

The adversity quotient of receiving teachers handling children with special needs

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Abstract

This study aimed at determining the adversity quotient of receiving teachers of Davao City Special School. It utilized a descriptive approach to describe the level of adversity quotient among the receiving teachers and compare it with their demographic profile- age, gender, civil status, and length of service using ANOVA. Data were gathered through a survey questionnaire developed by Stoltz (1997) and modified by Baog and Cagape (2022) via purposive sampling because only receiving teachers were considered in this study. Results of the study showed that the adversity quotient mean scores of the respondents were average in all dimensions: control, ownership, endurance, and reach. It implies that the individual usually does a sufficient job of directing his life as long as everything is going relatively smoothly. However, the person may have also a tendency to suffer unreasonably from setbacks or from the accumulated burden of life challenges. Most of the respondents were female, married, 32-50 years old, and had 4-10 years of service in the teaching field. The adversity quotient showed no significant difference ($p\text{-value} > 0.05$) when compared to the demographic profile. Further research on the current topic could be expanded to a broader scope such as using another construct that may have an impact on the adversity quotient. Receiving teachers from other government and non-government organizations may participate in the study which may represent the population of teachers.

Keywords: Receiving Teachers; Adversity Quotient; Adversity; Demographic Profile

1. Introduction

The success of the organization depends upon the behavior of the people working with Children with Disabilities. It is a true measure of a teacher's capabilities and competence in adjusting the manifested behavior within the organization. In handling children with disabilities, teachers are expected to understand the different emotions and struggles of children facing a lot of challenges. These challenges can be attributed to the different intellectual abilities of the children within the four corners of the classroom. As a consequence, teachers exert more effort to meet the expectations of the organization.

An adversity quotient determines the success of a person since it is positively correlated with the person's performance. How an individual manages difficulties and transforms obstacles into opportunities possesses a high adversity quotient. People with low adversity quotients will always depend on others, especially parents, peers, and others. They do not have initiative and struggle greatly when confronted with challenges. People who can solve problems more efficiently can control the situation and have a higher chance of success (Phoolka and Kaur, 2012).

In the middle of March 2020, the World Health Organization declared Covid-19 a global pandemic which resulted in lockdown, shutting down some establishments, loss of jobs, and uncertainty about continuing education. The unexpected circumstances disrupted the school setting which led to the shifting of the learning delivery mode from traditional face-to-face instruction to a distance learning approach (Yavuz, M., Kayali, B. & Tutal, Ö. 2021). However, the traditional face-to-face learning modality is progressively regaining its position after two years of distance learning due to the pandemic.

The Department of Education has mandated all private and public schools to offer five-day face-to-face classes under DepEd Order 34 s. 2022. This has added another strain to the lives of instructors, especially those who work with special needs students. The school closures, the shift to purely modular learning, the lack of interaction in the classroom, and the lack of supervision by teachers have actually worsened the learning crisis (Bautista et al., 2022).

Distance learning's effects on students with special educational needs (LSEN) have increased the difficulties educators face, especially when it comes to student learning. Receiving teachers oversee the behavior and socio-emotional well-being of all children inside the four walls of the classroom, including mainstreamed Learners with Special Needs. It has become more challenging for receiving teachers to deal with the increased number of LSENs, thus it is important to have a clear understanding of how these requirements will be fulfilled (Davis, 2021). The researchers sought to determine the receiving teacher's level of adversity quotient and analyze it to gauge their strength in controlling, enduring, and owning adversities that may come their way. With high adversity quotients, they may be able to surpass the challenges however with low adversity quotients it will greatly affect their interest, job, and motivation to go on.

The researchers were interested in how teachers could perform confidently again after specific life circumstances caused significant changes in their functioning. Distance education for two years can impact how well special-needs children learn. Due to restrictions during the pandemic, no formal assessment had been done and no therapy had been provided. Parents do and translate for their children while teachers just provide online instructions. Some parents encourage their kids, while others don't, making it more challenging for exceptional kids to pick up what should have been taught. Finally, it has backfired on the receiving teachers as they return to old-fashioned face-to-face communication.

The researchers, who are also teachers, note that the overwhelming workloads of teachers are the main source of most of these stressors (academic requirements, preparation for classes, dealing with parents and students, etc.). When these demands and tensions build up over time, they may lead to conflict, create further problems for their well-being, and prevent people from functioning to their full capacity.

In order to build a training program or interventions for school administrators to address their teachers' mental health and stress levels, the researcher created this study to gain insight into the relationship between the teachers' adversity quotient and demographic profile.

1.1 Review of Related Literature

This chapter discussed the conceptual literature and research on adversity quotient and its relation to teachers' demographic profiles. This is significant to understand the problem at hand. It also includes the theoretical and conceptual framework for this study.

Receiving Teachers

According to the Department of Education Order 72 series of 2009, the receiving teachers are normal educators who support inclusive education programs at their schools and develop a positive working connection with SPED instructors. Their responsibilities include collaborating with SPED teachers to assess children with special needs in order to determine their strengths and weaknesses for program planning and curriculum modification, preparing children in regular classes to welcome and accept children with special needs, working with other teachers to provide an appropriate and practical inclusive education program, and educating Resource SPED Teachers about scheduling. Finally, they assess the current teaching materials to identify any adjustments that are required. With the functions and responsibilities of a teacher listed above.

The implementation of Inclusive Education has been applauded by many, but the disadvantages were tremendously felt during the pandemic. The pandemic brought about a significant shift in the education system. Particularly in the domain of teaching strategies, methods, and practices. Non-SPED teachers were able to employ the best methodological strategies for teaching students with special needs thanks to their extensive teaching experience. However, when the pandemic struck, they had to start over because the distance learning strategies they had previously utilized might no longer work. They must come up with and learn fresh approaches that are appropriate for their students with special needs (Pedroso, Alcalde, & Sudario, 2022).

Many academics cited students' inattentiveness in synchronous classes as a key source of worry (Hassan et al., 2020 cited in the study of Pedroso, Alcalde, & Sudario, 2022). Studies showed that students initially were not sincere and serious about their online classes, and teachers obtained very low response rates to the assigned assignments, making it difficult for teachers to engage their students. Lack of training made it difficult for teachers to record student attendance digitally, and there was a high likelihood that students would record proxy attendance while engaging in other online activities (Farooq et al., 2020).

According to the findings of the study by Allam and Martin (2021) which contradicts the study made by Pedroso, Alcalde, and Sudario (2022), the majority of teachers who work with students who have learning disabilities did not receive any special needs education training from the school, and as a result, they believe they are unqualified to do so. Additionally,

teachers working in SPED classes are lacking in approaches to working with students who have disabilities. It was also revealed that there were fewer colleges offering special needs education for teachers than there were regular education colleges. However, they are unable to generate enough teachers to staff the Division of Ilagan's special needs schools.

In her study, Glina-Morata (2021) revealed that the receiving teachers had an intermediate level of expertise but were untrained in addressing children with special educational needs. This is supported by the results of the study made by Palanca, et. al., (2021) who suggested that non-special education teachers must be trained with suitable inclusive education techniques in order to meet the demands of children with different needs. For the receiving teachers to manage students with special educational needs, the Strengthening Knowledge and Skills and Sustaining Collaboration (SKnowSSCol) Plan should be used. Glina-Morata (2021) recommended the following: (1) receiving teachers could pick up a wide understanding of inclusive education; (2) build personalized learning techniques, values and attitudes, abilities, and approaches to effectively handle varied learners in his or her class, receiving teachers may participate in training and refresher courses as needed; (3) to adequately meet and address the requirements of students with special educational needs, coworkers may be encouraged to collaborate; and (4) to support appropriate assessment and assistance, the technique of referral to other specialists may be used.

Adversity

Every day, each of us is confronted with a diverse set of challenges, ranging from minor inconveniences to major setbacks, and even tragedies. Learning to turn any adversity into a genuine advantage is the key to success in both business and life (Stoltz & Weißenmayer, 2010). Adversity is a part of life, and people can choose how they respond to each adversity they face. They will frequently be senseless, unfair, and painful, and they will be beyond our ability to prevent them. They do, however, appear in our lives for a reason. People have the option of learning valuable lessons from every adversity they face.

The adversity quotient contains four "CORE" aspects that reflect a person's pattern of adversity response. Control, ownership, reach, and endurance are the four. Control represents the ability to exert control over an adverse circumstance. Ownership reflects accountability. Reach indicates the extent to which misfortune infiltrates one's life. Endurance responds to the time adversities last. Also, in the local context, Tiangco (2006) translated resilience into the Filipino term *katatagan-loob*, which denotes the characteristics of Filipinos to endure in the face of adversity, as defined by Cloninger (2003) as the "strength to survive stressful situations or those in which one is mistreated, without experiencing the usual negative consequences of such experiences defined."

In 1997, Paul G. Stoltz wrote the book *Adversity Quotient: Turning Obstacles into Opportunities*, which is where the term "adversity quotient" originated. Most adversity quotient study to date has been influenced by his idea. The four CORE dimensions used by Stoltz (1997) to quantify the adversity quotient have come to be known as the adversity quotient.

The CORE Dimensions of AQ

The four CORE (Huijuan, 2009) or CORE (Cornista & Macasaet, 2013) aspects make up the adversity quotient. The first letter stands for "C" for "Control," and it denotes how much one feels they have over an unfavorable circumstance or incident. O stands for "Origin and Ownership," and it describes how one looks for the reason behind unfavorable outcomes as well as how much one is prepared to take responsibility for and accountability for the result of unfavorable circumstances or actions. The letters R and E stand for reach and endurance, respectively. Reach refers to how far hardship permeates other elements of a person's life, while endurance measures how long adversity and its causes will persist in a person's life. (Huijuan, 2009; Macasaet & Cornista, 2013).

Furthermore, in a pyramid-shaped paradigm that goes from the top down to the individual describing the two effects, Stoltz (2000), as retracted by (Huijuan, 2009), further explained the Adversity Quotient and its three levels of adversity. First, the Adversity Quotient defines social, occupational, and individual adversity that people face on a regular basis. Second, it demonstrates how an individual adapts or transforms, positively influencing their surroundings, including their employment and society at large. Thus, a person's adversity quotient (AQ) is a continuum rather than a binary indicator that solely indicates high or low performance; the higher the AQ, the more one can develop, comprehend, and accomplish achievement while also assisting one in continuing to rise.

In addition, Stoltz (1997), as noted by Huijuan (2009) and Cornista & Macasaet (2013), addressed the topic of how people react to adversity or the mountain they must climb to succeed. According to Stoltz (1997), we are born with the fundamental want to rise, which implies that ascent doesn't only entail climbing the corporate ladder, purchasing a home on a hill, or amassing a fortune. Instead, it entails drifting into the skies while meticulously reciting your mantra.

No matter what your ambitions are, ascending is about advancing your life's mission. The drive is essential, regardless of whether ascent is about increasing market share, improving grades, strengthening relationships, becoming better at what you do, finishing school, raising exceptional kids, drawing closer to God, or making a significant contribution during your brief sojourn on Earth.

The fundamental human needs to climb is our innate race against time to complete as much of the stated or implicit purpose as we can in the limited amount of time we are given. The Ascent extends beyond the person. Every group at work tries to advance and rise. Efforts to climb a mountain beset by avalanches, bad weather, and unexpected crevasses include total quality programs, growth initiatives, reengineering, reconstruction, harnessing the strength of a varied workforce, lowering cycle time, eliminating waste, and fostering creativity (Stoltz, 1997; Huijuan, 2009; Cornista & Macasaet, 2013).

There are three different categories of persons who have faced difficulties and have responded in different ways. First, there is the Quitter, who is regarded as weak, readily gives up, drops out, and has little to no capacity. Quitters gave up climbing. Second, the camper; these individuals can only go so far before declaring, "This is as far as I can (or want to) go." They give up the ascent when they get tired of it and locate a level, comfy plateau to hide from trouble on. Finally, the Climber, these individuals are possibility thinkers and never let age, gender, race, physical or mental impairment, or any other obstacle get in the way of ascension (Stoltz, 1997; Huijuan, 2009; cornista & Macasaet, 2013).

Quitters as a result frequently exhibit bitterness, depression, and emotional numbness. Alternately, they could feel angry and irritated, lashing out at the people and things around them, and bitter against those who succeed. Campers are satisfiers because instead of striving, they are content with sufficing. Of these three groups, only climbers lead a full life. They have a strong feeling of passion and purpose in what they accomplish. Climbers always remember the importance of the trip above the destination and welcome the hardships they will certainly encounter (Stoltz, 1997; Cornista & Macasaet, 2013).

Adversity Quotient® and Demographic Variables

Lin (2001), using gender as a variable, found that the Adversity Quotient score of male managers was significantly greater than that of female managers. Lin (2001) took the managers of the business operations of chain store branches as samples. Lee (2008) studied teachers in elementary schools and found that factors such as gender, age, service experience, and educational background have a substantial impact on teachers' Emotional Quotient, Adversity Quotient®, and class management abilities. In their study of employees in traditional industries, Shen and Chan (2003) found that the main factors influencing labor pressure are origin and ownership, reach, and endurance in the Adversity Quotient®, while the control has little impact. This study showed that the ability of workers in conventional businesses to manage work pressure had no bearing. Origin and ownership have a significant positive impact on job pressure, whereas endurance has a negative impact.

In order to determine the factors impacting the adversity quotient, determine the adversity quotient of enterprise workers in Taiwan, and provide advice for them, Shen (Ven. Zhi-Hsien) (2014) conducted a study. The results of the study showed that seniority and age have a substantial impact on Adversity Quotient®, although gender and educational background do not.

In their 2015 study, Ablana and Isidro discovered no link between respondents' AQ® Ownership, Reach, and Endurance dimensions and their age, sex, civil status, amount of education, year of employment, position, monthly salary, or the number of dependents. Age, sex, civil status, the number of dependents, the wage per month, and the year of employment have no discernible association with AQ® Control. However, position and educational level are related to the AQ® Control dimension. The Over-All Adversity Quotient® and respondents' demographic characteristics do not significantly correlate.

1.2 Theoretical Framework

The following discussions contain the theories that support the adversity quotient according to how they were treated in this study.

Stoltz' Adversity Quotient®

Dr. Paul Stoltz (1997) Adversity Quotient®, also known as the science of resilience. It describes one's ability to persevere in the face of adversity and overcome it. It also predicts who will succeed in the face of adversity and who will fail, who will exceed expectations and who will fall short, who will give up, and who will perish. By discovering, measuring, and applying Adversity Quotient®, people are able to stay motivated even in adverse situations. Based on numerous studies, he developed the AQ Profile® and is credited as the most credible instrument measuring adversity quotient. AQ® becomes the leading tool in measuring how effectively one deal with adversity (Stoltz, 1997).

1.3 Conceptual Framework

The figure below depicts the relationship between the research constructs. The respondents to this study are the receiving teachers of LSENs classified according to their age, gender, civil status, generation, and length of service. The respondents will be evaluated through their adversity quotient. From there, the researchers will present, analyze, and interpret the gathered data. Lastly, the output of the study will be a proposed training program based on the results of the

variables.

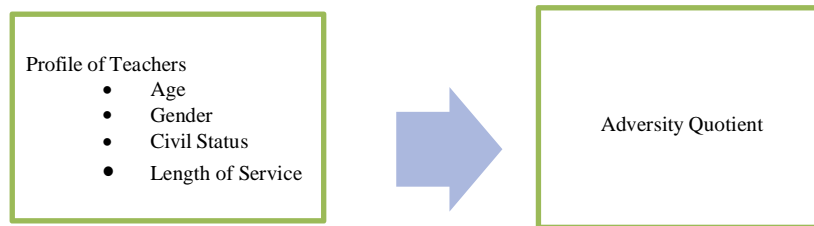


Fig. 1 A schematic diagram showing the profile and adversity quotient level of receiving teachers.

1.4 Statement of the Problem

The purpose of this study is to determine the Adversity Quotient of the receiving teachers handling special children. Specifically, the study sought to address the following specific questions:

1. What is the demographic profile of receiving teachers based on their:

1.1 Age

1.2 Gender

1.3 Civil Status

1.4 Length of service in this school

2. What are the receiving teachers' level of adversity quotient on the following dimensions as measured by the adversity quotient profile:

2.1 control

2.2 ownership

2.3 reach

2.4 endurance?

3. Is there a significant difference in the level of adversity quotient when compared to the demographic profile of the respondents?

Hypothesis

The null hypothesis is formulated and tested at the level of significance of 0.05.

Ho. There is no significant difference between the adversity quotient and receiving teacher's profile:

a. Age

b. Gender

c. Civil Status

d. Length of service

2. Research Design and Methodology

2.1 Research Design

This study employs a quantitative research method using descriptive design to describe the receiving teacher's level of adversity using the adopted questionnaire developed by Dr. Paul Stoltz. Descriptive research intends to systematically and accurately describe a population, situation, or phenomenon (McCombes, 2019). To determine the significant relationship between the adversity quotient and the teacher's demographic profile, a statistical tool one-way ANOVA was utilized.

2.2 Population/Respondents

The respondents of the study are the 50 receiving teachers at Davao City Special School Km. 7 Bangkal, Davao City. The research covers the level of adversity quotient and the teacher's demographic profile. The purposive sampling technique was utilized to obtain data that were relevant to this study.

2.3 Data Gathering Procedure

The following steps were undertaken to conduct the study:

- 2.3.1 Permission to conduct the study.** A request letter was sent to the Office of the Principal of Davao City Special School to allow the researchers to conduct the study.
- 2.3.2 Briefing and Orientation.** The participants were oriented about the implementation of the research ahead of time. They were oriented on the duration of the study and its significance.
- 2.3.3 Construction and Validation of Questionnaire.** The researchers adopted the survey questionnaire developed by Dr. Paul Stoltz and modified by Baog and Cagape (2022). It comprises 4 major dimensions: control, ownership, reach, and endurance.
- 2.3.4 Retrieval and interpretation of results.** The researchers started the data gathering by giving questionnaires to the receiving teachers of Davao City Special School. After retrieving the accomplished questionnaires, the researchers tabulated the data, analyzed it, and interpreted it.

2.4 Data Gathering Instrument

A survey questionnaire of 20 items was adopted from the Adversity Quotient Profile Questionnaire developed by Stoltz and modified by Baog and Cagape (2022) to fit the need of the research in the locale environment where the study was being conducted.

In the interpretation of data, scales were adjusted to measure the variables used in the study. The verbal descriptions of the scores were as follows:

Table 1. Verbal Description and Interpretation (Level of Adversity Quotient) Verbal Interpretation adopted from Baog and Cagape (2022)

Scale	Mean Range	Verbal Description	Interpretation
5	4.21-5.00	High	The person probably can withstand significant adversity and continue to move forward and upward in life.
4	3.41-4.20	Above Average	The person has probably done a fairly good job in persisting through challenges and in tapping a good portion of growth potential daily.
3	2.61-3.40	Average	The person usually does a decent job of navigating life as long as everything is going relatively smoothly. However, the person may suffer unnecessarily from larger setbacks or may be disheartened by the accumulated burden of life's challenges.
2	1.81-2.60	Below Average	The person is likely to be underutilizing his potential. making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ.
1	1.00-1.80	Low	The person probably suffers unnecessarily in several ways. Motivation, energy, vitality, health, performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ.

3. Results and Discussion

This chapter presents the results of the study and the analysis and interpretation of data gathered with the use of the adapted statistical measures. The presentation narrates the discussion of the results and implications of the data gathered which are illustrated in tables.

3.1. Demographic profile of receiving teachers based on: age, gender, civil status, and length of service

Table 2. Profile of the Receiving Teachers

Profile	Frequency	Percentage %
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AGE		
Below 30 years old	6	12%
31-50 years old	34	68%
Above 50 years old	10	20%
TOTAL	50	100%
GENDER		
Male	7	14%
Female	43	86%
TOTAL	50	100%
CIVIL STATUS		
Single	14	28%
Married	36	72%
TOTAL	50	100%
LENGTH OF SERVICE		
3 years and below	10	20%
4-10 years	22	44%
Above 10 years	18	36%
TOTAL	50	100%

Table 2 shows the frequency and percent distribution of the respondents according to their demographic profile. In terms of age groups, the majority of the respondents were from ages 31 to 50 years old, with 68% of the total number of respondents, whereas the age group above 50 years old made up only 20%. As to the gender of the respondents, there were more female than male participants with corresponding percentages of 86% and 14%. Furthermore, the majority of the respondents were married, with 72% of the total number of respondents. Meanwhile, single respondents only made up 28%. Finally, respondents with 4 to 10 years of service got the largest percentage with 44% of the total number of respondents, while those 10 years and above obtained 36% and 3 years below obtained 20% of the total sample size.

The result implies that the majority of the respondents in Davao City Special School are female tenured teachers and have gained ample experience on how to deal with special learners as well as adapt a coping mechanism in case of other adversities in life.

3.2. Receiving *teachers'* level of adversity quotient on the following dimensions as measured by the AQ® Profile: Control, Ownership, Reach, and Endurance.

Table 3. Receiving Teacher's Level of Adversity Quotient in terms of Control

Mean Interval	Level of Adversity Quotient	Frequency	Percentage
4.21-5.00	High	3	6%
3.41- 4.20	Above Average	10	20%
2.61-3.40	Average	29	58%
1.81-2.60	Below Average	6	12%
1.00-1.80	Low	2	4%

		N=50	100%
Over-all mean = 3.23	AVERAGE		

Table 3 presents the frequency distribution of the respondents with respect to their level of adversity quotient as measured by the AQ profile in terms of control. This study found that the majority rate of the respondents has an average level of adversity quotient with 58% of the total number of responses. An average level of control means that the respondents are invulnerable to stress when problems arise, and they perceive control over adversities. Meanwhile below average and low got 12% and 4% correspondingly while above average and high got 20% and 6% respectively. The overall mean is 3.23 which is categorized as the average level of Adversity Quotient.

Table 4. Receiving Teacher's Level of Adversity Quotient in terms of Ownership

Mean Interval	Level of Adversity Quotient	Frequency	Percentage
4.21-5.00	High	2	4%
3.41- 4.20	Above Average	15	30%
2.61-3.40	Average	21	42%
1.81-2.60	Below Average	8	16%
1.00-1.80	Low	4	8%
		N=50	100%
Over-all mean = 3.12	Average		

Table 4 displays the frequency distribution of the respondents with respect to their level of adversity quotient as measured by AQ profile in terms of ownership. This study observed that the majority of the respondents have an average level of adversity quotient in terms of ownership with 42% of the total number of responses. This means that they have a sense of accountability, and they tend not to blame others whenever adverse situations arise. This particular result is in contrast with the study of Canivel (2010) in which she found out that school principals had low scores for this AQ® dimension. On the other hand, below average and low obtained 16% and 8% respectively while above average and high got 30% and 4% correspondingly. The overall mean score is at 3.12 equivalent to the average level of adversity quotient.

Table 5. Receiving Teacher's Level of Adversity Quotient in terms of Reach

Mean Interval	Level of Adversity Quotient	Frequency	Percentage
4.21-5.00	High	1	2%
3.41- 4.20	Above Average	12	24%
2.61-3.40	AVERAGE	22	44%
1.81-2.60	Below Average	10	20%
1.00-1.80	Low	5	10%
		N=50	100
Over-all mean = 2.98	AVERAGE		

Table 5 illustrates the frequency distribution of the respondents with respect to their level of adversity quotient in terms of reach. This study found that a large number of respondents have an average level of adversity quotient at 44% of the total responses which means that respondents deal with problems fairly and do not allow problems to affect them totally. Meanwhile, below average and low got 20% and 10% accordingly while above average and high garnered 24% and 2% respectively. The mean is 2.98 equivalent to an average level of adversity quotient.

Table 6. Receiving Teacher's Level of Adversity Quotient in terms of Endurance

Mean Interval	Level of Adversity Quotient	Frequency	Percentage
4.21-5.00	High	3	6%
3.41- 4.20	Above Average	10	20%
2.61-3.40	Average	29	58%
1.81-2.60	Below Average	6	12%
1.00-1.80	Low	2	4%
		N=50	100
Over-all mean = 3.15	AVERAGE		

Table 6 exhibits the frequency distribution of the respondents with respect to their level of adversity quotient as measured in terms of endurance. This table shows that most respondents have an average level of adversity quotient with 58% of the total number of responses. An average level of endurance implies the tendency to perceive difficulties as temporary. The respondents may show a sense of hope that they will overcome difficulties. Tiangco (2006) supported the findings of this study where he described Filipinos in the philosophy of resiliency, which particularly denotes the characteristics of Filipinos to endure adversities. Other foreign and local studies alike have shown impressive AQ® scores in various participants (Santos, 2012; Cando and Villacastin, 2014; Macabiog, 2014). On the other hand, below average and low scores were obtained with 12% and 4% correspondingly, while above average and high with 20%, and 6% respectively. The overall mean is 3.15 equivalent to an average level of adversity quotient.

Table 7. Overall Receiving Teacher's Level of Adversity Quotient as Measured by AQ Profile

Mean Interval	Level of Adversity Quotient	Frequency	Percentage
4.21-5.00	High	4	8%
3.41- 4.20	Above Average	8	16%
2.61-3.40	Average	29	58%
1.81-2.60	Below Average	5	10%
1.00-1.80	Low	4	8%
		N=50	100
Over-all mean = 3.12	AVERAGE		

Table 7 reveals the overall frequency distribution of the respondents with respect to their level of adversity quotient as measured by AQ profile. This study indicated that the majority of respondents (58%) have an average level of adversity quotient. The respondents' mean levels are average in the Overall Adversity Quotient. This could imply that, while respondents may not use their full capacity to perceive control and responsibility, the inverse is equally possible, that is they may continue to perceive control and responsibility. Also, it implies that the receiving teachers possessed a balanced outlook in life in perceiving adversities. Patdo, Mariano, and Gonzales (2011) had the same findings that among parents with special children and with parents with normal children, their results show an average level of AQ. In the study conducted by Isidro and Ablana (2016) among LGU employees at Tayabas wherein the results also showed an average level of AQ. So based on these findings, the respondents in this study show a strong potential to cope with obstacles and difficulties, and they do not have the tendency to give up easily.

3.4. Differences in receiving teachers' level of AQ® on the basis of the following demographic variables: age, gender, civil status, length of service

Table 8. Overall Differences of Receiving Teachers' Level of Adversity Quotient when grouped according to their Demographic profile

ANOVA

adversity quotient vs age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.451	2	.726	1.549	.223
Within Groups	22.017	47	.468		
Total	23.468	49			

adversity quotient vs. gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.135	1	.135	.279	.600
Within Groups	23.333	48	.486		
Total	23.468	49			

adversity quotient vs. length of service

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.612	2	.306	.629	.538
Within Groups	22.857	47	.486		
Total	23.468	49			

Table 8 shows the significant difference in receiving teachers' level of adversity quotient when grouped according to demographic profile using ANOVA. This study found that there were no significant differences in the respondents' level of adversity quotient and age ($F = 1.549$, $p = 0.223$), gender ($F = .279$, $p = 0.600$), civil status ($F = .067$, $p = 0.797$) and length of service ($F = 0.629$, $p = 0.538$). This means that receiving teachers' overall level of adversity quotient does not vary when grouped according to their demographic profile. This result deviates from the study of Chao-Ying (2014) that length of service has a significant difference with the adversity quotient of the respondents.

4. Summary, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations based on the results of the study.

4.1 Summary of Findings

The study aimed to determine the level of adversity quotient of the receiving teachers in Davao City Special School. The following are the results drawn from the study:

1. The study involved 50 receiving teachers, and most of them were (31-50 years old). The majority of the respondents were married. They were mostly part of millennials.
2. The AQ® mean scores of the respondents were average in all dimensions: control, ownership, endurance, and reach.
3. None showed a significant difference in all the demographic and AQ® dimensions.

4.2 Conclusions

Based on the results of this study, the researcher concluded that:

1. Receiving teachers have average adversity quotient® (AQ®). Such competence may manifest when they are confronted with adversity at work, particularly when dealing with students with special needs as well as their administrators, which requires their resiliency. This result could be attributed to the difficulties that the receiving teachers face from years of work experience handling learners with special needs amidst the crowd of regular students. This is something that the nature of their work necessitates and subsequently, made an impact on how they handle problems.
2. One's ability to do work is another contributing factor that affects their average AQ®. This is directly proportional to their response to work demands and other personal issues. That is, they can positively respond to stress and physical exhaustion if they have high energy; in the same way, they may not respond positively when they have low energy. This is shown in their average endurance.
3. The receiving teachers, molded and experienced, demonstrate greater control over perceived adversities than their younger counterparts. Their extensive experiences have equipped them with the skills and behaviors required to deal with adversity. Thus, they have the perception that they have control over their circumstances.

4.3 Recommendations

In light of the conclusions drawn from the study, the following are hereby recommended:

1. Further studies may include broader samples that may represent the population of teachers. It is recommended that similar studies be conducted in other sectors other than receiving teachers. Receiving teachers from the government and non-government organizations may participate in the study.
2. According to the findings, receiving teachers of DCSS have an average AQ®. As a result, there is still something to be done about it. To provide a professional support system, receiving teachers may seek professional education and consultations from sped teachers and other colleagues. They may also participate in attending webinars and wellness activities such as hobbies, exercise, and spiritual practices to help them cope with their negative experiences.
3. Further research on the current topic could be expanded to a broader scope. Another construct may have an impact on the adversity quotient.
4. Schools Administrators may use this study as the springboard for the development of their programs, projects, and activities to adapt this strategy for the improvement of adversity quotient among teachers. By doing so they may strengthen their ability to confront challenges and tolerate strains in the different areas of their lives.

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