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Research Article

Resilient Teacher: Harnessing The Adversity Quotient to Navigate School Crises

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ABSTRACT

This study investigates the relationship between teachers' adversity quotient (AQ) and their crisis management practices in public schools in the District of Cabangan using a descriptive research design involving 208 teacher-respondents. The AQ of teachers was assessed across four dimensions Control, Ownership, Reach, and Endurance while crisis management practices were examined in terms of prediction, prevention, preparedness, performance, and post-crisis action. Data were analyzed using percentage, weighted mean, and Pearson correlation. Findings revealed that teachers demonstrated an "Above Average" level of AQ, indicating resilience and adaptability in managing adversities, although ownership and accountability remained areas for improvement. Teachers also exhibited positive crisis management practices, particularly in prediction, prevention, and performance, while long-term crisis planning and communication were identified as aspects needing enhancement. The results further showed a negligible correlation between teachers' AQ and their crisis management practices, suggesting that these variables operate independently of one another. Demographic factors such as age, length of service, and educational attainment showed minimal influence on both AQ and crisis management practices, except among younger teachers who displayed distinct attitudes toward crisis prevention. Based on the findings, the study proposed an action plan aimed at strengthening teachers' AQ and crisis management capabilities through resilience training, continuous professional development, and improved communication systems to enhance preparedness and sustain a safe and productive learning environment during future crises.

Keywords: *Adversity Quotient; Crisis Management Practices; Public School Teachers; Descriptive Research; Resilience and Adaptability; Crisis Preparedness; Professional Development; Demographic Factors; Public Schools; District of Cabangan*

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Background

Teachers are primarily responsible for the development of their students, as they bear the duty of establishing and maintaining a supportive learning environment that fosters a positive school climate (Boin, McConnell, & Hart, 2021). A positive school climate is a crucial factor in academic achievement and can be shaped by the teacher's vision. Epstein, Whitehead, Prompahakul, Thacker, and Hamric (2019) assert that teachers should continuously strive to enhance students' academic performance. Adversity and classroom management skills significantly affect student outcomes, and educators who effectively navigate challenges can contribute to shaping the school climate and enhancing student achievement. Understanding how teachers manage obstacles and fulfill their professional responsibilities provides insight into strategies for improving teaching effectiveness and fostering growth toward optimal performance.

Crises are unpredictable events that often take the public, media, and policymakers by surprise. Such events occur when a nation, community, organization, or group perceives that essential processes or core values are at risk and require rapid response despite considerable uncertainty. Public authorities face complex challenges as a result of these extraordinary situations (Cohn, 2020). Crises can also test organizational decision-making processes because no standardized procedures exist for addressing them (Pouwels et al., 2021). Similar to the global challenges posed by the COVID-19 pandemic, governments worldwide are being tested in their ability to handle extreme stress, a challenge historically associated with natural disasters, economic crises, and wars (Boin, McConnell, & Hart, 2021). These crises reveal not only a nation's vulnerabilities but also its capacity to manage socioeconomic and health-related risks.

Stoltz (1997) draws a comparison between mountain climbing and leadership, noting that overcoming challenges often involves facing overwhelming odds. Teaching is a profession that requires dedication, knowledge, and perseverance. Educators frequently confront multiple responsibilities that affect not only their performance but also the experiences of students, parents, and the broader school community. To succeed, teachers must possess both the knowledge and mindset necessary to navigate challenges effectively. Obstacles in teaching can, however, present opportunities for growth, broadening perspectives, and developing exceptional problem-solving skills that enhance instructional practice (Stoltz, 1997).

The Philippines remains highly vulnerable to natural hazards, particularly hydrometeorological events such as storm surges, flooding, tropical cyclones, and other weather disturbances. According to the Department of Education's Enhanced Basic Education Information System (DepEd, 2015), from school year 2009–2010 to 2018–2019, 47,188 schools reported natural disasters; 39,956 schools experienced tropical cyclones, and 26,221 schools experienced flooding. In response, the Department of Education issued DO No. 83 s. 2012 and DO Nos. 21 s. 2015, providing guidelines for disaster preparedness, risk reduction, and management coordination, as well as information management. Schools are therefore required to develop, implement, and maintain systems for anticipating, preparing for, and responding to the impacts of such hazards in collaboration with various government and DepEd offices. The guidelines for school-based disaster preparedness and response outline necessary actions and the support provided by Schools Division Offices, Regional Offices, and the Central Office.

This study investigates teachers' crisis management practices and responses to adversity, focusing on how teachers' adversity quotient influences their handling of crises. Applying the concepts of adversity response to the educational context, this research aims to provide school leaders with insights to support improvements in public schools in Cabangan. The primary objective is to determine the extent to which teachers' adversity quotient affects their crisis management practices. Findings from this study will help teachers adopt appropriate strategies that enhance adaptability to crises, strengthen engagement with students, and foster trust and commitment within the school community. Ultimately, the research assesses the effectiveness of implementing crisis management practices grounded in adversity

quotient principles among public school teachers.

Statement of the Problem

The study aims to determine the relationship between teachers' adversity quotient and crisis management practices that will improve their teaching and handling adversities as teachers in the school.

Specifically, it will answer the following questions:

1. What is the profile of the teachers' respondents in terms of the following:
   1.1. Sex;
   1.2. Age;
   1.3. Length of service;
   1.4. Position; and
   1.5. Highest educational attainment?
2. How may the teachers describe their adversity quotient in terms of:
   2.1 Control;
   2.2 Ownership;
   2.3 Reach; and
   2.4 Endurance?
3. How may the teachers describe the crisis management practices in terms of:
   3.1 Prediction;
   3.2 Prevention;
   3.3 Preparedness,
   3.4 Performance and Post-Crisis Action; and
   3.5 Assessment?
4. Is there a significant difference in the perception of the adversity quotient of the teachers when grouped according to profile variables?
5. Is there a significant difference in the perception of the crisis management practices of the teachers when grouped according to profile variables?
6. Is there a significant relationship with the perception of the teachers on the adversity quotient and crisis management practices?
7. What plan/program can be proposed based on the findings of the study?

Methodology

Research Design

The research study utilized a descriptive research design, which helped the researcher collect information that best described the existing problem by asking respondents about their perceptions of the strategies used by teachers in determining the adversity quotient and crisis management practices in the District of Cabangan. Descriptive research aimed to gather quantifiable information that could be used for statistical interpretation of the target sample through data analysis (Epstein et al., 2019). Descriptive research was an appropriate choice when the research aim was to identify characteristics, frequencies, trends, and categories. Survey research allowed for the gathering of large volumes of data that could be analyzed for frequencies, averages, and patterns. Common uses of surveys included describing the demographics of a country or region, gauging public opinion on political and social topics, and evaluating satisfaction with a company's products or an organization's services (FluidSurveys Team, 2014). Furthermore, according to McCombes, descriptive research could utilize a wide variety of research methods to investigate one or more variables (Israel & Hay, 2006), and can be applied effectively in educational research contexts (Kioupi & Voulvoulis, 2019).

Respondents and Location

The respondents of the research study are the teachers from different Public Secondary and Elementary Schools of the District of Cabangan. Table 1 below shows the frequency distribution of the respondents by schools. Two hundred eight (208) teachers from different schools in Cabangan participated in the study.

Data Collection

The draft of this applied research was subjected to editing in both technical and content aspects, with the school head and two colleagues who were knowledgeable in research checking and providing suggestions to improve the proposal. After making the final draft of the survey checklist, the researcher sought permission/approval from the public school district supervisor in the District of Cabangan through letters to administer the survey questionnaire to the respondents.

After securing the endorsement, the researcher distributed the instrument in person. The objectives of the study were explained to

the participants to help them consider and gain a better understanding of the research study's objectives. The respondents answered the questions, which were treated as confidential. The instruments were collected immediately.

The researcher informed the respective school heads about the actual distribution of the questionnaires to the respondents. The chosen respondents were briefed on the objectives of the study to ensure clarity of information and correctness of answers. The researcher ensured a one hundred percent retrieval rate of the questionnaires upon distribution.

Ethical Issues

The principles of privacy, anonymity, and confidentiality were rigorously upheld by the researcher to ensure the non-disclosure of both the identities of participants and the data collected during the study. These principles are fundamental to ethical research practices and serve to protect the rights of individuals involved. Privacy refers to the right of participants to control who has access to their personal information, while anonymity ensures that their identities remain unknown to both the researcher and any other parties involved in the analysis or reporting of the findings. Confidentiality extends this concept further by guaranteeing that any information provided by the participants will be kept secure and only used for the purposes of the research (Likert, 1932).

To implement these principles effectively, the researcher took several measures. First, all data were anonymized and coded to prevent any direct links to individual respondents. Furthermore, access to raw data was restricted to the researcher and authorized personnel involved in the analysis to minimize the risk of unauthorized disclosure.

Additionally, the researcher adhered to established research protocols by seeking permission from the Schools Division Superintendent prior to commencing the study. This step demonstrated respect for institutional guidelines and the authority of the educational administration. It also enhanced the credibility of the research by ensuring that it aligned with the ethical standards and expectations of the educational institution. By following these protocols, the researcher protected the rights of the participants and contributed to the integrity and reliability of the research process (McCombes, 2019).

Data Analysis

Upon retrieval of the distributed questionnaires, the data were tallied, tabulated, and analyzed accordingly. The gathered data were subjected to statistical analysis and were treated using percentages, weighted means, and Pearson r. The data were interpreted using the Likert scale (McCombes, 2020).

1. **Percentage.** Percentage was used to determine what proportion of the respondents belonged to a specific category. It was used in the distribution of the number of respondents per school.
2. **Weighted Mean.** Weighted mean is the sum of the observations divided by the number of observations.
3. **Analysis of Variance (ANOVA).** This was used to determine the significant difference between Adversity Quotient® and crisis management practices in relation to the profile of the respondents.

The following are the decision rules under ANOVA:

- Decision Rule 1: If the computed significance (Sig.) value is less than or equal to the 0.05 level of significance (Sig. ≤ 0.05), reject the null hypothesis. There is a significant difference.
- Decision Rule 2: If the computed significance (Sig.) value is greater than the 0.05 level of significance (Sig. ≥ 0.05), accept the null hypothesis. There is no significant difference.

4. **Pearson r Correlation Coefficient.** This was used to determine the relationship between Adversity Quotient® and crisis management practices. If the computed significant value was greater than (>) 0.05 alpha level of significance, the null hypothesis would be accepted and the alternative rejected. If the computed significant value was less than (<) 0.05 alpha level of significance, the null hypothesis would be

rejected and the alternative accepted (Napire, 2019).

Decision Rule:

Interpretatio Research Design

The study employed a descriptive research design, which enabled the researcher to collect data that best described the existing problem by gathering information from respondents about their perceptions of teachers' strategies in assessing adversity quotient and crisis management practices in the District of Cabangan. Descriptive research is useful for collecting quantifiable information that can be statistically analyzed to describe characteristics, frequencies, trends, and categories of a target sample (FluidSurveys Team, 2014). This design is appropriate when the goal is to identify patterns, frequencies, and relationships among variables. Survey research, a common descriptive approach, allows the collection of large volumes of data to analyze frequencies, averages, and patterns, such as demographics, public opinion, and satisfaction with organizational practices (McCombes, 2020). Furthermore, descriptive research can utilize a variety of methods to investigate one or more variables and can be effectively applied in educational research contexts (McCombes, 2019; Vales & Banayo, 2022).

Respondents and Location

The respondents of this study were teachers from various public secondary and elementary schools in the District of Cabangan. A total of 208 teachers participated in the study, representing different schools in the district. Table 1 shows the frequency distribution of respondents by school.

Data Collection

The draft of the research instrument underwent both technical and content review by the school head and two research-proficient colleagues to improve clarity and validity. After finalizing the survey checklist, permission was obtained from the District of Cabangan public school supervisor to administer the questionnaire. The researcher distributed the instruments in person, explaining the study objectives to ensure participants' understanding. Respondents completed the survey confidentially, and the instruments were collected immediately. The researcher ensured a 100% retrieval rate and briefed school heads and respondents to guarantee clarity and correctness of responses.

Ethical Considerations

The study strictly adhered to ethical principles, including privacy, anonymity, and confidentiality, to protect participants' identities and data (Israel & Hay, 2006). Privacy ensures participants control access to their personal information, while anonymity keeps identities unknown to the researcher and third parties. Confidentiality guarantees secure handling of participant-provided information. To uphold these principles, all data were anonymized and coded, and access to raw data was restricted to the researcher and authorized personnel.

Additionally, permission was sought from the Schools Division Superintendent prior to data collection, demonstrating adherence to institutional guidelines and ethical standards. These measures ensured the protection of participants' rights and enhanced the credibility and integrity of the research process (Resnik, 2018).

Data Analysis

Collected data were tallied, tabulated, and analyzed using descriptive and inferential statistics, including percentages, weighted means, Analysis of Variance (ANOVA), and Pearson r correlation coefficient. Interpretation followed the Likert scale guidelines (McCombes, 2020).

1. **Percentage.** Used to determine the proportion of respondents within specific categories, such as distribution by school.
2. **Weighted Mean.** Calculated as the sum of observations divided by the number of observations to summarize responses.
3. **Analysis of Variance (ANOVA).** Used to determine significant differences between adversity quotient and crisis management practices relative to respondents' profiles.

Decision rules for ANOVA were:

- Sig. ≤ 0.05: reject the null hypothesis (significant difference).
- Sig. > 0.05: accept the null hypothesis (no significant difference).

4. **Pearson r Correlation Coefficient.** Used to assess the relationship between adversity quotient and crisis management practices. Decision rules were:
    - Sig. < 0.05: reject the null hypothesis (significant correlation).
    - Sig. ≥ 0.05: accept the null hypothesis (no significant correlation).

Interpretation of correlation coefficient (r) values:

- r = +0.00 to +0.20: negligible correlation
- r = +0.21 to +0.40: low/weak correlation
- r = +0.41 to +0.70: moderate correlation
- r = +0.71 to +0.90: high correlation
- r = +0.91 to +0.99: very high correlation
- r = +1.00: perfect correlation (McCombes, 2019; Vales & Banayo, 2022)

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Results and Discussion

This chapter presents the gathered and processed data using tabular form, analyzed and provided interpretation to give a clear and better understanding of the problems asked in earlier Chapter 1.

1. Profile of the Teacher-Respondents

Table 2 shows the frequency and percentage distribution on the profile variables of the teacher-respondents.

1.1. Sex. Out of two hundred eight (208) teacher-respondents, the majority were females with 170 or equivalent to 81.07% while 38 or 18.03% were males. The data demonstrate on the dominance of the female respondents in this study.

1.2. Age. Out of two hundred eight (208) teacher-respondents, 154 or 74.0% of them were from the age group of 30 to 39; 22 or 10.06% from age of 40-49 years old; 17 or 8.02% from the age of 20 to 29 years old; 10 or 4.53% from the age of 50 to 59 years old. The computed mean age of the respondents was 37.80 or 39 years old. The data simply implies that the respondents were classified as middle-aged adult stage which ranges from 30 to 39 years old.

1.3. Highest Educational Attainment. Out of two hundred eight (208) teacher-respondents, 143 or 68.08% are bachelor's degree with master's units; 22 or 10.06% are master's degree with doctor's units; 18 or 8.7% of them are master's degree; 16 or 7.7% are Doctor of Education; 8 or 3.08% are bachelor's degree, and 1 or 0.05% are Doctor of Philosophy. This finding indicates that the study is dominated by 143 or 68.08% are bachelor's degree with master's units and this could be ascribed based on the survey that the study conducted.

Table 2. Frequency and Percentage Distribution of the Teacher-Respondents' Profile

Teacher-Respondents		Frequency	Percent
Sex	Male	38	18.3
	Female	170	81.7
Age Mean Age: 37.80 years old	60-65 years old	5	2.4
	50-59 years old	10	4.8
	40-49 years old	22	10.6
	30-39 years old	154	74.0
	20-29 years old	17	8.2
Highest Educational Attainment	Doctor of Education	16	7.7
	Doctor of Philosophy	1	.5
	Master's degree with doctor's units	22	10.6
	Master's degree	18	8.7

Teacher-Respondents		Frequency	Percent
	Bachelor's degree with master's units	143	68.8
	Bachelor's degree	8	3.8
Length of Service	36 years and above	7	3.4
	31-35 years	7	3.4
	26-30 years	10	4.8
	21-25 years	4	1.9
	16-20 years	6	2.9
	11-15 years	13	6.3
	6-10 years	152	3-73.1
	0-5 years	9	4.3
Position	Master Teacher II	0	0
	Master Teacher I	8	3.9
	Teacher III	27	13.0
	Teacher II	24	11.5
	Teacher I	149	71.6
Total		**208**	**100.0**

1.4. Length of Service. Out of two hundred eight (208) teacher-respondents, 152 or equivalent to 73.01 whose 6-10 years in service; 13 or 6.03% of them are 11-15 years in service in service; 10 or 4.08% of them are 26-30 years in service; 9 or 4.03% of them are 0-5 years in service;7 or 3.04% of them are 31 years and above in service; 6 or 2.09% of them are 16-20 years in service;and 4 or 1.09% of them are 21-25 years in service. The computed mean Length of Service of the respondents was 09.89 or 10 years. This finding indicates that the study is dominated by 152 or equivalent to 73.01 whose 6-10 years in service and few of them have retriable years in service and this could be ascribed based on the survey that the study conducted.

1.5. Position. Out of two hundred eight (208) teacher-respondents, 149 or equivalent to 71.06 % whose Teacher I is in their position; 27 or 13.0% of them are Teacher III in their position; 24or 11.05% of them are Teacher II in their position; and 8 or 3.09% of them are Master Teacher I in their position. This finding indicates that the study is dominated by 149 or equivalent to 71.06% whose Teacher I in their position and 7 or 3.04% of them are Master Teacher I in their position, and this could be ascribed based on the survey that the study conducted.

2. 3. Adversity Quotient among Teachers.

Table 3 shows the Summary on the Teachers' Perception for the Adversity Quotient.

It can be noted that teachers above average on adversity quotient in terms of ownership, as manifested with the highest overall weighted mean of 46.53 (rank 1); followed by conyrol, with an overall weighted mean of 38.95 (rank 2); endurance, with an overall weighted mean of 38.64 (rank 3); and reach, with the lowest overall weighted mean of 37.68 (rank 4).

The grand mean on the Teachers' Perception for the Adversity Quotient was 40.45, with a qualitative interpretation of Above Average.

The findings show that teachers have trouble dealing with adversity and its sources as long-term. It implies that if they were faced with problems, they were able to take the necessary activities to continue with the usual phase; but, there were instances where they were weak and lost hope if the impact of the unpleasant events worsened.

Table 3. Summary on the Teachers' Perception of the Teachers' Adversity Quotient

Teachers' Adversity Quotient	Mean	Qualitative Interpretation	Rank
Control	38.95	Above Average	2
Ownership	46.53	Above Average	1

Teachers' Adversity Quotient	Mean	Qualitative Interpretation	Rank
Reach	37.68	Above Average	4
Endurance	38.64	Above Average	3
Grand Mean	**40.45**	**Above Average**	

It demonstrates one's ability to successfully face adversity within the context of school supervisory administration. Researchers have devoted their talents to documenting Intelligence Quotient (IQ) and Emotional Quotient (EQ), which are thought to be components of success and great performance. Stoltz introduced a novel and intriguing notion called the Adversity Quotient (AQ), which describes how one handles adversity and his ability to overcome it (Stoltz, 2000; Tansiongco & Ibarra, 2020).

3. Crisis Management Practices of Teachers

The summary on the crisis management practices of teachers is presented in Table 4.

It can be noted that teachers are strongly agree crisis management practices in terms of prediction, as manifested with the highest overall weighted mean of 3.99 (rank 1); followed by Prevention, with an overall weighted mean of 3.98 (rank 2); Preparedness , with an overall weighted mean of 3.96 (rank 3); assessment, with an overall weighted mean of 3.94 (rank 4); and Performance and Post-Crisis Action, with the lowest overall weighted mean of 3.92 (rank 5).

The grand mean for teachers' crisis management practices was 3.96, which is interpreted as "strongly agree" (Tansiongco & Ibarra, 2020).

Table 4. Summary on the Crisis Management Practices of Teachers

	Crisis Management Practices	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Prediction	3.99	Strongly Agree	1
2	Prevention	3.98	Strongly Agree	2
3	Preparedness	3.96	Strongly Agree	3
4	Performance and Post-Crisis Action	3.92	Strongly Agree	5
5	Assessment	3.94	Strongly Agree	4
	Grand Mean	3.96	**Strongly Agree**	

The result implies that teachers conduct follow-up and assessment activities with team members and other staff. The strongly agree findings imply that teachers were really committed in practicing and performing their duties and responsibilities as school crisis managers. Teachers can help construct crisis management plans by Teachers collaborate with other staff members and school administrators to identify potential hazards, design emergency protocols, and ensure that all students and staff are prepared for a crisis. During a crisis, they play a crucial role in communicating with students, families, and staff (Shah et al., 2020).

4. **Analysis of Variance on the Difference in the Perception on the Adversity Quotient of the teachers when grouped according to profile variables.**

4.1. Control

Table 5 shows the Analysis of Variance in terms of Control when grouped according to profile.

The computed significant value for sex is 2.497, age is 0.280, length of service is 0.351 position is 1.166 and Highest Educational Attainment is .534 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of adversity quotient among teachers in terms of Control when grouped according to sex, age, length of service, position and Highest Educational Attainment.

Table 5. Difference in the Perception of the Teachers' Adversity Quotient as to Control when grouped according to Profile

Profile Variables	Source of Variation	Sum of Squares	Df	Mean Square	Sig.	Interpretation
Sex	Between Groups	1.100	3	.367	2.497	Do not reject Ho
	Within Groups	29.958	204	.147		Not Significant
	Total	31.058	207			
Age	Between Groups	.477	3	.159	.280	Do not reject Ho
	Within Groups	115.830	204	.568		Not Significant
	Total	116.308	207			
Length of Service	Between Groups	2.914	3	.971	.351	Do not reject Ho
	Within Groups	565.004	204	2.770		Not Significant
	Total	567.918	207			
Position	Between Groups	2.697	3	.899	1.166	Do not reject Ho
	Within Groups	157.298	204	.771		Not Significant
	Total	159.995	207			
Highest Educational Attainment	Between Groups	2.403	3	.801	.534	Do not reject Ho
	Within Groups	306.207	204	1.501		Not Significant
	Total	308.611	207			

Therefore, there is no significant difference in the dimensions of adversity quotient among teachers in terms of Control when grouped according to the profile variables.

Even in the face of adversity, regulating their emotions and maintaining control over their reactions and activities. While no specific research has been conducted on teacher-respondent Control AQ levels, it is likely that teachers with higher Control AQ levels are better equipped to deal with the stresses and challenges of their profession and may be more effective in supporting their students during difficult times.

While no specific research on Control AQ levels of teacher-respondents has been conducted, it is likely that teachers with higher Control AQ levels are better equipped to manage the stresses and challenges of their profession and may be more effective in supporting their students during difficult times.

As a result, teachers may benefit from participating in training and development programs that emphasize developing Control AQ and other resilience abilities (Ramazani & Jergeas, 2015).

4.2. Ownership

Table 6. Analysis of Variance in terms of Ownership when grouped according to profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.227	3	.076	.682	Do not reject Ho
	Within Groups	30.830	204	.151		Not Significant
	Total	31.058	207			
Age	Between Groups	.481	3	.160	.838	Do not reject Ho
	Within Groups	115.827	204	.568		Not Significant
	Total	116.308	207			
Length of Service	Between Groups	10.546	3	3.515	.280	Do not reject Ho
	Within Groups	557.372	204	2.732		Not Significant
	Total	567.918	207			
Position	Between Groups	3.052	3	1.017	.268	Do not reject Ho
	Within Groups	156.943	204	.769		Not Significant
	Total	159.995	207			

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Highest Educational Attainment	Between Groups	1.136	3	.379	.860	Do not reject Ho
	Within Groups	307.474	204	1.507		Not Significant
	Total	308.611	207			

Table 6 shows the Analysis of Variance in terms of Ownership when grouped according to profile.

The computed significant value for sex is 0.82, age is 0.838, length of service is 0.280 position is 0.268 and Highest Educational Attainment is 0.860 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of adversity quotient among teachers in terms of Control when grouped according to sex, age, length of service, position and Highest Educational Attainment.

Therefore, there is no significant difference on the dimensions of adversity quotient among teachers in terms of Ownership when grouped according to the profile variables.

This relates to a person's sense of responsibility and accountability for their actions and outcomes, even when faced with adversity. Ownership AQ is seen to be an important component of resilience because it helps people take ownership of their situation and take proactive efforts to solve obstacles. While no specific research on teacher-respondents' Ownership AQ levels exists, it is likely that teachers with higher Ownership AQ levels are better equipped to take ownership of their role in supporting students through difficult times and take proactive steps to address challenges in the classroom. As a result, teachers may benefit from participating in training and development programs that focus on developing Ownership AQ and other resilience skills (Casey et al., 2014).

4.3. Reach

Table 7. Difference in the Perception of the Teachers' Adversity Quotient as to Reach when grouped according to Profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.652	3	.217	.227	Do not reject
	Within Groups	30.406	204	.149		Ho
	Total	31.058	207			Not Significant
Age	Between Groups	.814	3	.271	.697	Do not reject
	Within Groups	115.494	204	.566		Ho
	Total	116.308	207			Not Significant
Length of Service	Between Groups	5.317	3	1.772	.588	Do not reject
	Within Groups	562.601	204	2.758		Ho
	Total	567.918	207			Not Significant
Position	Between Groups	.457	3	.152	.900	Do not reject
	Within Groups	159.538	204	.782		Ho
	Total	159.995	207			Not Significant
Highest Educational Attainment	Between Groups	2.865	3	.955	.592	Do not reject
	Within Groups	305.745	204	1.499		Ho
	Total	308.611	207			Not Significant

Table 7 shows the Analysis of Variance in terms of Reach when grouped according to profile variables of Teacher-respondents. The computed significant value for sex is 0.227, age is 0.697, length of service is 0.588 position is 0.900 and Highest Educational Attainment is 0.592 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of adversity quotient

among teachers in terms of Reach when grouped according to sex, age, length of service, position and Highest Educational Attainment.

Therefore, there is no significant difference in the dimensions of adversity quotient among teachers in terms of Reach when grouped according to the profile variables. Employees with higher levels of Reach AQ were more likely to have a growth mentality, which resulted in increased job satisfaction, adaptability, and performance. This refers to a person's ability to look beyond their current situation and seek out new prospects and possibilities, even in the midst of adversity. While no particular research on teacher-respondent Reach AQ levels exists, it is likely that instructors with higher Reach AQ levels are better equipped to adjust to changes in the classroom and recognize chances for development and improvement, especially in difficult conditionsAs a result, teachers may benefit from participating in training and development programs that emphasize developing Reach AQ and other resilience skills (Kioupi & Voulvoulis, 2019).

4.4. Endurance

Table 8. Analysis of Variance in terms of Endurance when grouped according to profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.889	3	.296	.115	**Ho is rejected Significant**
	Within Groups	30.169	204	.148		
	Total	31.058	207			
Age	Between Groups	2.073	3	.691	.298	Do not reject Ho Not Significant
	Within Groups	114.235	204	.560		
	Total	116.308	207			
Length of Service	Between Groups	17.232	3	5.744	.098	Do not reject Ho Not Significant
	Within Groups	550.687	204	2.699		
	Total	567.918	207			
Position	Between Groups	1.790	3	.597	.512	Do not reject Ho Not Significant
	Within Groups	158.205	204	.776		
	Total	159.995	207			
Highest Educational Attainment	Between Groups	5.237	3	1.746	.321	Do not reject Ho Not Significant
	Within Groups	303.373	204	1.487		
	Total	308.611	207			

Table 8 shows the Analysis of Variance in terms of Endurance when grouped according to profile.

Table 18 shows the Analysis of Variance in terms of Enduarance when grouped according to profile variables of Teacher-respondents. The computed significant value for sex is 0.115, age is 0.298, length of service is 0.098, position is 0.512 and Highest Educational Attainment is 0.321 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of adversity quotient among teachers in terms of Endurance when grouped according to sex, age, length of service, position and Highest Educational Attainment.

Therefore, there is no significant difference in the dimensions of adversity quotient among teachers in terms of Endurance when grouped according to the profile variables. For teachers, AQ may be especially essential in the face of difficult classroom conditions, such as dealing with problematic pupils or aiding kids with learning disabilities. Teachers with higher AQ levels may be better suited to maintain motivation and resilience in the face of adversity, resulting in better outcomes for their pupils.

This refers to a person's ability to persist and persevere in the face of adversity and difficulty, even when confronted with considerable obstacles or setbacks. Employees with greater Endurance AQ levels were more likely to remain motivated and devoted to their jobs, resulting in better job performance and satisfaction. Endurance AQ is regarded as an important component of resilience because it enables

individuals to remain motivated and work toward their goals in the face of adversity. Endurance AQ may be especially useful for teachers when dealing with difficult situations, such as aiding kids with learning disabilities or coping with disruptive behavior in the classroom. Teachers with higher Endurance AQ levels may be better able to persevere through these difficulties and maintain their enthusiasm to assist their pupils in achieving. As a result, teachers may benefit from participating in training and development programs that emphasize developing Endurance AQ and other resilience abilities (Walsh, Owen, Mustafa, & Beech, 2020).

5. Analysis of Variance on the Difference in the Perception on the Teachers' Crisis Management Practices When Grouped According to the Profile

5.1. Prediction

The computed significant value for sex is 0.880, for age is 0.978, and position is 0.812 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of crisis management practices among teachers in terms of Prediction when grouped according to sex, age and position. While on the computed significant value is 0.013 of length of service and Highest Educational Attainment 0.042 which is less than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference on the dimensions of crisis management practices among teachers in terms of Prediction when grouped according to length of service and Highest Educational Attainment.

Table 9. Difference in the Level of Agreement on the Teachers' Crisis Management Practices as to Prediction when grouped according to Profile

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.102	3	.034	.880	Do not reject
	Within Groups	30.956	204	.152		Ho
	Total	31.058	207			Not Significant
Age	Between Groups	.113	3	.038	.978	Do not reject
	Within Groups	116.195	204	.570		Ho
	Total	116.308	207			Not Significant
Length of Service	Between Groups	29.167	3	9.722	.013	**Ho is rejected**
	Within Groups	538.751	204	2.641		**Significant**
	Total	567.918	207			
Position	Between Groups	.746	3	.249	.812	Do not reject
	Within Groups	159.249	204	.781		Ho
	Total	159.995	207			Not Significant
Highest Educational Attainment	Between Groups	12.123	3	4.041	.042	**Ho is rejected**
	Within Groups	296.488	204	1.453		**Significant**
	Total	308.611	207			

Table 9 shows the Analysis of Variance in terms of Prediction when grouped according to profile.

Therefore, there is a significant difference in the dimensions of crisis management practices among teachers in terms of Prediction when grouped according to length of service and Highest Educational Attainment. Models to forecast future events or trends. For example, in the context of a natural disaster such as a hurricane, predictive analytics can be used to forecast the path and intensity of the storm, as well as the potential impact on affected communities. However, it is important to note that predictive models are only as good as the data that is used to train them, and they are subject to a degree of uncertainty and error. Therefore, it is important to use predictive models as one tool among many for crisis management, and to continually evaluate and refine their accuracy based on real-world outcomes.

5.2. Prevention

Table 10 shows the Analysis of Variance in terms of Prevention when grouped according to profile.

The computed significant value for sex 0.690, Length of Service 0.355, position is 0.592. and Highest Educational Attainment is 0.085 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of crisis management practices among teachers in terms of Prevention when grouped according to sex, length of service, position, and Highest Educational Attainment.

Table 10. Difference in the Level of Agreement on the Teachers' Crisis Management Practices as to Prevention when grouped according to Profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.340	4	.085	.690	Do not reject Ho
	Within Groups	30.717	203	.151		Not Significant
	Total	31.058	207			
Age	Between Groups	5.585	4	1.396	.040	**Ho is rejected**
	Within Groups	110.722	203	.545		**Significant**
	Total	116.308	207			
Length of Service	Between Groups	12.101	4	3.025	.355	Do not reject Ho
	Within Groups	555.817	203	2.738		Not Significant
	Total	567.918	207			
Position	Between Groups	2.180	4	.545	.592	Do not reject Ho
	Within Groups	157.815	203	.777		Not Significant
	Total	159.995	207			
Highest Educational Attainment	Between Groups	12.143	4	3.036	.085	Do not reject Ho
	Within Groups	296.467	203	1.460		Not Significant
	Total	308.611	207			

While on age, the computed significant value is 0.040 which is less than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant difference on the dimensions of crisis management practices among teachers in terms of Prevention when grouped according to age.

Therefore, there is a significant difference in the dimensions of crisis management practices among teachers in terms of Prevention when grouped according to age.

As presented on table 20 that significant difference in the perception of teachers towards the crisis management practices as of prediction dimension when group according to the age profile was high among age is 20-29 years old (4.00 [a]). The age is 20-29 years old and has unique perception, beliefs and attitudes. It's important to recognize that people in this female sex are individuals with unique perspectives and experiences. While they may share some commonalities, it's important to avoid making assumptions about their beliefs or attitudes based solely on their age.

Younger teachers, who are in the early stages of their careers, may have a fresh perspective and be more attuned to technological advancements and innovative practices. Their perception of teachers' crisis management practices regarding prevention may include factors such as embracing technology for communication and preparedness, implementing proactive safety measures, and promoting a culture of openness and transparency. They may appreciate leaders who actively seek input and feedback from teachers and leverage modern tools and platforms for crisis prevention.

5.3. Preparedness

Table 11 shows the Analysis of Variance in terms of Preparedness when grouped according to profile.

Table 11 shows the Analysis of Variance in terms of Reach when grouped according to

profile variables of Teacher-respondents. The computed significant value for sex is 0.425, age is 0.055, length of service is 0.874 position is 0.932 and Highest Educational Attainment is 0.874 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of crisis management practices among teachers in terms of Preparedness when grouped according to sex, age, length of service, position and Highest Educational Attainment. Therefore, there is no significant difference in the dimensions of crisis management practices among teachers in terms of Preparedness when grouped according to the profile variables.

Table 11. Difference in the Level of Agreement on the Teachers' Crisis Management Practices as to Preparedness when grouped according to Profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	1.061	7	.152	.425	Do not reject
	Within Groups	29.997	200	.150		Ho
	Total	31.058	207			Not Significant
Age	Between Groups	7.649	7	1.093	.055	Do not reject
	Within Groups	108.658	200	.543		Ho
	Total	116.308	207			Not Significant
Length of Service	Between Groups	32.995	7	4.714	.097	Do not reject
	Within Groups	534.923	200	2.675		Ho
	Total	567.918	207			Not Significant
Position	Between Groups	1.912	7	.273	.932	Do not reject
	Within Groups	158.083	200	.790		Ho
	Total	159.995	207			Not Significant
Highest Educational Attainment	Between Groups	4.720	7	.674	.874	Do not reject
	Within Groups	303.891	200	1.519		Ho
	Total	308.611	207			Not Significant

Therefore, there is no significant difference in the dimensions of adversity quotient among teachers in terms of Reach when grouped according to the profile variables.

5.4. Performance and Post-Crisis Action

Table 12. Analysis of Variance in terms of Perform Post-Action when grouped according to profile variables of Teacher-respondents.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.494	9	.055	.955	Do not reject Ho
	Within Groups	30.564	198	.154		Not Significant
	Total	31.058	207			
Age	Between Groups	3.075	9	.342	.798	Do not reject Ho
	Within Groups	113.233	198	.572		Do not reject Ho
	Total	116.308	207			
Length of Service	Between Groups	5.103	9	.567	.994	Not Significant
	Within Groups	562.816	198	2.843		Do not reject Ho
	Total	567.918	207			
Position	Between Groups	7.173	9	.797	.415	Do not reject Ho
	Within Groups	152.822	198	.772		Not Significant
	Total	159.995	207			
Highest Educational Attainment	Between Groups	16.365	9	1.818	.277	Do not reject Ho
	Within Groups	292.245	198	1.476		Not Significant
	Total	308.611	207			

Table 12 shows the Analysis of Variance in terms of Perform Post-Action when grouped according to profile.

Table 12 shows the Analysis of Variance in terms of Perform Post-Action when grouped according to profile variables of Teacher-respondents. The computed significant value for sex is 0.955, age is 0.798, length of service is 0.277 position is 0.994 and Highest Educational Attainment is 0.415 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is not rejected, hence there is no significant difference on the dimensions of crisis management practices among teachers in terms of Perform Post-Action when grouped according to sex, age, length of service, position and Highest Educational Attainment.

Therefore, there is no significant difference in the dimensions of crisis management practices among teachers in terms of Perform Post-Action when grouped according to the profile variables.

Post-incident review: A review of the crisis event to identify what worked well and what could be improved in the future. This review may involve stakeholders from different parts of the organization, as well as external partners such as first responders or government agencies. Communication and stakeholder management: Communication with stakeholders such as employees, customers, suppliers, and the media to provide updates and reassurance about the situation. This may also involve addressing any reputational damage or legal issues resulting from the crisis. Recovery planning: Developing a plan for recovery from the crisis, including assessing damage, repairing or replacing assets, and restoring business operations. This may also involve securing additional resources such as funding or personnel to support recovery efforts.

5.5. Assessment

Table 13 shows the Analysis of Variance in terms of Assessment when grouped according to profile.

The computed significant value for sex 0.826, for age is 0.076 for highest educational attainment is 0.995, length of service is 0.995 and position is 0.24 which is greater than to 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference on the dimensions of crisis management practices among teachers in terms of Assessment when grouped according to sex, age, highest educational attainment, length of service, and position.

Table 13. Difference in the Level of Agreement on the Teachers' Crisis Management Practices as to Assessment when grouped according to the Profile.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	.659	8	.082	.826	Do not reject
	Within Groups	30.398	199	.153		Ho
	Total	31.058	207			Not Significant
Age	Between Groups	7.917	8	.990	.076	Do not reject
	Within Groups	108.391	199	.545		Ho
	Total	116.308	207			Not Significant
Length of Service	Between Groups	3.792	8	.474	.995	Do not reject
	Within Groups	564.126	199	2.835		Ho
	Total	567.918	207			Not Significant
Position	Between Groups	13.426	8	1.678	0.24	Do not reject
	Within Groups	146.569	199	.737		Ho
	Total	159.995	207			Not Significant
Highest Educational Attainment	Between Groups	2.088	8	.261	.995	Do not reject
	Within Groups	306.523	199	1.540		Ho
	Total	308.611	207			Not Significant

Therefore, there is no significant difference on the dimensions of crisis management practices among teachers in terms of Assessment when grouped according to sex, age, highest educational attainment, length of service, and position.

6. Test of Significance of the Relationship between the Teachers' Adversity Quotient and Crisis Management Practices as Perceived by the respondents.

The Pearson product moment coefficient of correlation to determine relationship between the adversity quotient and crisis management practices of teachers is shown in Table 14.

The computed Sig for (0.151) was greater (>) than 0.05 Alpha Level of Significance, therefore the null hypothesis is accepted. The result indicates that there was no significant relationship between the adversity quotient and crisis management practices of teachers.

Table 14. Significance of the Relationship between the Teachers' Adversity Quotient and Crisis Management Practices as Perceived by the Teachers.

Pearson Correlation	0.100
Sig. (2-tailed)	0.151
N	208
Interpretation	Negligible correlation
	Do not reject Ho
	Not Significant

This further implies that the level of crisis management practices of teachers does not directly contribute to the increase in the level of Adversity Quotient. The data also implies that the level of crisis management practices would not definitely lead to high capacity to deal with adverse situations. The relationship indicates that the level of crisis management practices implementation would not in any way bring an increase to the level of Adversity Quotient among respondents.

The teachers' level of Adversity Quotient® did not fully affect their leadership skills, consistent with the results of the present study showing that Adversity Quotient® did not significantly influence teachers' crisis management practices (Baroa, 2015).

The pressures arising from work such as demands posed by organizational crises, restructuring due to financial limitations, and sudden policy changes, are some factors that create adversities leading to stress. Further, unrealistic demands placed by aid donors through emphasis on tight work schedules, timeframes, and rapid results lead to detrimental effects on credibility and confidence. When employees perceive a discrepancy between challenging conditions and their own capacities to meet demands, occupational stress can occur. Employees experience stress due to such pressures and complexities, and individual reactions to stressful conditions vary, as do the methods of coping. These individual differences in the capacity to recover from adversities are highlighted in the concept of Adversity Quotient (Somaratne, Jayawardena, & Perera, 2019).

7. Developed Action Plan to Sustain Adversity Quotient of teachers in Dealing with Crisis in the Schools District of Cabangan.

It was based on the findings of this study - on the respondents' adversity quotient profile. The table was created as a consequence of careful examination and interpretation of the study's findings.

It was discovered that the teachers' Adversity Quotient was above average, indicating that they have enough Adversity Quotient to deal adversities, but we need to sustain their capability to become more effective. The table formulated by the researcher will serve as the action plan in sustaining Teachers' Adversity Quotient towards effective school management.

Table 15. Proposed Action Plan to Sustain Adversity Quotient of teachers in Dealing with Crisis in the Schools District of Cabangan

Action Plan to Sustain Adversity Quotient Towards Crisis management for Effective Classroom Management					
Program	**Activities**	**Persons involved**	**Time frame**	**Proposed budget**	**Sources of fund**
Identify adverse situation of crises	Seminars on Understanding the Nature of Adversity Training to Cope with Crisis	Human resource Division, School Heads, Teachers, Resource Speakers	June 2025	Php 30,000.00	MOOE
Manifest the type of adversity that will be used to capacitate school heads and teachers	Seminars on Capacity development in assessing adverse workplace situations in terms of crisis	Human resource Division, School Heads, Teachers, Resource Speakers	September 2025	Php 30,000.00	MOOE
Deal with the adversity	Seminars on Cultivating Mental Toughness in Adversity and Building Resilience in the Face of Potential Crisis	Human resource Division, School Heads, Teachers, Resource Speakers	January 2026	Php 30,000.00	MOOE
Develop intrapersonal/interpersonal resilient in terms of crises	Seminars on Constant Adversity and Crisis Management Training	Human resource Division, School Heads, Teachers, Resource Speakers	Quarterly	Php 50,000.00	MOOE

The first column is for identifying adversity. Teachers are subjected to a variety of events and settings in their personal and professional lives. Activities for this section include instruction for teachers on the nature of adversity, as a pre-assessment of their Adversity Quotient Profile has already been completed. This plan's projected budget is Php 30, 000, with a June 2025 implementation date.

The second column represents the nature of adversity. It might be a threat, loss, dread, or harm, depending on the category or dimension the adversities come under. Is this under control, reach, ownership, origin, or endurance? Capability-building on how to identify bad events in the school organization is planned, with a recommended budget of Php 30,000 and a September 2025 start date.

The third column is about dealing with adversity. The following training-workshops are recommended for this section: establishing mental toughness in the face of hardship, building resilience seminars, and psychosocial support training. The suggested budget for this plan is Php 30,000, with an implementation date of January 2026. The way Teachers behave or cope in such situations might test their resilience to challenges that arise in the school organization.

The fourth column is to develop intrapersonal and interpersonal resilience skills. Constant adversity management training/seminars are suggested activities with a budgeted budget of Php 50,000 scheduled quarterly throughout the year. Numerous unexpected scenarios/events, whether work-related or not, can occur in the life of a school manager at any time. One typical example is the sudden onset of COVID-19, which has a cascading effect on the entire educational system. As a result, teachers and teachers require ongoing and regular adversity management assistance in order to preserve resiliency, thereby growing and strengthening teachers' adversity quotient. The Schools Division Office, specifically the Human resource Division, school heads, teachers, and resource speakers are all involved in this action plan.

Teachers' motivation, energy, vitality, health, performance, perseverance, and hope can all be significantly increased by knowing and using the essential techniques or assistance to increase their Adversity Quotient. The ability of teachers to deal with adversities in

the workplace would strengthen their capacity to overcome and transcend them, allowing them to see adversity and issues as challenges and recognize that problems are temporary, limited, and external to oneself. Adversity strengthens individuals' resilience, enabling them to perform more effectively across different areas of life. Overcoming challenges requires a deep understanding of the complexities of one's personal and professional environment, leading to more targeted improvements in performance (Napire, 2019).

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