that supportive leadership positively influences teacher satisfaction levels. These studies underscore the critical role of administrative support and a positive school culture in fostering teacher well-being and retention.

Table 2.3
Level of Protective Factor as to Positive Participation

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I have positive and constructive relationships with my students.	4.57	.80	Very High
2. There is a sense of camaraderie among the teaching staff at my school.	4.49	.74	Very High
3. I feel connected to the broader community in which my school is located.	4.47	.72	Very High
4. Collaborative efforts with other teachers enhance my teaching experience.	4.56	.70	Very High
Overall	4.52	.64	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		

High (3.41–4.20)

Very Low (1.00–1.80)

Table 2.3 presents data on the positive participation of teachers as a protective factor. The overall mean score of 4.52 with a standard deviation of 0.64 indicates that respondents *Very High* that they engage in positive participation within their professional environment. Among the indicators, the highest mean was recorded in the statement, “I have positive and constructive relationships with my students” (Mean = 4.57, SD = 0.80), highlighting the importance of teacher-student relationships in promoting a supportive and effective learning environment. This is closely followed by “Collaborative efforts with other teachers enhance my teaching experience” (Mean = 4.56, SD = 0.70), emphasizing the value of collegial collaboration in enhancing pedagogical practices and professional satisfaction. The indicator “There is a sense of camaraderie among the teaching staff at my school” received a mean of 4.49 (SD = 0.74), showing strong interpersonal connections among teachers which can contribute to a more harmonious and motivating workplace. Lastly, the statement “I feel connected to the broader community in which my school is located” obtained the lowest mean, though still high at 4.47 (SD = 0.72), suggesting that while community involvement is strong.

Villalobos Vergara, et al. (2024) found that teachers who enjoy positive relationships with their students are more likely to report a sustained sense of resilience and commitment, as well as making a difference in students’ learning and development.

Table 2.4*Level of Protective Factor as to Meaningful Participation*

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I am actively involved in decision-making processes that affect my teaching.	4.38	.86	Very High
2. Opportunities for professional development are meaningful and relevant to my needs.	4.48	.86	Very High
3. I feel that my input is valued in discussions about school policies and practices.	4.47	.79	Very High
4. The school provides avenues for teachers to actively engage in shaping educational practices.	4.50	.71	Very High
Overall	4.45	.72	Very High
Legend:			
Very High (4.21–5.00)	Moderate (2.61–3.40)		
High (3.41–4.20)	Low (1.81–2.60)		
	Very Low (1.00–1.80)		

Table 2.4 presents the data on the respondents’ perception of *Meaningful Participation* as a protective factor in their teaching environment. The overall mean score of 4.45 with a standard deviation of 0.718 indicates that respondents *Very High* that they are meaningfully involved in key aspects of the school’s operations and educational processes. Among the indicators, the highest mean (4.50) is attributed to the statement, “The school provides avenues for teachers to actively engage in shaping educational practices,” suggesting that teachers perceive their school as supportive of collaborative and participatory practices. This is closely followed by the item on professional development opportunities (Mean = 4.48),

highlighting the importance of relevant and responsive capacity-building programs. The lowest mean score, though still interpreted as "Very High," pertains to the statement, "I am actively involved in decision-making processes that affect my teaching" (Mean = 4.38). This may imply that while teachers generally feel engaged, there is room to further enhance their direct involvement in instructional decision-making. The consistently low standard deviations across all items reflect a high level of agreement and shared perception among the respondents.

However, contrasting perspectives emerge from a study by Peng & Nair (2022) where low participation in decision-making and medium institutional support for professional growth were reported. The study found that while participation in decision-making had a significant effect on practicality and nonmonetary cost-benefit appraisals, it did not significantly influence fairness appraisal or behavioral intentions.

Table 2.5

Level of Protective Factor as to Life Guiding Skills

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. My teaching profession has equipped me with valuable life skills.	4.53	.80	Very High
2. I am confident in my ability to navigate challenges in my personal life.	4.50	.87	Very High
3. The skills I have gained as a teacher positively impact various aspects of my life.	4.58	.76	Very High
4. I can apply the skills acquired through teaching to different life situations.	4.61	.70	Very High
Overall	4.57	.69	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		
High (3.41–4.20)	Very Low (1.00–1.80)		

The data presented in Table 2.5 reveals that the respondents Very High with the statements related to the life guiding skills they have acquired through their teaching profession. The mean scores for each indicator are consistently high, with the lowest mean being 4.50, indicating a strong consensus among the respondents that their teaching profession has provided them with valuable life skills. The standard deviations are also relatively low, ranging from 0.697 to 0.87, suggesting that there is minimal variation in the respondents' perceptions of their life skills. The highest mean score, 4.61, is associated with the statement, "I can apply the skills acquired through teaching to different life situations," which implies that the teachers feel particularly confident in transferring the skills gained from their professional experience to their personal lives. This is closely followed by "The skills I have gained as a teacher positively impact various aspects of my life" (mean = 4.58), indicating that teachers perceive their acquired skills as beneficial beyond the classroom setting. The overall mean score of 4.57 and the verbal interpretation of "Very High" suggest that the teachers in this study strongly believe that their teaching profession has significantly contributed to their personal development, equipping them with life skills that are applicable in various situations. This finding highlights the importance of the teaching profession not only in

imparting academic knowledge but also in fostering essential life skills that support personal growth and resilience.

Table 2.6

Level of Protective Clear and Consistent Boundaries

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. There are clear boundaries between my professional and personal life.	4.53	.84	Very High
2. The expectations regarding teacher-student boundaries are well-communicated.	4.54	.78	Very High
3. The school promotes a healthy work-life balance for its teachers.	4.40	.83	Very High
4. I feel that the school supports maintaining clear and consistent professional boundaries.	4.44	.81	Very High
Overall	4.48	.73	Very High

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

The data presented in Table 2.6 highlights the protective factor of "Clear and Consistent Boundaries," which is a critical element in maintaining professional and personal well-being, particularly in the teaching profession. The indicators reflect a strong consensus among respondents regarding the importance and clarity of boundaries in their professional lives.

First, the high mean scores for the individual indicators ranging from 4.40 to 4.54 indicate a strong agreement among the respondents that the boundaries between their professional and personal lives are clear, expectations regarding teacher-student interactions are well-communicated, and the school encourages a healthy work-life balance. Notably, the mean of 4.53 for the first indicator suggests that teachers strongly feel there is a clear distinction between their personal and professional lives, which is essential for reducing burnout and maintaining emotional and mental well-being. The consistent responses across the indicators, with standard deviations ranging from .78 to .84, reflect a moderate level of agreement among respondents, suggesting that the majority share similar perceptions of the boundaries in place. The school's role in promoting work-life balance, with a mean of 4.40, further emphasizes the importance of institutional support in maintaining teacher well-being. Teachers also feel that their school supports maintaining clear professional boundaries, with a mean of 4.44, showing strong institutional backing. The overall mean score of 4.48 reinforces the notion that the respondents Very High response with the idea that clear and consistent boundaries are established within their professional environment. This perception is crucial for fostering an environment where teachers can perform at their best while preserving their personal well-being.

Similarly, research by Diego-Medrano and Salazar (2021) examined the work-life balance of faculty in higher education, emphasizing the necessity of institutional support in maintaining clear professional boundaries to foster a healthy work environment.

3. Career Success

Table 3.1*Level of Career Success as to Job Success*

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I am likely to achieve success in my professional tasks.	4.54	.67	Very High
2. I feel confident in my ability to accomplish job-related goals.	4.56	.65	Very High
3. I am likely to succeed in meeting job expectations.	4.48	.66	Very High
4. I feel competent in handling the responsibilities of my job.	4.53	.67	Very High
Overall	4.53	.59	Very High
Legend:			
Moderate (2.61–3.40)			
Very High (4.21–5.00)		Low (1.81–2.60)	
High (3.41–4.20)		Very Low (1.00–1.80)	

The data in Table 3.1 presents the respondents' perceptions of their career success in terms of job performance and competence. With an overall mean of 4.53 and a standard deviation of 0.591, the respondents *Very High* that they experience job success. Each indicator garnered high mean scores, ranging from 4.48 to 4.56, indicating a consistently strong level of agreement across all aspects of perceived job success. Specifically, the highest mean score (4.56) was observed in the statement "I feel confident in my ability to accomplish job-related goals," suggesting that the respondents have high levels of self-efficacy and motivation in their work. Similarly, the statement "I am likely to achieve success in my professional tasks" followed closely with a mean of 4.54, reinforcing the idea that respondents view themselves as capable and effective in fulfilling their professional duties. The lowest—yet still high—mean of 4.48 was recorded in the statement "I am likely to succeed in meeting job expectations," which may imply a slight degree of challenge or external pressure in meeting specific standards but still indicates strong confidence in their abilities. The overall standard deviation of 0.591 reflects minimal variability in responses, suggesting a strong consensus among respondents regarding their perceived job success.

Batool, et al (2025) found that self-efficacy is strongly associated with employees' feelings of vitality and learning, which are, in turn, linked to job performance and career success. This suggests that individuals who believe in their capabilities are more likely to thrive in their roles, reinforcing the findings from Table 3.1.

Table 3.2*Level of Career Success as to Interpersonal Success*

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I am likely to build positive relationships with colleagues.	4.68	.60	Very High

2. I effectively communicate and collaborate with other teachers.	4.63	.64	Very High
3. I create a positive and supportive classroom environment.	4.66	.62	Very High
4. I am likely to establish strong connections with students.	4.72	.57	Very High
5. I believe I am successful in fostering a sense of community within the school.	4.59	.66	Very High
Overall	4.66	.56	Very High

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

The data in Table 3.2 presents the respondents' perceptions of their interpersonal success in the context of career success. The overall mean score of 4.66 with a standard deviation of .56 falls under the "Very High" category, indicating that teachers perceive themselves as highly competent in establishing and maintaining positive interpersonal relationships within the school environment. Among the indicators, the highest mean score was on the statement "I am likely to establish strong connections with students" (Mean = 4.72, SD = .57), highlighting the teachers' strong inclination and success in building rapport with learners. This suggests that fostering student-teacher relationships is a priority and strength among educators, which can significantly enhance student engagement and classroom dynamics. Similarly, high ratings were also observed for "I am likely to build positive relationships with colleagues" (Mean = 4.68, SD = .60) and "I create a positive and supportive classroom environment" (Mean = 4.66, SD = .62). These results emphasize a collaborative and nurturing atmosphere, both among peers and within classrooms. The indicator with the lowest, though still very high, mean was "I believe I am successful in fostering a sense of community within the school" (Mean = 4.59, SD = .66). While this still reflects a strong agreement, it may imply an area where continuous efforts in community-building activities or initiatives can be beneficial. A study by McDonald (2019) emphasizes that positive teacher-student relationships, characterized by support and fairness, develop in environments where students feel safe, understood, and appreciated.

Table 3.3

Level of Career Success as to Hierarchical Success

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I feel supported and recognized by school leadership.	4.44	.71	Very High
2. I believe my contributions to the school are valued.	4.53	.69	Very High
3. I am likely to advance in my career within the school.	4.50	.70	Very High
4. I am satisfied with the hierarchical support I receive.	4.44	.73	Very High

5. I feel my role is acknowledged and appreciated by school administrators.	4.45	.69	Very High
Overall	4.47	.64	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		
High (3.41–4.20)	Very Low (1.00–1.80)		

Table 3.3 presents the data on respondents' perceptions of hierarchical success as a component of career success. The overall mean score of 4.47 with a standard deviation of 0.64 indicates a "Very High" verbal interpretation, reflecting a very high level of perceived support, recognition, and value from school leadership. Among the indicators, the highest mean score was observed in the statement "I believe my contributions to the school are valued" (Mean = 4.53, SD = 0.70), suggesting that teachers feel highly appreciated for their work and efforts. This is closely followed by the belief in potential career advancement within the institution (Mean = 4.50), which reflects a positive outlook on professional growth opportunities. The lowest, though still high, mean is seen in the statements about feeling supported and recognized by school leadership and satisfaction with hierarchical support (both Mean = 4.44), suggesting slight variability in individual experiences but generally favorable perceptions.

Blace (2001) highlights that principals can significantly influence various aspects of teaching, including strengthening teachers' confidence and supporting their professional development. This underscores the importance of school leadership in empowering teachers and fostering an environment conducive to career advancement.

Table 3.4
Level of Career Success as to Life Success

Indicator	Mean	Std. Deviation	Verbal Interpretation
1. I am likely to achieve a satisfying work-life balance.	4.53	.66	Very High
2. I am content with the overall quality of my life.	4.60	.61	Very High
3. I feel successful in managing both personal and professional aspects of my life.	4.66	.60	Very High
Overall	4.60	.57	Very High
Legend:	Moderate (2.61-3.40)		
Very High (4.21–5.00)	Low (1.81–2.60)		
High (3.41–4.20)	Very Low (1.00–1.80)		

Table 3.4 presents the respondents' perceptions of their life success in relation to career success, particularly focusing on the achievement of work-life balance and satisfaction in both personal and professional domains. The data reveal an overall mean of 4.60 with a standard deviation of 0.57, interpreted as Very High. This indicates that the respondents generally perceive themselves as being Very High to achieve success in managing their lives alongside their careers. Among the indicators, the highest mean score of 4.66 was noted in the statement, "I feel successful in managing both personal and professional aspects of my life," suggesting that most of the respondents feel competent and fulfilled in balancing these

two areas. Similarly, the high ratings for achieving a satisfying work-life balance (Mean = 4.53) and being content with the overall quality of life (Mean = 4.60) further support the conclusion that they experience a positive integration of career and personal life.

Susanto, et al. (2022) found that work-life balance significantly influences job satisfaction, which in turn enhances job performance. The research demonstrated that employees experiencing better work-life balance reported higher job satisfaction levels, leading to improved performance outcomes.

4. Relationship Between the Adversity Quotient and the Career Success of Teachers

Table 4.

Test of Correlation Between the Adversity Quotient and the Career Success of Teachers

Adversity Quotient	Career Success				
	Job Success	Interpersonal Success	Hierarchical Success	Life Success	Overall Career Success
Control	.400**	.323**	.393**	.359**	.394**
Ownership	.368**	.349**	.399**	.364**	.395**
Reach	.354**	.306**	.352**	.310**	.353**
Endurance	.351**	.365**	.420**	.377**	.404**
Overall Adverse Quotient	.393**	.359**	.418**	.377**	.413**

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data presented in Table 4, there is a statistically significant positive correlation between the dimensions of the Adversity Quotient (AQ) and the various facets of Career Success among teachers. All correlation coefficients are significant at the 0.01 level (2-tailed), indicating that the relationships are unlikely to have occurred by chance. Using Cohen's (1988) interpretation of r-values, the correlations generally fall within the range of low to moderate positive relationships.

Specifically, the Overall Adversity Quotient shows the strongest correlation with Hierarchical Success ($r = .418$), followed closely by Overall Career Success ($r = .413$) and Life Success ($r = .377$). These values indicate moderate positive relationships, suggesting that teachers with higher AQ are more likely to experience higher levels of advancement in their careers, greater life satisfaction, and a more holistic sense of career fulfillment. Among the AQ components, Endurance demonstrates the strongest individual correlations, particularly with Hierarchical Success ($r = .420$) and Overall Career Success ($r = .404$), implying that teachers who can sustain effort and remain resilient during challenging times are more likely to move upward in their professional journey.

Other AQ dimensions such as Control, Ownership, and Reach show low positive correlations with all career success indicators. Notably, Control has a relatively higher correlation with Job Success ($r = .400$), and Ownership with Hierarchical Success ($r = .399$), implying that a teacher's sense of personal agency and accountability plays a role in achieving specific career milestones.

Implications of these findings suggest that fostering the Adversity Quotient of teachers particularly in the areas of endurance, control, and ownership can be beneficial in supporting their career development. Teacher development programs and support mechanisms should consider integrating training on resilience-building, stress management, and self-efficacy to enhance not only the well-being of educators but also their professional success. In the long term, these improvements can contribute to more effective teaching, improved student outcomes, and a more motivated teaching workforce.

A study by Arabejo (2024) found a significant positive correlation between AQ and work performance among public elementary school teachers in the Philippines. Teachers with higher AQ scores

demonstrated greater resilience, adaptability, and problem-solving skills, contributing to enhanced performance. Similarly, research by Zhao and Sang (2023) emphasizes the role of AQ as a predictor of career success, highlighting its importance in enhancing workplace productivity and assisting individuals in attaining higher positions. These studies support the notion that higher AQ levels are associated with improved career outcomes for teachers.

5. Relationship Between the Protective Factors and the Career Success of Teachers

Table 5.

Significant Relationship Between the Protective Factors and the Career Success of Teachers

Protective Factors	Career Success				
	Job Success	Interpersonal Success	Hierarchical Success	Life Success	Overall Career Success
Purpose and Expectations	.399**	.425**	.436**	.427**	.450**
Nature and Support	.499**	.494**	.548**	.491**	.543**
Positive Connections	.459**	.468**	.507**	.487**	.512**
Meaningful Participation	.437**	.411**	.502**	.406**	.470**
Life Guiding Skills	.396**	.422**	.376**	.407**	.425**
Clear And Consistent Boundaries	.428**	.449**	.465**	.422**	.470**
Overall Protective Factors	.482**	.491**	.522**	.485**	.528**

** . Correlation is significant at the 0.01 level (2-tailed). N=131

Table 4 shows that all correlations between protective factors and career success dimensions are statistically significant at the 0.01 level, indicating that there are meaningful relationships between the protective factors and various facets of career success. According to Cohen's (1988) interpretation, most of the correlation coefficients fall within the low to moderate range, which suggests that while the relationships are not extremely strong, they are still relevant and worth considering.

Among the specific protective factors, Nature and Support demonstrates the highest correlations with all aspects of career success, with values ranging from .491 to .548. This indicates a moderate positive relationship, implying that individuals who experience supportive environments and nurturing relationships tend to experience greater success in their jobs, interpersonal interactions, hierarchical positions, and overall career trajectories. Positive Connections and Meaningful Participation also yield moderate correlations with key career success indicators such as hierarchical success (.507 and .502 respectively) and overall career success (.512 and .470, respectively). These findings suggest that being positively connected with others and feeling meaningfully involved in activities or roles may significantly contribute to how successful individuals perceive their careers to be.

Meanwhile, Purpose and Expectations, Life Guiding Skills, and Clear and Consistent Boundaries show mostly low yet statistically significant positive correlations, especially with job, interpersonal, and life success. Though the strength of these relationships is not as high as others, they still indicate that these protective factors play a supportive role in career development.

When the overall protective factors are considered collectively, the correlation with overall career success is .528, again falling under the moderate category. This highlights the cumulative impact of protective factors on achieving career success, reinforcing the idea that nurturing multiple dimensions of support and personal development contributes positively to an individual's career outcomes.

For instance, Šverko and Babarović (2019) conceptualize protective factors in career development as encompassing personal, relational, and situational elements that collectively influence an individual's career trajectory. Carstens et al. (2021) found that person-environment fit and resilience significantly predict subjective career success, highlighting the role of personal and environmental factors in career advancement.

6. Research Output

Based on the results of the regression and correlation analyses, the study revealed a significant positive relationship between the Adversity Quotient (AQ) and Career Success among elementary teachers, with the **Endurance** and **Control** dimensions showing the strongest associations. Given these findings, a targeted plan of action can be developed to enhance teacher resilience, which is foundational to sustaining high performance and career satisfaction.

Action Plan

Result	Objective	Activities	Resource	Time Frame	Output
Life Guiding Skills (Mean = 4.38)	Enhance teachers' application of life skills in classroom and personal settings	Conduct life skills workshops (e.g., decision-making, problem-solving, stress management)	Trainers, modules, venue, training materials	August - September 2025	Improved teacher self-assessment in life skills application
Clear and Consistent Boundaries (Mean = 4.39)	Reinforce the establishment of professional boundaries among teachers	Seminar on maintaining work-life balance and professional ethics	Guest speaker, HR manual, workshop tools	September 2025	Stronger policy implementation and improved staff feedback
Interpersonal Success (Mean = 4.42)	Strengthen interpersonal communication and collaboration among teachers	Team-building activities and communication skill training	Facilitators, materials for team-building, venue	October 2025	Positive improvement in peer evaluations and team rapport

This action plan was developed in response to the findings of the study titled “*Adversity Quotient and Protective Factors for Resilience in the Workplace Toward Teachers’ Career Success*”. The study identified key areas where elementary school teachers demonstrated relatively lower mean scores, despite generally high levels of resilience and career success. These areas include Life Guiding Skills, Clear and Consistent Boundaries, and Interpersonal Success.

To address these gaps, the Action Plan outlines a series of targeted interventions aimed at strengthening these specific dimensions. The proposed initiatives include professional development workshops, training seminars, and team-building activities designed to enhance teachers’ practical life skills, clarify professional boundaries, and foster more effective interpersonal communication within the school community.

The objectives of the plan are threefold: to improve teachers’ capacity to manage everyday challenges through strengthened life skills; to support the establishment of clear, consistent personal and professional boundaries; and to nurture more collaborative, communicative workplace relationships. These objectives align with the broader goal of promoting teacher resilience and ensuring sustained career success. Implementation is scheduled from August to October 2025, with resource allocations tailored to support successful delivery. The expected outcomes include measurable improvements in teacher confidence, collaboration, professional ethics, and overall workplace satisfaction. This action plan serves

as a proactive approach to addressing subtle but significant professional development needs, fostering a more resilient, empowered, and effective teaching workforce.

3. Recommendations

Based on the findings of the study and the conclusion drawn, the following are recommended: Schools should incorporate training programs focused on building resilience, stress management, and adaptability in teachers, particularly in areas such as control, endurance, and ownership, to enhance their overall Adversity Quotient. It is crucial for school administrators to strengthen support systems by ensuring adequate resources, mentorship, and professional development opportunities, which have been shown to significantly influence teachers' professional growth and success. Schools should provide more opportunities for teachers to actively engage in decision-making processes, as involvement in shaping educational practices was strongly linked to career success. Schools must encourage the cultivation of positive relationships among staff members and with students, as strong interpersonal connections and a collaborative work environment were found to contribute significantly to teachers' career fulfillment. Institutions should promote policies that foster a clear work-life balance and support the maintenance of professional boundaries to help teachers sustain their well-being and long-term career success.

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