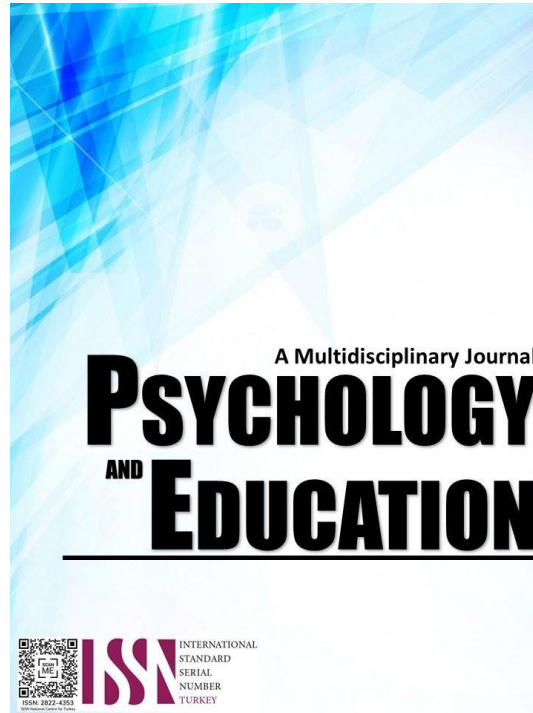


FACULTY PERFORMANCE IN RELATION TO THE CORE DIMENSIONS OF THE ADVERSITY QUOTIENT IN HIGHER EDUCATION



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Faculty Performance in Relation to the CORE Dimensions of the Adversity Quotient in Higher Education

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Abstract

In the rapidly shifting academic environment of the 21st century—defined by volatility, uncertainty, complexity, and ambiguity (VUCA)—the emerging BANI framework (brittle, anxious, non-linear, and incomprehensible) provides a sharper lens to understand the evolving challenges faced by faculty in State Universities and Colleges (SUCs). This study examined the correlation between Adversity Quotient (AQ) and faculty performance in selected SUCs in the Caraga Region, Philippines. The study focused on the four CORE dimensions—Control, Origin and Ownership, Reach, and Endurance—in relation to resilience and professional effectiveness in demanding academic settings. Employing a descriptive-correlational design, the study used proportionate stratified random sampling to select 233 faculty members with at least one year of teaching experience, ensuring credible insights into adversity and institutional realities. Results revealed a significant positive correlation between AQ and faculty performance ($r = .597, p = .000$), indicating that those with higher AQ demonstrated greater instructional competence, adaptability, and persistence amid systemic and contextual pressures. Among the CORE dimensions of the adversity quotient, endurance recorded the highest mean score ($M = 3.73, SD = 0.818$) and also showed the strongest positive relationship with faculty performance ($r = .620, p = .000$). This was followed closely by origin and ownership ($M = 3.70, SD = 0.903; r = .633, p = .000$), which also demonstrated a strong correlation. In contrast, control ($M = 3.48, SD = 0.920; r = .411, p = .000$) and reach ($M = 3.34, SD = 1.000; r = .292, p = .000$) had the least mean scores and correlation values. These results suggest that while faculty members tend to persevere through adversity and take ownership of their challenges, they may perceive less control over difficult situations and find it more challenging to limit the negative outcomes of adversity across different aspects of their professional lives. Overall, faculty members reported strong AQ levels ($M = 3.56, SD = 0.91$) and strong faculty performance ($M = 4.02$). These findings are vital to advancing Sustainable Development Goal 4: Quality Education, which emphasizes resilience, inclusion, and excellence in higher education. The study advocates for integrating AQ-building interventions into faculty development programs to enhance institutional responsiveness, promote mental agility, develop a future-ready academic workforce, and promote sustainability within an increasingly complex educational ecosystem.

Keywords: *adversity quotient (AQ), faculty performance, state universities and colleges (SUCs), resilience in education*

Introduction

In today's fast-changing world, faculty members in State Universities and Colleges (SUCs) play a vital role in shaping the quality of education, supporting student success, and driving institutional growth. Their ability to adapt and perform well directly influences how schools meet global standards—such as those set by the Times Higher Education Impact Rankings, which align with the United Nations' Sustainable Development Goals (SDGs), especially SDG 4: Quality Education.

However, the academic landscape today is far from simple. It is shaped by what experts call the BANI framework—brittle, anxious, non-linear, and incomprehensible (Cascio, 2020). This means that faculty face not only professional challenges but also growing mental and emotional pressures. In this kind of setting, it is not enough to have technical skills. Educators need inner strength and resilience (Sailun & Zaslavskaya, 2024).

One important psychological tool that helps is the Adversity Quotient (AQ) (Baskoro et al., 2025). First introduced by Stoltz (1997), AQ refers to how well a person can face and overcome challenging situations. It's measured using the CORE model, which looks at four areas: Control, Origin and Ownership, Reach, and Endurance. A study shows that educators with high AQ are better at handling stress, staying focused, and performing well under pressure (Stoltz, 2021).

Despite ongoing global efforts to improve education, issues such as a shortage of trained teachers and widening learning gaps persisted, particularly in developing countries. These challenges underscored the need for faculty members who were not only skilled but also resilient. Strengthening AQ was not only vital for personal well-being but also for sustaining institutional excellence in education. Global and national organizations echoed this call. Reports from the World Bank (2021), UNESCO (2021), and OECD (2024) stressed the importance of adaptability and lifelong learning among educators. In the Philippines, the Philippine Development Plan (PDP) 2023–2028 and the Civil Service Commission advocated for a future-ready academic workforce capable of navigating evolving challenges through continuous learning and innovation.

Scholars such as Sánchez Ruiz et al. (2021) and Beale (2020) underscored the importance of strong leadership, faculty support, and continuous professional development as essential to thriving in modern academic environments. Similarly, Senate Bill No. 2485,

championed by Senator Sherwin Gatchalian and supported by a news release from the Philippine Institute for Development Studies (PIDS, 2021), emphasized the need to prepare the Philippine education system for the Fourth Industrial Revolution. It calls for comprehensive and concrete education reforms, highlighting the urgency of building agile, technology-rich learning environments and responsive skill-building initiatives across the country's education sector.

In this context, the present study explored how AQ influences faculty performance in selected SUCs in the Caraga Region. By examining these factors, the study aimed to generate practical insights that would guide the development of faculty training programs, enabling educators to succeed in complex, fast-evolving educational settings while contributing meaningfully to institutional and national goals.

Research Questions

This study's primary purpose was to determine the relationship of the adversity quotient (AQ), as measured by its CORE dimensions, and the performance of faculty members. Specifically, it sought to answer the following questions:

1. What is the level of the adversity quotient (AQ) among the participants in terms of the following CORE dimensions:
 - 1.1. control;
 - 1.2. origin and ownership;
 - 1.3. reach; and
 - 1.4. endurance?
2. What is the level of faculty performance among the participants?
3. Is there a significant relationship between the participants' CORE dimensions of Adversity Quotient and their faculty performance?

Literature Review

In the increasingly demanding academic environment, faculty members face mounting workloads, strict deadlines, and heightened expectations for productivity. These pressures influence not only their academic output but also their resilience, motivation, and overall well-being. Understanding how faculty navigate such challenges requires examining the internal capacities that sustain their performance, one of which is the Adversity Quotient (AQ). Rooted in Stoltz's Theory, AQ refers to an individual's ability to withstand, navigate, and grow from adversity. It is composed of four interrelated dimensions—Control, Origin and Ownership, Reach, and Endurance—collectively known as the CORE model (Lontok, Reyes, & Paglinawan, 2025). Stoltz's framework has been widely applied in both organizational and academic contexts, providing valuable insights into how individuals respond to setbacks while striving to maintain performance and motivation. Within higher education, AQ offers a meaningful lens for understanding how faculty manage stressors, adapt to institutional change, and sustain professional commitments (Saxena & Rathore, 2024). Empirical studies confirm this connection: Hanifah et al. (2023) and Abidin and Asrayi (2024) found that faculty with higher AQ levels were more adaptable, productive, and professionally engaged. For example, Indonesian lecturers with elevated AQ scores exhibited greater readiness to meet teaching demands and institutional pressures. While AQ is not the sole determinant of faculty performance, it substantially fosters key traits such as emotional resilience, mental clarity, and personal accountability—attributes essential for navigating the complexities of modern academia (Dela Cruz, Santos, & Hernandez, 2024).

The control dimension refers to the degree to which individuals believe they can influence or manage adversity. Faculty with a strong sense of control tend to proactively address problems, adapt to changes, and manage stress more effectively (Salimzadeh, Hall, & Saroyan, 2021). Studies in the Philippines and abroad have shown that higher levels of control correlate with increased job satisfaction, psychological well-being, and ultimately better performance (Bartolome, Curugan, & Cordova, 2025). Control-oriented faculty also demonstrate stronger instructional leadership and more consistently meet educational quality standards. Levshina et al. (2021) noted that these individuals are more engaged in research, innovation, and collaborative projects—activities crucial for institutional advancement. While control shapes how faculty respond to immediate challenges, the next step in sustaining high performance lies in the willingness to take responsibility for both the causes and solutions of those challenges—a concept captured in the Origin and Ownership dimension of AQ which underscores personal responsibility for both the causes and solutions of challenges (Sison et al., 2020). In the academe, this translates into faculty members embracing their roles, taking initiative, and engaging in continuous professional growth. Such accountability drives participation in professional development, supports student success, and enhances institutional contributions (Mwivanda & Kingi, 2020). This principle aligns with findings by Kezar, Holcombe, Vigil, and Dizon (2021), who highlight accountability as a driver of institutional improvement. However, Valdmann et al. (2020) caution that overemphasizing individual accountability without fostering collective alignment may lead to unhealthy competition and fragmented efforts. Safi'i et al. (2021) therefore recommend balancing personal initiative with collaborative responsibility to sustain a supportive, high-performing academic culture. Yet, even the most responsible and accountable faculty must guard against letting difficulties spill over into other areas of life and work. This ability to contain the outcomes of adversity is reflected in the reach dimension of AQ to which adversity affects other areas of a person's life. Faculty with high reach scores can compartmentalize challenges, preventing them from undermining overall well-being or job performance (Hanifah et al., 2023; Kartikasari & Wiarta, 2021). The study of Gradini and Noviani (2025) found that individuals who limited the spread of adversity performed better academically, as they effectively isolated

difficulties. Tulaluan et al. (2025) similarly observed that early childhood pre-service teachers with high reach capacity reduced stress spillover by separating academic from personal challenges. For faculty, this ability protects mental health, preserves focus, and ensures consistent contributions to institutional goals even under sustained pressures. However, merely containing adversity in the short term is insufficient; thriving in higher education also requires the stamina to persist through long-term challenges. This enduring commitment is at the heart of the endurance dimension, which refers to how long individuals perceive adversity will last and their ability to persist through it (Ginting, 2024). Faculty with strong endurance are more likely to achieve long-term goals, overcome institutional challenges, and remain motivated despite prolonged stress. Endurance has been linked to professional competence, productivity, and adaptability in educational contexts (Widodo & Chandrawaty, 2022). During major disruptions like the COVID-19 pandemic, educators with high endurance maintained teaching effectiveness and proactively addressed problems (Lee, 2023). Moreover, endurance has been shown to moderate the relationship between work ethic and performance, reinforcing strong work habits and commitment. Whether in entrepreneurial or academic fields, endurance strengthens leadership, innovation, and growth-oriented mindsets (Zhao & Sang, 2023; Agustina et al., 2022). Taken together, these four dimensions of AQ illustrate a comprehensive framework for understanding and enhancing faculty performance, offering both individual and institutional benefits.

In the relationship between AQ and faculty performance, higher education institutions operate in environments characterized by rapid change, unpredictability, and complex demands—conditions framed by the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) and BANI (Brittle, Anxious, Non-linear, Incomprehensible) models. These frameworks capture the external and internal pressures confronting state universities and colleges (SUCs) and their faculty members (Couture & Murgatroyd, 2024; Cascio, 2020). Amid these challenges, the Adversity Quotient (AQ) has emerged as a critical factor influencing faculty effectiveness and institutional sustainability. AQ refers to an individual's capacity to withstand, navigate, and recover from adversity (Stoltz, 2021). It is comprised of four dimensions: control, ownership, reach, and endurance, each of which determines how individuals interpret and respond to challenging situations. Studies have shown that faculty with a high AQ tend to manage stress more effectively, maintain focus, and remain productive even under pressure (Ghosh, Kaur, & Yu, 2024; Mwivanda & Kingi, 2020). There is growing empirical support for a significant relationship between AQ and faculty performance. Ghosh et al. (2024) found that resilience—a central component of AQ—not only enhances affective commitment but also improves teaching performance and research productivity. Similarly, Tansiongco and Ibarra (2020) observed that faculty members with higher AQ scores demonstrated greater adaptability, leadership, and engagement in their roles. This relationship becomes particularly relevant in VUCA and BANI environments, where the ability to navigate institutional instability and emotional stress directly affects faculty output and student outcomes. The implications of these findings are profound. If AQ significantly influences faculty performance, then higher education institutions must prioritize AQ development in their faculty support systems. Structured interventions such as resilience training, peer mentoring, and reflective practice workshops can strengthen the four AQ dimensions. As highlighted by Damoslog et al. (2024), institutional support and motivation are key drivers of faculty productivity, especially when combined with well-designed development programs (Condez, 2024; Torrico, 2023). Moreover, enhancing faculty AQ aligns with global education goals. Strengthening individual and institutional capacity to respond to adversity contributes to SDG 4 – Quality Education by promoting inclusive, equitable, and resilient learning environments. Faculty who can effectively manage challenges are more likely to remain engaged, foster meaningful learning, and contribute to academic excellence, even amid crisis or reform.

Methodology

Research Design

This study employed a descriptive-correlational research design to explore the relationship between variables as they naturally occurred, without manipulating any conditions (Creswell, 2021). This approach was suitable for examining associations between adversity quotient and faculty performance in a real-world academic setting, as it allowed the researchers to describe patterns and measure the strength and direction of relationships without implying causation—making it especially effective when experimental methods were not feasible or ethical, and when understanding how variables interacted within a population was the goal (Devi et al., 2022). This method aligned with best practices in social science and educational study, offering methodological rigor while maintaining ecological validity (Bag-ao & Dioso, 2024).

Respondents

The target population, as shown, comprised full-time and part-time faculty members from four selected state universities and colleges (SUCs) in the Caraga Region, all of whom had at least one year of teaching experience. Faculty members who were on extended leave or held purely administrative positions without teaching responsibilities were excluded. The participants were proportionately drawn from the faculty populations of each institution using stratified random sampling to ensure adequate representation of subgroups within a heterogeneous population (Creswell & Creswell, 2020). Specifically, the sample included faculty from Caraga State University—Main Campus (93 participants, 40%) and Cabadbaran City Campus (23 participants, 10%), Surigao del Norte State University (70 participants, 30%), and Northeastern Mindanao State University (47 participants, 20%).

Instrument

The study employed a researcher-developed questionnaire titled Faculty Performance: Intelligence, Emotional, and Adversity

Quotients in State Universities and Colleges (SUCs). The instrument was designed to measure two primary constructs: Adversity Quotient (AQ) and Faculty Performance. The AQ component was adapted from the NBC 461 instrument under Joint Circular No. 03, s. 2022, and was grounded in Stoltz's (1997) CORE model—Control, Ownership, Reach, and Endurance. Faculty performance, on the other hand, was assessed using dimensions informed by the BANI framework (Cascio, 2020; Kusuma & Sarma, 2023). The finalized questionnaire consisted of 80 closed-ended items—40 for AQ and 40 for faculty performance—each rated on a five-point Likert scale (1 = Below Expectations to 5 = Exceptional), adapted from Joshi et al. (2015). This standardized format ensured consistency in scoring across all variables (Creswell & Creswell, 2018; Pallant, 2020).

To establish content validity, the instrument was reviewed by experts in Human Resource Management and the university research board. Their feedback guided revisions to ambiguous items and improved alignment with the study's objectives. A pilot test was then conducted with 30 faculty members who were not part of the final sample, in order to evaluate construct validity and enhance item clarity. Internal consistency was assessed using Cronbach's alpha in SPSS. The results indicated high reliability coefficients: Control (.895), Ownership (.915), Reach (.951), Endurance (.953), and Faculty Performance (.990). These values demonstrated strong internal consistency, meeting accepted reliability standards (Field, 2018).

The researcher first obtained approval from the School of Business, Management, and Accountancy of Liceo de Cagayan University, followed by formal endorsement from the Commission on Higher Education - Caraga Regional Director. Once approval was granted, official invitation letters were sent to the participating SUCs. Faculty members were invited to participate through official university communication channels and were provided with detailed information regarding the study's purpose, procedures, and ethical considerations. The questionnaire was administered in both online and printed formats, based on participant preference, and required approximately 15 to 20 minutes to complete. Informed consent was obtained from all participants, and confidentiality was maintained through the use of coded identifiers and secure data storage.

Procedure

The data collection process followed a structured and ethical sequence. Initially, approval was obtained from the School of Business, Management and Accountancy, and the Commission gave endorsement for Higher Education-Caraga Region. Formal requests were then forwarded to selected SUCs. After approval, participants were given informed consent forms and briefed on the study's objectives, procedures, and their rights. The validated instrument was subsequently distributed both online and in printed copies to accommodate faculty preferences. Participants were given sufficient time to complete the survey. Once collected, responses were anonymized, encoded, and forwarded to the statistician for analysis. This systematic procedure ensured transparency, replicability, and adherence to research ethics (Creswell & Creswell, 2023).

Data Analysis

Appropriate statistical techniques were utilized. Descriptive statistics, including mean and standard deviation, were used to determine the levels Adversity Quotient, and Faculty Performance (Research Questions 1 and 2). Pearson's r correlation was employed to analyze the relationships among AQ and faculty performance (Research Question 3), identifying both strength and direction of associations (Ahmed et al., 2016). Each statistical test was aligned with specific study objectives to ensure analytical rigor and meaningful interpretation of the data.

Ethical Considerations

Ethical approval was obtained from the appropriate offices before the study commenced. Participation was entirely voluntary, and all ethical standards were strictly observed. Informed consent was obtained from eligible faculty members—those with at least one year of teaching experience—after they were fully briefed on the study's purpose, procedures, potential risks, and benefits. Confidentiality was ensured by assigning coded identifiers and securely storing all data in password-protected digital files and locked physical storage. The survey was designed to take only 15–20 minutes, with minimal risk expected beyond the time involved. No monetary incentives were offered, though participants could request a summary of the study findings. The study protocol was thoroughly reviewed by field experts and approved by the Research Ethics Review Committee to ensure compliance with ethical study standards.

Results and Discussion

This section presents the findings according to the study objectives. To compare the means and determine the significance between variables.

Level of the adversity quotient among the participants in terms of the following CORE dimensions: Control

Table 1 reveals that faculty members generally exhibited confidence in managing daily academic challenges, as evidenced by higher mean scores for statements such as "I managed the obstacles I encountered on my way to an important academic meeting or deadline" ($M = 3.73$, $SD = 0.793$) and "I influenced the reaction of my colleagues to my latest ideas or study findings" ($M = 3.72$, $SD = 0.853$). These findings support Salimzadeh, Hall, and Saroyan's (2021) assertion that individuals with a strong sense of control are more proactive in addressing problems, adapting to changes, and managing stress effectively. Such confidence in routine academic situations also mirrors the observations of Bartolome, Curugan, and Cordova (2025), who found that higher levels of control correlate with greater

job satisfaction, psychological well-being, and improved performance.

Table 1. *Participants' Adversity Quotient Profile in Terms of Control*

| Item | Indicators | Mean | SD | Interpretation |
|----------------|---|------|-------|----------------|
| 1 | I am skilled at interpreting the body language of students and colleagues. | 3.03 | 1.15 | Adequate |
| 2 | I feel that I can manage being overlooked for a promotion or tenure within my department. | 3.39 | 1.07 | Adequate |
| 3 | I can control the influence of criticism received for a major research project or publication. | 3.06 | 1.18 | Adequate |
| 4 | I can handle the situation when I accidentally delete an important academic email or file. | 3.39 | .960 | Adequate |
| 5 | I can manage the consequences of a high-priority academic project being canceled. | 3.56 | .869 | Strong |
| 6 | I can address the situation when a respected colleague ignores my attempt to discuss a critical academic issue. | 3.66 | .792 | Strong |
| 7 | I can influence the reaction of my colleagues to my latest ideas or research findings. | 3.72 | .853 | Strong |
| 8 | I can handle the frustration of being unable to take a necessary academic break or sabbatical. | 3.69 | .801 | Strong |
| 9 | I can manage the obstacles I encounter on my way to an important academic meeting or deadline. | 3.73 | .793 | Strong |
| 10 | I can address the consequences of losing an important research document after extensive searching | 3.57 | .806 | Strong |
| Overall Result | | 3.48 | 0.920 | Adequate |

Legend: 4.51-5.00 Exceptional, 3.51-4.50 Strong, 2.51-3.50 Adequate, 1.51-2.50 Limited, 1.00-1.50 Below Expectation

However, the lower mean scores for items such as "I influenced the outcome of a financial setback in my academic or study funding" ($M = 3.03$, $SD = 1.15$) and "I controlled the influence of criticism received for a major study project or publication" ($M = 3.06$, $SD = 1.18$) point to areas where faculty feel less capable of exerting control. These findings suggest that while routine and interpersonal academic challenges are met with a sense of agency, situations involving financial constraints and professional critique present greater difficulty. This aligns with Bartolome, Curugan, and Cordova's (2025) note that the positive influence of control on performance was most evident when individuals are equipped with adequate institutional resources and support. Without such enabling conditions, even control-oriented faculty may find it challenging to mitigate the outcomes of high-stakes or emotionally charged adversity. The overall mean score of 3.49 ($SD = 0.92$) indicates a generally adequate sense of control among faculty members, though the variation in responses suggests differences in how this control is exercised across contexts. This pattern resonates with Levshina et al. (2021), who emphasized that control-oriented faculty are more likely to engage in research, innovation, and collaborative projects—behaviors reflected in the relatively high confidence faculty displayed when influencing colleagues' responses to ideas or study findings.

Origin and Ownership

Table 2. *Participants' Adversity Quotient Profile in Terms of Origin and Ownership*

| Item | Indicators | Mean | SD | Interpretation |
|----------------|---|------|------|----------------|
| 1 | I am responsible for addressing a financial setback in my research or departmental budget. | 3.53 | 1.00 | Strong |
| 2 | I feel that I am accountable for not being promoted or receiving tenure despite my academic contributions. | 3.64 | .949 | Strong |
| 3 | I am responsible for managing the criticism I receive for a major project or publication. | 3.74 | .866 | Strong |
| 4 | I can take responsibility for dealing with the consequences of accidentally deleting an important academic email or file. | 3.88 | .875 | Strong |
| 5 | I feel that I am responsible for the outcome of a canceled high-priority academic project. | 3.60 | .932 | Strong |
| 6 | I am accountable for addressing the situation when a respected colleague ignores my attempt to discuss a critical academic issue. | 3.61 | .888 | Strong |
| 7 | I feel responsible for the reaction of my colleagues to my latest ideas or research findings. | 3.63 | .866 | Strong |
| 8 | I can manage the outcome of not being able to take a necessary academic break or sabbatical. | 3.77 | .883 | Strong |
| 9 | I am responsible for overcoming the frustration of encountering obstacles on my way to an important academic meeting or deadline. | 3.78 | .874 | Strong |
| 10 | I feel accountable for dealing with the consequences of losing an important research document. | 3.77 | .892 | Strong |
| Overall Result | | 3.70 | .903 | Strong |

Legend: 4.51-5.00 Exceptional, 3.51-4.50 Strong, 2.51-3.50 Adequate, 1.51-2.50 Limited, 1.00-1.50 Below Expectation

Table 2 shows that faculty members generally demonstrated a strong sense of ownership, as reflected in the highest mean score for the statement, "I took responsibility for dealing with the consequences of accidentally deleting an important academic email or file" ($M = 3.88$, $SD = 0.745$), followed closely by "I was responsible for overcoming the frustration of encountering obstacles on my way to an important academic meeting or deadline" ($M = 3.78$, $SD = 0.874$). These findings align with Sison et al. (2020), who describe the dimension of AQ as the personal responsibility individuals take for both the causes and solutions of challenges. In the academic context,

this manifests in faculty members' willingness to acknowledge setbacks and act decisively to resolve them, embodying the proactive and accountable behaviors necessary for professional growth.

However, the relatively least ratings for statements such as "I was responsible for addressing a financial setback in my study or departmental budget" ($M = 3.53$, $SD = 1.0$) and "I felt responsible for the outcome of a canceled high-priority academic project" ($M = 3.60$, $SD = 0.932$) point to areas where ownership is less consistently exercised. This pattern resonates with Valdmann et al. (2020), who caution that when accountability is framed solely at the individual level without collective alignment, it may hinder coordinated institutional responses to large-scale or resource-intensive challenges. These results also affirm the recommendation of Safi'i et al. (2021) to balance personal initiative with collaborative responsibility, ensuring that faculty are supported in addressing both personal and institution-wide challenges while maintaining a cohesive, high-performing academic culture. The overall mean score of 3.70 ($SD = 0.903$) further reinforces this trend, suggesting that most faculty members embrace their roles and responsibilities. Such behavior reflects the conclusions of Mwivanda and Kingi (2020), who argue that accountability drives participation in professional development, supports student success, and enhances contributions to the institution. Similarly, Kezar, Holcombe, Vigil, and Dizon (2021) highlight that faculty accountability is a critical driver of institutional improvement—a pattern evident in the faculty's readiness to address routine academic issues.

Reach

Table 3. *Participants' Adversity Quotient Profile in Terms of Reach*

| Item | Indicators | Mean | SD | Interpretation |
|----------------|--|------|-------|----------------|
| 1 | I find that the financial setback in my research affects all aspects of my academic life. | 3.48 | 1.00 | Adequate |
| 2 | I find that being overlooked for a promotion or tenure influence all areas of my professional responsibilities. | 3.35 | .968 | Adequate |
| 3 | I find that criticism for a major project affects all aspects of my academic and professional life. | 3.34 | .966 | Adequate |
| 4 | I find that the consequences of accidentally deleting an important academic email or file last forever. | 3.27 | .1.07 | Adequate |
| 5 | I find that the cancellation of a high-priority academic project affects all aspects of my work and responsibilities. | 3.26 | 1.01 | Adequate |
| 6 | I find that when a respected colleague ignores my attempt to discuss an important issue, it affects my professional relationships. | 3.25 | 1.02 | Adequate |
| 7 | I find that the reaction to my latest ideas or research findings influence various aspects of my academic role. | 3.34 | .975 | Adequate |
| 8 | I find that not being able to take a necessary academic break or sabbatical affects my overall work-life balance. | 3.34 | 1.02 | Adequate |
| 9 | I find that hitting obstacles on my way to an important academic meeting affects my ability to meet professional deadlines. | 3.41 | .983 | Adequate |
| 10 | I find that losing an important research document influence my ability to complete ongoing projects. | 3.39 | .986 | Adequate |
| Overall Result | | 3.34 | 1.00 | Adequate |

Legend: 4.51-5.00 Exceptional, 3.51-4.50 Strong, 2.51-3.50 Adequate, 1.51-2.50 Limited, 1.00-1.50 Below Expectation

Table 3 highlights that faculty members generally demonstrated a moderate but healthy level of reach, as reflected in the highest mean score for the statement, "I found that the financial setback in my study affected all aspects of my academic life" ($M = 3.48$, $SD = 1.00$), followed closely by "Hitting obstacles on my way to an important academic meeting affected my ability to meet professional deadlines" ($M = 3.41$, $SD = 0.983$). These findings reflect the nature of the reach dimension of AQ, which refers to the extent to which adversity affects other areas of a person's life. As Hanifah et al. (2023) and Kartikasari and Wiarta (2021) explain, faculty with high reach scores can compartmentalize challenges, preventing them from undermining overall well-being or job performance.

However, the elevated scores for these items suggest that certain types of adversity—particularly financial setbacks and immediate logistical obstacles—were more likely to spill over into other aspects of work, potentially reducing productivity. The relatively least ratings for statements such as "When a respected colleague ignored my attempt to discuss an important issue, it affected my professional relationships" ($M = 3.25$, $SD = 1.02$) and "Cancellation of a high-priority academic project affected all aspects of my work and responsibilities" ($M = 3.26$, $SD = 1.01$) indicate that interpersonal conflicts and institutional disruptions were perceived as less likely to affect multiple domains of faculty members' professional lives. This aligns with the findings of Gradini and Noviani (2025), who noted that individuals with stronger reach capacity could effectively isolate challenges and prevent them from spilling into unrelated areas. Tulaluan et al. (2025) similarly observed that early childhood pre-service teachers with high reach capacity reduced stress spillover by separating academic from personal challenges—a skill that appears to be moderately present among faculty in the current study. The overall mean score of 3.34 ($SD = 1.00$), interpreted as agree, suggests that while most faculty manage to limit the spread of adversity, experiences vary considerably. This variation reflects differing personal coping strategies and contextual factors, such as institutional support systems and workload demands. For faculty, the ability to contain the influence of adversity is essential in protecting mental health, preserving focus, and ensuring consistent contributions to institutional goals even under sustained pressures, as emphasized by Hanifah et al. (2023) and Kartikasari and Wiarta (2021).

Endurance

Table 4. *Participants' Adversity Quotient Profile in Terms of Endurance*

| Item | Indicators | Mean | SD | Interpretation |
|----------------|--|------|-------|----------------|
| 1 | I can handle the long-term outcome of a financial setback in my academic or research funding. | 3.68 | .882 | Strong |
| 2 | I am prepared to endure the long-term effects of being overlooked for a promotion or tenure within my department. | 3.67 | .899 | Strong |
| 3 | I can withstand the prolonged influence of criticism received for a major research project or publication. | 3.66 | .865 | Strong |
| 4 | I am resilient in coping with the long-term consequences of accidentally deleting an important academic email or file. | 3.80 | .755 | Strong |
| 5 | I can endure the extended outcome of a canceled high-priority academic project. | 3.76 | .725 | Strong |
| 6 | I am able to persist despite the long-term effects of a respected colleague ignoring my attempt to discuss an important academic issue. | 3.69 | .829 | Strong |
| 7 | I can manage the ongoing outcome of unfavorable responses to my latest ideas or research findings. | 3.74 | .809 | Strong |
| 8 | I am capable of enduring the consequences of not being able to take a necessary academic break or sabbatical. | 3.78 | .823 | Strong |
| 9 | I am resilient in overcoming the long-term frustration of encountering obstacles on my way to an important academic meeting or deadline. | 3.77 | .815 | Strong |
| 10 | I can persist despite the lasting influence of losing an important research document after extensive searching. | 3.79 | .788 | Strong |
| Overall Result | | 3.73 | 0.818 | Strong |

Legend: 4.51-5.00 Exceptional, 3.51-4.50 Strong, 2.51-3.50 Adequate, 1.51-2.50 Limited, 1.00-1.50 Below Expectation

Table 4 presents that faculty members generally demonstrated a strong level of endurance, as reflected in the highest mean score for the statement, "I was resilient in coping with the long-term consequences of accidentally deleting an important academic email or file" ($M = 3.80$, $SD = 0.755$), followed closely by "I persisted despite the lasting outcome of losing an important study document after extensive searching" ($M = 3.79$, $SD = 0.788$). These findings are consistent with Ginting's (2024) definition of the endurance dimension of AQ, which refers to how long individuals perceive adversity will last and their ability to persist through it. In the academic context, such persistence enables faculty to maintain focus and overcome disruptions that could otherwise derail long-term goals. The least ratings appeared in more emotionally taxing situations, such as "I endured the long-term outcome of criticism received for a major study project or publication" ($M = 3.66$) and "I persisted despite the lasting influence of being overlooked for promotion" ($M = 3.67$). These results suggest that while faculty can sustain effort in response to operational setbacks, emotionally charged and career-related adversities may present greater challenges to sustained resilience.

This pattern aligns with Widodo and Chandrawaty's (2022) observation that endurance is linked to professional competence, productivity, and adaptability, but its effectiveness can be moderated by the emotional intensity of the adversity. Lee (2023) similarly noted that educators with high endurance-maintained teaching effectiveness and addressed problems proactively during major disruptions, yet even they may find prolonged interpersonal or recognition-related challenges more difficult to navigate. The overall mean score of 3.73 ($SD = 0.818$) indicates a generally strong level of endurance among faculty, underscoring their capacity to persist through various academic challenges. Such persistence is vital for achieving long-term goals, overcoming institutional barriers, and fostering growth-oriented mindsets, as emphasized by Zhao and Sang (2023) and Agustina et al. (2022). Ultimately, endurance not only sustains individual faculty performance but also reinforces leadership, innovation, and institutional resilience.

Level of performance among the participants

Table 5 presents the level of faculty performance across State Universities and Colleges (SUCs). The highest-rated behaviors included transparency in stakeholder communication ($M = 4.14$, $SD = 0.691$), adherence to ethical standards ($M = 4.12$, $SD = 0.775$), commitment to continuous learning ($M = 4.12$, $SD = 0.780$), and building meaningful work relationships ($M = 4.11$, $SD = 0.765$). These results reflected strong professional conduct among faculty, particularly in areas that promoted trust, integrity, and a culture of lifelong learning. These findings were consistent with recent literature emphasizing the relevance of the VUCA framework—Volatility, Uncertainty, Complexity, and Ambiguity—in describing the shifting demands faced by higher education institutions and their faculty. A study highlighted that in increasingly dynamic academic environments, faculty were expected to exhibit ethical behavior, transparency, and adaptability to uphold institutional competitiveness and credibility (Clayton & De Braine, 2023). The SUC faculty's emphasis on continuous learning and meaningful work relationships affirmed their capacity to thrive under such volatile and uncertain conditions.

Conversely, lower ratings were noted in areas such as self-recognition as a "super worker," contract negotiation skills, alignment with environmental values, access to well-being services, and participation in socially relevant projects. While the overall mean of 4.02 ($SD = 0.780$) still indicated strong performance, the variation in responses suggested differing institutional contexts and developmental needs. The BANI framework—Brittle, Anxious, Non-linear, and Incomprehensible—further illuminated these results. Recent studies

(Halil, Abdul Aziz & Hassan, 2025) suggested that rapid reforms and technological disruptions in higher education contributed to emotional fragility and anxiety among faculty, which in turn influenced their well-being and engagement with institutional missions. The relatively lower ratings in contract negotiation and environmental alignment could have reflected structural brittleness and limited preparedness to navigate non-linear academic challenges. In response to such vulnerabilities, scholars advocated for institutional strategies that supported faculty through agile governance, inclusive decision-making, and robust well-being initiatives (Couture & Murgatroyd, 2024). Faculty development needs to go beyond reinforcing core professional behaviors by addressing adaptability, psychological safety, and negotiation competencies to meet the demands of increasingly complex educational systems.

Table 5. *Level of Participants' Performance*

| Item | Indicators | Mean | Interpretation |
|------|---|------|----------------|
| 1 | I maintain resilience through difficulties that significantly influence my effectiveness and performance at work. | 4.08 | Strong |
| 2 | I recognize and manage emotions enhance my interactions and overall success in my role. | 4.07 | Strong |
| 3 | I do diverse projects that help me gain more relevant skills compared to remaining in a single job. | 3.91 | Strong |
| 4 | I enhance my skills through open-source learning platforms. | 4.09 | Strong |
| 5 | I integrated automation, analytics, and innovative practices alongside human efforts is essential for achieving high performance. | 4.00 | Strong |
| 6 | I maintain high ethical standards and building trust within my team is crucial for successful collaboration. | 4.12 | Strong |
| 7 | I am involved in socially useful projects that enhances my job performance and sense of purpose. | 3.89 | Strong |
| 8 | I collaborate and interact most effectively when working with like-minded individuals who share similar goals. | 4.06 | Strong |
| 9 | I effectively collaborate with colleagues to solve complex problems, even under stressful or uncertain conditions | 4.07 | Strong |
| 10 | I engage in continuous learning to strengthen my ability to navigate and thrive in a rapidly changing work environment. | 4.12 | Strong |
| 11 | I actively engage in continuous learning helps me stay ahead in my field and respond effectively to new challenges. | 4.12 | Strong |
| 12 | I have the freedom to work on my own terms is as crucial as financial rewards in my professional life. | 4.03 | Strong |
| 13 | I am proactive in my career growth and skill enhancement significantly influence my professional achievements. | 4.10 | Strong |
| 14 | I balance work with family commitments through flexible hours is an important factor in my overall well-being. | 4.09 | Strong |
| 15 | I adopt well-being support services, such as sleep clinics and digital dieting, which are beneficial for my overall health and performance. | 3.86 | Strong |
| 16 | I practice mindful communication to better understand and empathize with my colleagues' perspectives, especially during stressful situations | 4.03 | Strong |
| 17 | I use mindfulness techniques to manage anxiety and maintain focus on my work, even when facing high-pressure deadlines. | 4.02 | Strong |
| 18 | I prioritize empathy in my interactions with students and colleagues, understanding that it enhances collaboration and fosters a supportive work environment. | 4.18 | Strong |
| 19 | I actively monitor my emotional well-being and take steps to maintain balance, which improves my effectiveness in my role | 4.0 | Strong |
| 20 | I am attentive to the emotional and mental health needs of my colleagues, offering support and resources when necessary to promote a healthy workplace culture. | 4.09 | Strong |
| 21 | I am being adaptable and flexible in response to new challenges helps me stay competitive and achieve better results. | 4.09 | Strong |
| 22 | I am swift and adapt to changing circumstances provides a competitive advantage in my professional role. | 4.06 | Strong |
| 23 | I specialized my skills and practical experience that is more valued more than holding a traditional university degree. | 4.02 | Strong |
| 24 | I possess skills that are in high demand within my field and often lead to the greatest rewards and opportunities. | 4.04 | Strong |
| 25 | I advance my career frequently which requires transitioning between various projects instead of remaining in a single position. | 3.93 | Strong |
| 26 | I negotiate the terms and conditions of my work contracts which is crucial for my professional advancement. | 3.82 | Strong |
| 27 | I observe that I am recognized as a 'super worker' due to my exceptional performance and productivity. | 3.75 | Strong |
| 28 | I notice that using virtual social networks to connect with my organization, clients, and others effectively enhances my professional interactions and minimizes the need for travel. | 3.90 | Strong |
| 29 | I see that my organization actively seeks exceptional talent by establishing partnerships with industry and educational institutions. | 4.15 | Strong |
| 30 | I apply creative thinking to address challenges more effectively than conventional methods. | 4.03 | Strong |
| 31 | I understand complex interactions between various stakeholders are essential for navigating my role effectively. | 4.03 | Strong |
| 32 | I apply systems thinking to analyze and address complex problems which enhances my effectiveness in | 3.95 | Strong |

| | | | |
|----------------|--|------|--------|
| | my professional role. | | |
| 33 | I freely manage and protect my intellectual property that is equally important as financial compensation. | 3.96 | Strong |
| 34 | I recognize that specialism is highly prized, with a high level of expertise in a specific area being valued more than a broad but general skill set. | 3.96 | Strong |
| 35 | I find greater meaning and relevance in my work essential for my job performance. | 4.04 | Strong |
| 36 | I work for a "Green World" organization, which aligns with my values and admiration and strengthens my commitment to my job. | 3.85 | Strong |
| 37 | I make a difference in the world significantly influences my career satisfaction. | 3.93 | Strong |
| 38 | I dedicate my loyalty that aligns more closely with individuals who share similar expertise and goals than to the organization itself. | 4.00 | Strong |
| 39 | I ensure transparency in my communications with stakeholders, which helps in building trust and effectively managing expectations. | 4.14 | Strong |
| 40 | I seek to find and create meaningful connections in my work, understanding that this sense of purpose is crucial for sustaining high performance and job satisfaction. | 4.11 | Strong |
| Overall Result | | 4.02 | Strong |

Legend: 4.51-5.00 Exceptional, 3.51-4.50 Strong, 2.51-3.50 Adequate, 1.51-2.50 Limited, 1.00-1.50 Below Expectation

These interpretations were further supported by Damoslog et al. (2024), who identified motivation, educational attainment, and institutional support as key to faculty productivity, while noting that vague policies and limited resources continued to pose barriers. Similarly, Condez (2024) and Torrico (2023) emphasized the importance of well-structured faculty development programs in sustaining high performance within SUCs. In summary, SUC faculty demonstrated strong behaviors in ethics, transparency, and continuous learning—qualities that underpinned institutional resilience in a VUCA environment. Nonetheless, to address the brittleness, anxiety, and unpredictability outlined in the BANÍ framework, it was essential for institutions to strengthen support in areas such as contract negotiation, environmental engagement, well-being, and socially relevant work. These enhancements would have positioned faculty to perform more effectively amid the disruptions brought by the Fourth Industrial Revolution and global crises.

Significant Relationship Between the Participants' CORE Dimensions of Adversity Quotient and Their Faculty Performance.

Table 6. Relationship between faculty performance and Adversity Quotient

| Variables | n | r | Effect Size | P-value | Interpretation |
|----------------------|-----|------|-------------|---------|----------------|
| Control | 233 | .411 | Moderate | .000 | Significant |
| Origin and Ownership | 233 | .633 | Large | .000 | Significant |
| Reach | 233 | .292 | Small | .000 | Significant |
| Endurance | 233 | .620 | Large | .000 | Significant |
| Adversity Quotient | 233 | .597 | Large | .000 | Significant |

Legend: Correlation Coefficient Range and Effect Size/Strength of Relationship (Cohen, 1988): .50 and above = Strong/Large Correlation; .30 to .49 = Moderate Correlation; .10 to .29 = Weak/Small Correlation

This study aimed to determine how the dimensions of the Adversity Quotient (AQ)—Control, Origin and Ownership, Reach, and Endurance, as defined by Stoltz's CORE Model, related to the performance of faculty members in State Universities and Colleges (SUCs) in the Caraga Region. The results of the correlation analysis (Table 6) reveal a significant positive relationship between AQ and faculty performance ($r = .597$, $p = .000$), indicating that higher levels of AQ were associated with higher levels of teaching effectiveness and professional competence. Among the CORE dimensions, origin and ownership ($r = .633$) and endurance ($r = .620$) showed a significant relationship with performance, together with control ($r = .411$), and reach ($r = .292$). These findings suggest that faculty who take responsibility for their actions and demonstrate persistence are more likely to perform effectively, while the ability to limit adversity's reach, though important, may play a relatively lesser role. All of the dimensions have a significant relationship with faculty performance. These imply that the higher the levels of dimensions of faculty's adversity quotient, endurance, origin and ownership, control, and reach, the better their performance.

These results are consistent with prior studies emphasizing the role of AQ in sustaining productivity and well-being in high-pressure environments (Stoltz, 2021; Hanifah et al., 2023; Abidin & Asrayi, 2024). High AQ enables individuals to remain motivated, self-regulated, and adaptable, which is crucial in navigating the demands of modern higher education. Taken together, the findings affirm the predictive value of AQ on faculty performance. As such, academic institutions—particularly SUCs—are encouraged to develop faculty support programs that foster the four AQ dimensions. Training in emotional regulation, reflective practice, and adversity coping strategies may help faculty build greater psychological resilience. Interventions that promote a sense of agency, collaboration, and long-term perseverance can also empower educators to meet institutional goals more effectively. Ultimately, enhancing AQ among faculty not only supports individual well-being and productivity but also strengthens the broader goal of delivering quality, inclusive, and resilient education, aligned with Sustainable Development Goal 4.

Conclusions

Faculty members in State Universities and Colleges (SUCs) in the Caraga Region exhibit a generally strong adversity quotient (AQ), with particularly high levels in the dimensions of endurance and origin and ownership. These reflect their capacity to manage professional setbacks, remain motivated under pressure, and sustain performance in the face of adversity. Additionally, faculty

performance in SUCs across the Caraga Region was consistently strong, indicating high standards in teaching, research, and service. The statistically significant positive correlation between AQ and faculty performance confirms that AQ is a key predictor of professional success. Therefore, strengthening these attributes may further enhance teaching effectiveness and overall job performance.

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