

Adversity Quotient and Work Commitment Among Public Secondary School Teachers in Davao City

ABSTRACT

Aims: To determine the relationship between the teachers' adversity quotient and work commitment and the effect of teachers' demographic profile in both variables.

Study design: Descriptive-correlational

Place and Duration of Study: This was conducted in the Division of Davao City more specifically Cluster 1 and Cluster 3 from November 2020 to June 2021

Methodology: This research used stratified random sampling technique to identify 623 respondents. It utilized questionnaires developed by Stoltz (1997) and Celep (2000). Both questionnaires were adapted and modified to fit the need of the research locale and environment where the study was being conducted.

Results: The findings showed that most of the respondents were female and most aged were from 20 to 49 years old. The majority of teachers were less than 10 years in the government service with a teacher I position and not attended graduate studies. Furthermore, the teachers' adversity quotient was below average and teachers' work commitment was at a high level; teachers' adversity quotient was positively associated with teachers' work commitment. Moreover, the results confirmed that females have a significantly higher level of work commitment than males; all other teachers' demographic profile were not significantly influenced teachers' adversity quotient and work commitment.

Conclusion: The study concludes that teachers tend to recover slowly from adversities; teachers' adversity quotient affects their work commitment, and female teachers are more committed to their work compared with male teachers. The study recommends for teachers to attend personality development activities to improve their adversity quotient; the Human Resource Management Office (HRMO) of the school may utilize the data for policy making towards increasing teacher's adversity quotient and work commitment. Additionally, further studies through qualitative research and similar studies in other clusters or districts both rural and urban areas are also recommended.

Keywords: Adversity Quotient; Work Commitment; Public Secondary School Teachers

1. INTRODUCTION

Teachers are highly regarded professionals in the world. They are viewed as a model citizen who significantly supports in shaping the future of every individual. Teachers need passion, dedication, and commitment. Their commitment profoundly contributes to the future of the students and of the school. They work hard, are emotionally attached, recognized the needs of the students, and make more effort to fulfill and bring out the goals of teaching. These extraordinary times caused by several crises mark the changes in the way teachers live their lives, how they do things in school, at work, and at home. These crises are paving the way to new ways, processes, work approaches, and traits that are essential in every teacher. The

personal adversities the teacher is facing and the changes in their work environment they are encountering tested their attitude, beliefs, and behavioral intention towards their work. However, their positive outlook amid psychological stress and other adversities was seen. Indeed, teachers had to face work and life challenges during the adversative situation.

Reasonably, the work commitment of employees in the middle of adverse situations may be affected. In times of adversities like natural disasters, economic changes, family disturbances security, and health issues, the activities of teachers are usually disrupted. It can cause fear, doubt and its immediate impact on the organization is evident (Paraskevas, 2006). Therefore, teachers must express a huge commitment to their job and accordingly increase their engagement at work (Collie, Granziera, & Martin, 2018). In order to effectively handle new, changing, and uncertain situations, they must be able to change their perspectives, attitudes, and emotions. Teachers must adapt to the changing needs of students, as needed by the school, teaching job, and career because teaching in adversity entails ambiguous circumstances (Baloran & Hernan, 2020).

One factor that influences work commitment, especially during adversities is the adversity quotient. Evidently, employees with high adversity quotient in facing difficult situations, the higher the commitment he has towards their work. In a study conducted by Subagyo, Akbar, and Wibowo (2019) among 204 staff in PT. Jaya Konstruksi Manggala Pratama Tbk, it was found that the adversity quotient directly and positively affects the work commitment of employees. The more capable the individual in facing difficult situations in life, the higher the commitment he has towards his work. Subsequently, Somaratne, Jayawardena, and Perera, (2017) revealed in their study that adversity quotient enhanced performance, leadership abilities, flexibility towards adversities, advancements, confidence level, and commitment to change.

In an Asian country like Indonesia, it was found out in the study that adversity quotient and leadership have a positive and significant effect on employee commitment. It reveals that enhancing employees' commitment can be done through strengthening leadership and improving the adversity quotient. On the other hand, to improve employees' adversity quotient, providing support and encouraging employees in the organization is necessary. This would help them to do difficult tasks and responsibilities and to help to solve problems effectively, which further affects their work commitment (Qamaruddin, Mukti, & Margaretha, 2020). Likewise, in Pakistan, a study reveals that the adversity quotient influences the relationship between psychological contract breach and employees' commitment. Employees who are in high adversity quotient are likely to face challenging situations, easily face contract breach, and committed to the organization than those who are in low adversity quotient (Bukhari, Saeed & Nisar, 2011).

In the study of Padagas (2016) on Resilience Quotient, Job Satisfaction and Organizational Commitment of Public Secondary School Teachers of the Division of City Schools of Mandaluyong City, it was found out that teachers were able to deal with adversities positively because of the mechanisms that are in place for them, for their direction, structure, support, and self-confidence. Teachers' Adversity Quotient positively influences teachers' affective, continuance commitment, indebted obligation, and moral imperative dimension. As the adversity quotient of teachers increases, work commitment also increases. Generally, teachers are satisfied in terms of the nature of their work. The love for their profession and learners truly made them stay and committed to their work. Additionally, Limen (2019) carried out a study among 198 teachers in 19 Elementary Schools in Agusan del Norte. The study was purposely conducted to find the extent of the influence of teachers' adversity quotient on their work commitment. The study's findings showed that teachers have a high adversity quotient. This means that teachers can withstand adversities with their work. The

study also showed that teachers are committed to their work specifically to their profession, students, teaching work, school, parents, community, and to their colleagues. This means that if teachers have insufficient ability to withstand adversities, inability to perceive new possibilities in an unknown, indeterminate and uncontrolled situations, insufficient knowledge on technology, and inability to give a meaning of life, thus, could affect their work commitment.

However, in the study of Abaña and Isidro (2015) on adversity quotient and job performance of City Government employees of Tayabas City, Quezon Province, it revealed that the adversity quotient of employees and their job performance was not associated with their perceived ability in coping with life's difficult situations and to overcome hostile events effectively while at work. This simply means that the adversity quotient does not predict how employees are committed and perform in their job.

Notably, in the study of Baloran and Hernan (2020) on crisis self-efficacy and work commitment of education workers of public schools during the COVID-19 pandemic, it was found that crisis self-efficacy significantly influences the work commitment of public school teachers during the pandemic. This shows that crisis management during adversative situations best predicts teachers' work commitment. The study also revealed that teachers' commitment to school, to teaching, and the profession were high, and teachers' commitment to students was very high, and the overall work commitment of teachers was high. It indicates that teachers among public schools in the region maintained a strong commitment to delivering quality education for students despite the health crises the country is facing.

As the country combat the pandemic, the Department of Education, Division of Davao City has been embracing the new normal education to continue in providing quality education to learners. Schools were directed to prepare and utilize the Learning Continuity Plan (LCP) where various types of learning modalities were being offered. The Department of Education also assured the safety of teachers by making sure that working arrangements and health protocols were followed by the schools and by the teachers. Undeniably, teachers have been encountering difficulties in handling these overwhelming situations brought by several crises. Teachers are exhausted, overwhelmed, and have difficulty reaching students that have limited access to distance learning, are frustrated at some point, and feel fear towards the health of their family. With this prevailing situation, and increasing demand for workload preparations, teachers truly need to adapt to this evolving paradigm shift of the teaching profession. Therefore, this situation demands their adversity quotient to bounce back and surmount crises they are and they will be facing to subsequently enhance their commitment to work as educators.

The findings of this study will be useful to address the drawback of teachers' commitment to school, student, teaching, and their profession. It can raise guidance to the school administration to provide an environment that strengthens teachers' level of adversity quotient and enthusiasm in their work assignments. Moreover, the Human Resource Management Office (HRMO) of the school may utilize the findings of this study for policy planning and development of school programs that promote and strengthen teachers' adversity quotient level and teachers' commitment. This will also be useful for teachers to assess their level of coping with overwhelming and adverse situations and how they will be committed to their work. Furthermore, this study will also be additional literature and serves as a springboard for those who would pursue studies on how teachers are committed to their work environment while they are in adverse situations.

2. METHOD

2.1. Research Design

This study made use of a quantitative research design which considers mathematical statistics to prove theories and hypothesis concerning a phenomenon (Creswell, 2000; as cited by Montejo, 2017). Initially, this study utilized a descriptive correlation which to examine the association between two or more variables. McCombes, (2019) defined correlational study design as tests of the relationship between two variables without any of them being influenced by the researcher. This method was employed to describe the relationship among the variables; teachers' adversity quotient and teachers' work commitment as they are all experiencing adverse conditions. Furthermore, this method was used to describe the effect of adversity quotient domains on the work commitment of teachers.

2.2. Research Respondents

The respondents of the study were 623 selected teachers of Cluster 1, Division of Davao City. The majority of the teacher-respondents came from the three big schools of Davao City coded as School A, School B, and School C. The remaining number of teacher respondents came from Schools D, E, F, and H. Out of the total population of teachers in each school, only sixty percent were being selected arriving at a total number of participants of 623.

Table 1. List of Schools in Cluster 1.

Schools	Number of Teachers	Expected Participants
A	380	228
B	250	150
C	250	150
D	71	43
E	35	21
F	30	18
G	21	13
TOTAL	1037	623

The respondents were selected using random sampling. It refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection (Lavrakas, 2008). Easily understood, and the results are projectable (Malhotra & Birks, 2006). Moreover, Shin (2020) simply describes random sampling where each sample in a population has an equal probability of being chosen for the sample. More specifically, this study was more likely a stratified random sampling that starts by dividing a population into groups with similar attributes. Then a random sample is taken from each group.

2.3. Research Instruments

The researcher used a survey questionnaire as a means of collecting primary data from the respondents. The researcher employed two (2) questionnaires. The first questionnaire is the Adversity Quotient Profile Questionnaire by Stoltz (1997) which measures the adversity quotient profile of teachers amidst crises and the second questionnaire is the Teachers' Work Commitment Questionnaire measuring the Work Commitment of teachers during adverse situations by Celep (2000). Both questionnaires were adapted and modified to fit the need of the research locale and environment where the study was being conducted.

The items in the Likert scale were based on the researcher's reading of various journals, books, and other materials. There are 20 items included in the five-point scale. Each item was specifically sub-itemized and analyzed so that respondents would be able to understand its meaning. Psychometric measures were established by the researcher. Three (3) experts validated the survey questionnaire and a reliability index of .906 and .944 were obtained among 20 pilot-tested respondents.

The respondents were asked to rate the items under all the areas using a five-point scale. The range of the five-point scale includes the following: Very Low with the statement (1); Low with the statement (2); Moderate with the statement (3); High with the statement (4); and Very High with the statement (5).

The mean value for each item was computed and the results were interpreted as follows:

Table 2. Parameter Limits on Teachers' Work Commitment

Weighs	Parameter Limits	Response Categories	Interpretation
5	4.50 – 5.00	Very high	The teachers are fully committed towards his/her responsibility coupled with high productivity.
4	3.50 – 4.49	High	The teachers are fully committed towards his/ her responsibility with average productivity.
3	2.50 – 3.49	Moderate	The teachers are committed towards his/her responsibility.
2	1.50 – 2.49	Low	The teachers are less committed towards his/her responsibility.
1	1.00 – 1.49	Very Low	The teachers are not committed towards his/her responsibility

Adversity Quotient Questionnaire deals with the Control; Ownership; Reach; and Endurance as Exemplified in the work of Paul Stoltz (2000). This instrument assesses the adversity quotient of teachers of Cluster 1 in the Division of Davao City. The questions of Adversity Quotient are all written in bold to give emphasis and ideas to the respondents that such questions should be taken seriously. There are twenty (20) items, in which questions 1; 7;13; 15; and 17 are questions for control; questions 2; 6;11;16; and 18 are questions for Ownership; questions 3; 5; 9; and 20 are questions for Reach; and questions 4; 8; 10; 14 and 19 are questions for Endurance.

Adversity Response Profile. The Stoltz ARP (1997) is a self-rating questionnaire to measure an individual's style of responding to adverse situations. The Adversity Response profile describes 56 scenarios. Each scenario represents a hypothetical event, which can be answered on a 5- point bipolar scale, (1 – not responsible at all to 5- completely responsible). The four dimensions of adversity quotient – *Control, Ownership, Reach, and Endurance*. Although these dimensions may be intercorrelated, they measure many different aspects of Adversity Quotient. Fourteen scenarios measure each dimension. Therefore, there are four scales of fourteen questions each. The sum of the four scores is the person's Adversity Quotient.

The control scale measures the degree of control the person perceives has over adverse events. Ownership is the extent to which the person owns or takes responsibility for the outcomes of adversity and the extent to which the person holds himself or herself accountable for improving the situation. Reach is the degree to which the person perceives good and bad events reaching in other areas of life. Endurance is the perception of time over which good and bad events and their consequences will last or endure.

The following interpretations are used to classify the Adversity Response Profile Scores.

Table 3. Adversity Response Profile Score

	Control	Ownership	Reach	Endurance	Overall AO
High	48-50	50	43-50	44-50	176-200
Above Average	43-47	47-49	38-42	39-43	158-175
Average	36-42	44-46	30-37	32-38	136-157
Below Average	30-35	31-40	25-29	26-31	119-135
Low	10-29	10-30	10-24	10-25	40-118

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The explanation of the verbal interpretation is as follows:

Low The person probably suffers unnecessarily in several ways. The motivation, energy, vitality, health, performance, persistence, and hope can be greatly revitalized by learning and practicing the tools in raising AQ.

Below Average The person is likely to be underutilizing his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ.

Average The person usually does a decent job of navigating life as long as everything is going relatively smoothly. However, the person may suffer unnecessarily from larger setbacks or maybe disheartened by the accumulated burden of life's challenges.

Above Average The person has probably done a fairly good job in persisting through challenges and in tapping a good portion of growth potential daily.

High The person probably can withstand significant adversity and continue to move forward and upward in life.

Control

At High End (48-50 points) The higher the AQ score on this dimension, the more likely the person perceives a strong degree of control over most adverse events. Greater perceived control leads to a more empowered, proactive approach. High control has far-reaching positive implications as well a good long-term performance, productivity, and health. The higher the C score, the more a person persists through difficulties and remains both steadfast in determination and an agile approach in finding a solution.

At the Above Average (43-47) The person responds to adverse events at least partially within his control, depending on the magnitude. The person is not easily disheartened. But it may be more serious setbacks or challenges.

At the Low (10-29) The lower the AQ and the score on this dimension, the more likely the person perceives the adverse events are beyond his control and that there is little, if anything, he can do to prevent them or limit the

damages. Low perceived control can have a highly detrimental effect on the sense of power to alter the situation. Scores on the lower end of the scale may indicate a dangerous vulnerability to adversity, increasing its potential toll on one's performance, energy, and soul.

Ownership

At High End (50 points) The higher the AQ and the score on this dimension typically reflect an ability to avoid unnecessary self-blame while putting one's responsibility into perspective. It indicates the empowering combination of blaming oneself only for what he did while owning the outcomes of adversity, which propelled a person towards an action. Ideally, this reflects an ability to feel appropriate remorse and learn from mistakes.

At Average (41-46 points) The person responds to adverse as sometimes originating from without and sometimes from oneself. The person may blame himself unnecessarily for bad outcomes. The person holds himself for the outcomes of the adversity but may limit accountability to only those things for which he is the direct cause, being unwilling to contribute more greatly.

At the Low End (10-30 points) The lower the AQ and the score on this dimension, the more personal view adversity as primarily his fault (whether or not) and good events as strokes of luck due to external forces. Perceiving oneself as the origin of bad events can be hard on the stress level ego and motivation of the person. The person may deflect ownership, avoiding holding himself accountable for working to solve the situation. Over time, such a response may lead to self-doubt and withdrawal from major challenges.

Reach

At High End (43-50 points) The higher the AQ and the score on this dimension, the more a person may respond to adversity as specific and limited. The more effective he contains and pigeonholes, the reach of adversity, the more empowered and less overwhelmed he is likely to feel. Keeping adversity in its place makes life's difficulties, frustrations, and challenges more manageable.

In Average (30-37 points) The person responds to adverse events as somewhat specific. However, the person may occasionally let adversity reach into other areas of his life. In weaker moments, the person may succumb to the temptation to turn setbacks into disasters, relying on others to pull him out of this emotional pit.

At the Low End (10-24 points) The lower the AQ and the score on this dimension, the more a person may view adversity as bleeding into other areas of life. Allowing adversity to reach other areas of life can greatly enhance the weight of the perceived burden and the energy required to make things right.

Endurance

At the High End (44-50 points) The higher the AQ and the score on this dimension, the more a person may view success as enduring, if not permanent. Likewise, he may consider adversity and its causes temporary,

fleeting, and unlikely to recur. This enhances the person's energy, optimism, and likelihood to take action.

In Average (32-38 points) The person may respond to adverse events and somewhat enduring. This may, on occasion, delay him from taking constructive action. With life's small to moderate challenges, he may probably do a reasonably good job of keeping faith and forging ahead.

Low (10-25 points) The lower the AQ and the score on this dimension, the more a person may view adversity and causes as enduring and positive events as temporary. This may indicate the kind of responses that evoke a feeling of helplessness or loss of hope.

2.4. Gathering Procedure

The following protocols were undertaken to obtain the required data:

1. *Seeking Permission to Conduct the Study.* A letter of authorization was sent by the researcher to the Division of Davao City superintendent to seek approval to conduct the study and a separate authorization letter to the Public Schools District Supervisor.
2. *Administration of the Questionnaires.* When approval was issued, the researcher closely coordinated with the District Office and schools for the deployment of a google form containing the questions that test the association of Teachers' Adversity Quotient and Teacher's Work Commitment.
3. *Retrieval of the Questionnaires.* The data was consolidated by the researcher after the respondents filled out the google form. The responses were confidentially and strictly kept.
4. *Recording and Tallying of the Responses.* All the data collected was reported and tallied. It was used in the analysis as the basis for the presentation of findings and interpretation.
5. *Analyzing and Interpreting the Findings.* The analysis and interpretation of data were presented with the help of a professional statistician and consultant.

3. RESULTS AND DISCUSSION

3.1. Teachers' Demographic Profile

The details of the teacher's demographic profile in terms of sex, age, years in service, position, and educational attainment are shown in table 2. The information indicated in the table was based on the data collected using a survey questionnaire.

Table 4. Teachers' Demographic Profile

	Profile	Count	Percentage
Sex	Male	162	26.0
	Female	459	73.7
	No Response	2	0.3
	Total	623	100.0
Age	30 and below	153	24.6
	31-50 Yrs. Old	356	57.1
	Above 50	103	16.5
	No Response	11	1.8
	Total	623	100.0
Years in Service	3 and below	177	28.4

	4-10 Years	241	38.7
	Above 10 Yrs.	191	30.7
	No Response	14	2.2
	Total	623	100.0
Position			
	Teacher I	330	53.0
	Teacher II	98	15.7
	Teacher III	140	22.5
	Master Teacher I	44	7.1
	Master Teacher II	10	1.6
	Master Teacher III	0	0.0
	No Response	1	0.2
	Total	623	100.0
Educational Attainment			
	Bachelors' Degree	181	29.1
	Bachelors' Degree with Master's Unit	289	46.4
	Masters' Degree	103	16.5
	Masters' Degree with Doctoral Unit	33	5.3
	Doctoral Degree	17	2.7
	Total	623	100.0

As shown in Table 2, there are 459 (73.7%) female teachers and 162 (26%) male teachers of the sample respondents, giving a total of 621 respondents. There are 2 (0.3%) among the respondents who do not reveal their gender. The majority of the respondents are female. The range of ages is from 20 to 64 years old. The 356 (57.1%) respondents are between 31-50 years old which both comprised the majority of the respondents. The 153 (24.6%) of the respondents are 30 years old and below. The remaining 103 (16.5%) respondents are above 50 years old and there are 11 (1.8%) among the respondents who did not reveal their age. Moreover, there are 241 (38.7%) respondents who are between 4-10 years in service which is the majority of the respondents. There is equal 191 (30.7%) who are above 10 years in service and 177 (28.4%) who are 3 years in service and below. The remaining 14 (2.2%) respondents do not reveal their years in service. This implies that the majority of the respondents are in 4-10 years in service. Further, the table shows that there are 330 (53.0%) Teacher I respondents, 140 (22.5%) Teacher III respondents, 98 (15.7%) Teacher II respondents, 44 (7.1%) Master Teacher I respondents, and 10 (1.6%) Master Teacher II respondents. There are no Master Teacher III respondents and there is 1 (0.2%) who does not disclose his or her position. This implies that the majority of the respondents are new in the government service. The table also shown that 289 (46.4%) respondents are Bachelors' Degree holder with Masters' unit, 181 (29.1%) are Bachelors' Degree holder and 103 (16.5%) are Masters' Degree holder which both comprised the majority of the respondents. The 33 (5.3%) are Master's Degree holders with Doctoral unit and 17 (2.7%) are a holder of Doctoral Degree. This implies that the respondents are not attended graduated school studies.

3.2. Level of Teachers' Adversity Quotient

The level of teachers' adversity quotient comprising the four domains namely control, ownership, reach, and endurance, and their discrete levels are all presented in Table 3.

Table 5. Level of Teachers' Adversity Quotient

N	Mean	SD	Qualitative Description
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Control	623	33.21	5.91	Below Average
Ownership	623	32.97	7.29	Below Average
Reach	623	30.98	7.21	Average
Endurance	623	33.17	7.05	Average
Total	623	130.33	6.87	Below Average

Table 5 shows the level of teachers' adversity quotient with the overall population of $N = 623$. The overall level of teachers' adversity quotient is below average ($M = 130.33$, $SD = 6.87$). This means that teachers underutilized their potential and adversity can make a significant and unnecessary toll on them, making it difficult to continue to rise from their situation. The data also implies that they battle against a sense of helplessness and despair and think that escape is possible by raising the adversity quotient.

Moreover, they disown crises causing them not to perform well, reduce their commitment, and blame others. Similarly, there are two domains of teachers' adversity quotient that are below average and are respectively disclosed as follows: control ($M = 33.21$, $SD = 5.91$) with the highest mean, and ownership ($M = 32.97$, $SD = 7.29$) which means that teachers perceived the adverse events beyond their control and that there is little, if anything, they can do to prevent them or limit the damages and consequences. Their low perceived control on adversities can have a highly detrimental effect on their sense of power to alter the situation. It also indicates a dangerous vulnerability to adversity, increasing the potential toll on their performance, energy, and soul. The data also shows that teachers viewed adversity as primarily their fault (whether or not) and good events as strokes of luck due to external forces. This could be hard on their stress level ego and motivation. Moreover, teachers have deflected accountability and avoided themselves to solve and improve the result of adversities that they encountered in their lives. Over time, such a response may lead to self-doubt and withdrawal from major challenges.

On the other hand, there are two domains of teachers' adversity quotient that are in the average level, these are endurance ($M = 33.17$, $SD = 7.05$) and reach ($M = 30.98$, $SD = 7.21$). This means that teachers responded to adverse events as somewhat specific. However, they occasionally let adversity influence into other areas of their life. In weaker moments, teachers may give up to the temptation to turn setbacks into disasters, rely on others to pull them out from emotional pit. Furthermore, the data reveals that teachers have responded to adverse events and somewhat have endured the circumstances; occasionally, this would delay them from taking constructive actions. With life's small to moderate challenges, teachers may probably do a reasonably good job of keeping faith and forging ahead in life and at work.

It is interesting to note that the existing studies is not alike to the findings of this study. Limen (2019) who carried out a study among 198 teachers in 19 Elementary Schools in Agusan del Norte found that the level of adversity quotient of teachers was high. Likewise, Markman and Baron (2003) in their study found the same result. However, Tigchelaar and Bekhet, (2015) in their study among 85 business leaders found to have an average level of adversity quotient as well its dimensions, except to endurance dimension which is below-average level. They further noted in their study that the adversity quotient can be learned and enhanced. Thus, there should be continuous encouragement to review the adversity quotient profile and know how to enhance it through self-development activities, joining seminars, reading books, and practicing sports. Moreover, in the study of Ablana, et al. (2016) among 213 employees of the City of Tayabas, it was found that employees have an average

adversity quotient level. It was also found that employees were within the average range in reach and endurance dimensions, below-average level of control and ownership dimensions.

This implies that unlike in the existing studies mentioned, the result of this study is worth exploring. Teachers have a below average level of adversity quotient as they are facing thought-provoking and challenging situations. Reasons must be uncovered to show factors that affects their coping mechanism in handling adversities. This is also implying that school management should create programs and activities that would enhance the level of adversity quotient of teachers for these could affect their way in handling stress and challenges towards work, thus could give impact to their school performance.

3.3. Level of Teachers' Adversity Quotient

The Table 6 displays the level of teachers' work commitment comprising the four domains: commitment to school, commitment to student, commitment to teaching work, and commitment to the profession.

Table 6. Level of Teachers' Work Commitment

	N	Mean	SD	Qualitative Description
Commitment to School	623	4.36	.626	High
Commitment to Student	623	4.35	.624	High
Commitment to Teaching Work	623	4.29	.637	High
Commitment to Profession	623	4.39	.636	High
Average	623	4.35	.631	High

Table 6 shows the level of teachers' work commitment with the overall population of N = 623. The overall level of teachers' work commitment is high (M= 4.35, SD=.631). Similarly, all four domains of teachers' work commitment are high, and are respectively disclosed as follows: commitment to the profession (M=4.39, SD=.636) with the highest mean, followed by the commitment to school (M=4.36, SD=.626); commitment to the student (M=4.35, SD=.624); and commitment to teaching work (M=4.29, SD=.637).

The data simply means that teachers are highly committed to their work specifically to the school, to students, to teaching work, and their profession for the success of school goals (Celep 2000). They are more engaged in the workplace and most likely stay longer in the organization (Hanaysha, 2016). They are also passionate, effective, and efficient to learning and teaching, Altun (2017) and Mart (2013).

The result of the study supports Carman's (2011) articulation who carried out a study among 1164 full-time nurses in Iowa, USA, and found a high work commitment level among nurses. This is consistent with the findings in the study of Siew et al. (2011) and Lamber and Savis (2014) who found a high level of work commitment among the respondents. However, in the study of Sepahvand et al. (2017), it was revealed that nurses had a moderate level of work commitment. This was consistent with the study carried out by Shoorideh et al. (2014) which found that the respondents had a moderate level of work commitment. Labraque, et. al (2018) also revealed the same result of the study. They suggested the need for the formulation and implementation of interventions to promote life-long commitment towards work. Moreover, Tabuso (2007) as cited in Fuentes (2012) asserted that teachers have the least level of work commitment even though all of them find a sense of economic security in the school.

In terms of teachers' high commitment with their work, their present situations are never satisfied with what they have. They seek and innovate new ideas and techniques that greatly benefit their school and their students. They embody passion and enthusiasm for teaching and learning that will have a direct result on their performance, and to their students. They inspire and awaken the desire to learn from others and create a difference in their profession. It also implies that teacher should be proud of for being committed amidst challenges they are facing in school and at home. It also suggests that school official should continue and sustain in bringing out the enthusiasm of teachers in their respective work assignments by employing relevant programs and activities that will continuously enhance their work commitment.

3.4. Adversity Quotient and Work Commitment of Teachers

The Table 7 highlights the test of the relationship between adversity and work commitment among public secondary school teachers in Davao City.

Table 7. Test of Relationship between Adversity Quotient and Work Commitment

Adversity Quotient	Work Commitment	
	Pearson Correlation	.204**
	Sig. (2-tailed)	.000
	N	623

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

The Table 7 summarizes the entire association of adversity quotient and work commitment of teachers. It reveals that ($r = .204$; $p = .000$) which requires the rejection of the null hypothesis. This simply means that there is a significant relationship between the adversity quotient and the work commitment of teachers. Teachers are committed to school, committed to students, committed to teaching work, and committed to their profession while considering that they are facing adversities like natural disasters, economic changes, family disturbances, security, and health issues.

The result of the study is similar to Subagyo's et al. (2019) justification among 204 staff in PT. Jaya Konstruksi Manggala Pratama Tbk, who found that adversity quotient influence directly influences work commitment. This was also the result of the study of Qamaruddin et. al (2020) that showed the adversity quotient among employees of PT. YKK AP in Indonesia has a positive direct effect on their work commitment. The study suggested that to enhance the work commitment of employees, the adversity quotient must be improved. Likewise, the study of Singh and Sharma (2017) in India revealed that the adversity quotient has a significant influence on work balance, work satisfaction, and work commitment. The study suggested that for the organization that progressively working towards a healthy climate, and a more committed, efficient, and effective workforce, there must be aggressive conduct of training to strengthen employees' work commitment. Moreover, the study of Markovits et al. (2014) among 454 Greek employees found that adversity affects employees' work commitment. Employees find it difficult to adapt to changes and adverse situations thus their intrinsic and extrinsic motivation and commitment suffer due to ongoing crises.

Further, Markman and Baron (2003) found in their study that employees had a high level of the adversity quotient and should be treated as valuable talent; thus, it has a significant and positive influence to employees' work commitment. They further noted that managers must look at the adversity quotient as a decision-making guide of employee selection and can be a reference to design proper work for employees. This is also the suggestion of Somaratne

et al. (2017) in their study that for employees to be committed to work, promoting adversity quotient training and development programs to develop the ability to cope with adversities must be evident. They also suggested that an adversity quotient can be utilized in human resource management strategies to attract individuals who can better deal with adversities; thus, it can be committed to their work at a minimal level of stress. Furthermore, Limen R. (2019) also found a positive correlation between teachers' adversity quotient and work commitment. The result of the study revealed that the adversity quotient and work commitment of teachers were high. He noted that if teachers have insufficient ability to withstand adversities, inability to perceive new possibilities in an unknown, indeterminate and uncontrolled situations, insufficient knowledge on technology, and inability to give a meaning of life, it could affect their work commitment.

However, Mosura and Gorovillas (2001) explained that most people go to work because it is necessary to acquire needs and desires. They are committed to working not by choice rather by several factors namely: education, experience, personal abilities, social background, and a change in work. Ablana et al. (2016) asserted that there are numerous adversities that employees face that affect employees' work commitment. However, the adversity quotient does not dictate how employees perform at work and does not directly influence work commitment. They suggested that to overcome these adversities, employees must be effective in working within the organization, must have necessary skills, and must be successful at work, family, responsibilities, and even in handling stress.

This study implies that teachers should consider the fact on how they manage and cope adversities in their lives, whether it is in school or at home for this could affect their enthusiasm, passion, and performance at work. This also implies that schools and school leaders should provide a working environment where the level of teachers' adversity quotient and work commitment must be enhanced for this could have a significant impact on the achievement of organizational goals and outcomes.

3.5. Teachers' Adversity Quotient and Work Commitment Analyzed by Teachers' Sex

Table 8 articulates the test of difference in the level of adversity quotient and work commitment among public secondary school teachers in Davao City when analyzed according to sex. An independent-samples t-test was conducted to compare the adversity quotient and work commitment among 623 in terms of their sex.

Table 8. Test of Difference in the level of Adversity Quotient and Work Commitment by Sex

	Sex	N	Mean	t-value	p-value
AQ	Male	162	128.5309	-1.168	.243
	Female	459	131.0632		
WC	Male	162	4.2577	-2.423	.016
	Female	459	4.3804		

Table 8 shows the difference in the level of adversity quotient and work commitment of teachers when analyzed according to sex. The study reveals that there is a statistically significant difference in the work commitment of teachers when analyzed to sex ($p = .016$; $t = -2.423$) where females have a significantly higher level than males and statistically not significantly for adversity quotient ($p = .243$; $t = -1.168$). Specifically, it denotes that teachers' adversity quotient

to surmount challenging events will not be affected by teachers' sex. However, sex affects teachers' commitment towards the values and goals of the school.

The result of the study supports Zubaidah's et al. (2017) revelation among 138 students in boarding school in Pekanbaru, Indonesia. It was found that there was no significant relationship between adversity quotient and sex of the students. This was also the result of Shen and Ven (2014) who found that sex has no significant effect on the adversity quotient of workers. Rathee and Sharma (2018) who also conducted a study among 400 students in Haryana State, revealed that the adversity quotient was influenced by the sex of the students. Moreover, Hema and Gupta (2015) indicated there was no significant difference found in AQ levels of males and females; furthermore, it was supported in the similar findings of Ablana (2016); Nikam and Uplane (2013); and Huijan (2009). However, the study conducted by Liu (2011) showed that sex had a significant difference in AQ which was differing from the previously discussed studies. Moreover, Stoltz (2002) asserted that sex has significantly different capacities in response to adverse situations. Females tend to blame themselves and males usually focus on the result of adverse situations. Shen (2014) also noted that both sexes can be valuable talents and assets in the organization. However, sex discrimination negatively influences female workers. Females have a sense of active competition and are committed to accepting challenges. However, when they perceive sex discrimination it will result in physical and psychological stress which will lead them to be less committed than males (Huang et.al, 2004).

On the other hand, in terms of the significant influence of sex to work commitment, the study of Labraque et al. (2018) among 166 nurses in the Central Philippines supported the result of this study. They found that sex correlated significantly with work commitment. This is also the result in the study of Khan et al. (2013) and Jena (2015) which showed that the sex of the respondents was found to be significantly correlated with work commitment. However, Sepahvand et. al (2017) in their study at the Social Security Hospital of Khorramabad found that sex has no significant effect to work commitment of nurses. Jafari and Javadi (2013) also conducted a descriptive-analytical study at the educational hospital of Mazandaran University of Medical Sciences. It was found that sex did not significant influence work commitment of nurses. This result is the same to the findings of Chen et al. (2015).

This study implies that teachers' sex does not influence the level of their adversity quotient. Sexes does not dictate how teachers deal and recover overwhelming and difficult situations. Interestingly, sex significantly influence the level of work commitment of teachers. This means that teachers' dedication, passion, and course of action towards the achievement of organizational goals are unique in different sexes. Thus, school management should acknowledge the individual differences of teachers and should employ programs that enhances adversity quotient and work commitment of teachers.

3.6. Teachers' Adversity Quotient and Work Commitment Analyzed by Teachers' Age

Table 9 reveals the test of difference in the level of adversity quotient and work commitment among public secondary school teachers in Davao City when compared to teachers' age 30 and below, 31 to 50 years old, and above 50.

Table 9. Test of Difference in the Level of Adversity Quotient and Work Commitment by Age

	N	Mean	F-value	p-value

AQ	30 and below	153	131.75	.879	.416
	31-50 Yrs.Old	356	129.129		
	Above 50	103	131.68		
WC	30 and below	153	4.31	1.710	.182
	31-50 Yrs.Old	356	4.33		
	Above 50	103	4.43		

Table 9 shows the test of difference in the level of adversity quotient and work commitment of teachers by age. The study reveals that there is no statistically significant difference between adversity quotient and work commitment of teachers when analyzed to age since statistical data showed ($F = .879$, $p = .416$); ($F = 1.710$, $p = .182$).

The findings of the study are similar to Ablana's et al. (2016) justification that age has no significant relationship with the adversity quotient. This was also the findings of Tigchelaar and Bekhet (2015). They also found that age was not significantly correlated to ownership, reach, and endurance dimensions of adversity quotient. However, Zubaidah et al. (2017) showed in their study that age had a significant effect on the adversity quotient. They further noted that the adversity quotient level increases as the age of a person increases. This finding is also consistent with Paramanandam and Shwetha's (2013) argument that age has significant effect on the adversity quotient.

On the other hand, in the aspect of significant effect of age to teachers work commitment, Seyedin et al. (2013) supported this study, who found that age had no significant relationship to work commitment. Carman (2011), Siew et. al (2011), and Lamber and Savis (2014) also found the same result. Anicas (2012) also carried out a study among the faculty of the Private Higher Education Institutions in Region I. It was found that age had no significant influence on the levels of work commitment of teachers. However, Khan et al. (2013) found that there is a significant association between age and work commitment. Likewise, Labraque et al. (2018) carried out a study among 166 nurses and found that age was significantly correlated with their work commitment. Furthermore, Jena (2015) in her study among 240 shift workers of Ferroalloy Company in India found that age had a direct effect on work commitment.

This study implies that teachers' age does not influence the level of their adversity quotient and work commitment. Age of teachers does not dictate how teachers deal and recover overwhelming and difficult situations and does not affect the dedication, passion, and course of action of teachers towards the achievement of organizational. By this premise, school management should acknowledge the uniqueness of teachers and should employ programs that enhances adversity quotient and work commitment.

3.7. Teachers' Adversity Quotient and Work Commitment Analyzed by Teachers' Years in Service

Table 10 illustrates the test of difference in the level of adversity quotient and work commitment among public secondary school teachers in Davao City when compared to teachers' years in service 3 years and below, 4 to 10 years, and above years in service.

Table 10. Test of Difference in the Level of Adversity Quotient and Work Commitment by Years in Service

		N	Mean	F	p-value
AQ	3 and below	177	132.87	2.256	.106

WC	4-10 Years	241	127.95	2.267	.105
	Above 10 Yrs.	191	130.90		
	3 and below	177	4.38		
	4-10 Years	241	4.28		
	Above 10 Yrs.	191	4.38		

The Table 10 is the test of difference in the level of adversity quotient and work commitment of teachers when analyzed according to years in service. The table shows ($F = 2.256$, $p = .106$) and ($F = 2.267$, $p = .105$) which implies that years in service of teachers have no significant difference to their adversity quotient and work commitment. Therefore, the suggestion that the adversity quotient and work commitment of teachers are not affected by the number of years they are working.

The result of the study affirms Tigchelaar and Bekhet's (2015) substantiation that the number of years in service has no significant relationship to adversity quotient. This is also consistent with the findings of Ablana et al. (2016) who also revealed that years in service have no significant relationship to adversity quotient. However, the study of Shen and Ven (2014) negated all these results, they revealed that years in service had a significant effect on the adversity quotient. They noted that the adversity quotient can be enhanced through learning. When workers do the same work for a longer period, their ability to face adversity at work can be gradually trained. Therefore, their adversity quotient will be superior to that of those with less work experience. However, when workers do the same job for too long, they will start to become complacent, and their adversity quotient level will decline.

In the aspect of influence of age to teachers' work commitment, this study confirms the findings of Samadi and MahdaviKhoo (2009) who revealed that years in service do not have a positive correlation with work commitment. This is also the findings of Zeineldin and Abdel Rahman (2013). However, the findings of Labraque et al. (2018) contradicted the result of this study. They found that years in service of nurses in the Central Philippines significantly correlated with their work commitment. Khan et al. (2013) and Jena (2015) found the same result that age is significantly associated with work commitment.

This study implies that level of teachers' adversity quotient and work commitment do not influence the number of years they are working in the government service. This means that the length of teaching service in the government does not predict the capacity of teachers to deal adversities that arise in their lives, and it does not affect the positive outlook towards the organizational priorities and values. Therefore, a fair acknowledgment of the different range of experience of teachers in the government service is important in designing programs that enhance their adversity quotient and work commitment.

3.8. Teachers' Adversity Quotient and Work Commitment Analyzed by Teachers' Position

Table 11 intensifies the test of difference in the level of adversity quotient and work commitment among public secondary school teachers in Davao City when compared to teachers' position Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II.

Table 11. Test of Difference in the Level of Adversity Quotient and Work Commitment by Position

		N	Mean	F-value	p-value
AQ	Teacher I	330	131.00	1.213	.304
	Teacher II	98	128.97		
	Teacher III	140	128.65		

	Master Teacher I	44	135.77		
	Master Teacher II	10	121.80		
	Teacher I	330	4.33	1.200	.309
	Teacher II	98	4.27		
WC	Teacher III	140	4.38		
	Master Teacher I	44	4.47		
	Master Teacher II	10	4.38		

Table 11 shows the test of difference in the level of adversity quotient and work commitment of teachers when analyzed according to the teaching position. The table shows ($F = 1.213$, $p = .304$) and ($F = 1.200$, $p = .309$) which implies that teaching position has no significant difference to the adversity quotient and work commitment of teachers. The study suggests that teachers' adversity quotient and work commitment are not influenced by their position at school.

Notably, the result supports Ablana's et al. (2016) explication that position had no significant relationship to adversity quotient. Likewise, Aquino (2013) found no significant relationship between the position of the respondents and their adversity quotient. Moreover, the study of Khalili and Asmavi (2012) also showed support to this study who found no significant relationship between position and work commitment. Jafari, Afshin, Jafari, and Barzegar (2015) revealed also that position had no significant relationship to work commitment. This was also the result in the study of Chan et al. (2015) and Anicas (2012). However, Estrada (2009) opposed these findings and revealed that position significantly influence respondents' work commitment which was supported in Zeineldin and Labraque, et. al (2018), Jena (2015), Rahman (2013), and Khan, et. al (2013) who revealed that position had a direct effect on work commitment.

This study implies that the level of teachers' adversity quotient and work commitment are not influenced by their position in the Department of Education. This means that the designated title of teachers in school does not predict their capacity to deal harsh conditions that occurs in their lives, and it does not affect their positive attitude towards the mission and goals of school they are working. Therefore, school officials should implement programs and projects equally to teachers that enhance their adversity quotient and work commitment, without looking at their position and designation in school.

3.9. Teachers' Adversity Quotient and Work Commitment Analyzed by Teachers' Educational Attainment

Table 12 demystifies the test of difference in the level of adversity quotient and work commitment among public secondary school teachers in Davao City when compared to teachers' educational attainment: Bachelors' Degree, Bachelors' Degree with Masters' Unit, Masters' Degree, Masters' Degree with Doctoral Unit, and Doctoral Degree.

Table 12. Test of Difference in the Level of Adversity Quotient and Work Commitment by Educational Attainment

		N	Mean	F-value	P-value
	Bachelors' Degree	181	133.65	1.009	.318
	Bachelors' Degree with Master's Unit	289	127.78		
AQ	Masters' Degree	103	132.56		
	Masters' Degree with Doctoral Unit	33	133.03		
	Doctoral Degree	17	119.17		
	Bachelors' Degree	181	4.34	.225	.925
	Bachelors' Degree with Master's Unit	289	4.34		
WC	Masters' Degree	103	4.33		
	Masters' Degree with Doctoral Unit	33	4.43		
	Doctoral Degree	17	4.36		

Table 12 shows the test of difference in the level of adversity quotient and work commitment of teachers when analyzed according to their educational attainment. Specifically, the table reveals ($F = 1.009$, $p = .318$) and ($F = .225$, $p = .925$). It simply means that educational attainment has no significant difference between adversity quotient and work commitment. The study articulates that the educational attainment of teachers has no bearing and no effect on their adversity quotient and work commitment.

This study agrees Ablana's et al. (2016) emphasis among 213 employees of the City of Tayabas and found that there is no significant relationship between employees' educational attainment and adversity quotient. Specifically, Tigchelaar and Bekhet (2015) found in their study that educational attainment significantly correlated to ownership, reach, and endurance dimensions of adversity quotient. However, the study of Shen and Ven (2014) contradicted the results of these studies, they found that educational attainment had a significant effect on the adversity quotient. They also noted that the adversity quotient was higher than that of those with a higher level of education.

On the other hand, in terms of the significant influence of educational attainment to work commitment, the result of the study recognizes Samadi and Mahdavihoo's (2009) demystification that educational attainment had no significant relationship to work commitment. This is also the result of the study of Khalili and Asmavi (2012). Likewise, Anicas (2012) found that the educational attainment of the faculty of Private Higher Education Institutions in Region I was not significantly associated with work commitment. However, Khan, et al. (2013) contradicted these results since they found that educational attainment was significantly correlated with work commitment. They noted that organizations could rely on the demographic characteristics of the workforce to understand their work commitment within the organization.

This study implies that the highest level of education the teacher has completed does not influence the level of teachers' adversity quotient and work commitment. This means that the highest level of their education does not predict how they manage stress and resistance in the organization, and it does not influence their desire to innovate and incorporate new ideas into their practices towards the achievement of organizational goals.

Moreover, considering that the adversity quotient of teachers influences their work commitment, there is a need for school administrators to develop programs, projects, activities, and interventions. Schools should encourage teachers to enhance their coping mechanisms in handling harsh conditions that greatly affect their performance in school. School should also inspire teachers to continue being positive, passionate, and dedicated to work and school despite adversities they are facing and will be facing. There should also an encouragement from school officials for those research enthusiasts for further research to unravel reasons why these days teachers were highly committed while having a low crisis coping mechanism.

4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

4.1. Summary

The following are the findings of the study:

1. The majority of the respondents are female. Mostly, teachers are between 31-50 years old who are less than ten years in service. More than half of the respondents are Teacher I, the rest were in Teacher II, III, Master Teacher I, and II positions. Additionally, most of the

teacher-respondents are Bachelors' Degree holder with Masters' unit, the rests are Master's Degree and Bachelor Degree holder. Very few are Doctoral Degree holders.

2. The teachers' adversity quotient level is below average as well as the two domains which are control and ownership domains. On the other hand, there are two domains of teachers' adversity quotient that are in the average level, these are endurance and reach.
3. The teachers' work commitment level is high. Similarly, all four domains of teachers' work commitment are high.
4. There is a significant relationship between the adversity quotient and the work commitment of teachers.
5. There is a statistically significant difference in the work commitment of teachers when analyzed to sex where females have a significantly higher level than males and statistically not significant for adversity quotient.
6. There is no statistically significant difference in the level of adversity quotient and work commitment of teachers when analyzed to age.
7. There is no significant difference in the level of adversity quotient and work commitment of teachers when analyzed to the years in service.
8. There is no significant difference in the level of adversity quotient and work commitment of teachers when analyzed according to the teaching position.
9. There is no significant difference in the level of adversity quotient and work commitment of teachers when analyzed according to their educational attainment.

4.2. Conclusions

Based on the findings presented, the following conclusions are drawn:

1. The teachers tend to recover slowly from frustration, bad luck, and other adversities they encountered in life.
2. The teachers' adversity quotient affects their work commitment.
3. The female teachers are more committed to their work compared with male teachers.

4.3. Recommendations

Based on the findings of the study, the following recommendations are hereby presented:

1. The teachers will attend personality development activities to improve their adversity quotient.
2. The Human Resource Management Office (HRMO) of the school may also utilize the data as input for policy planning and development towards increasing teacher's adversity quotient and work commitment through webinars and/or other planned platforms.
3. Further studies may be conducted through qualitative research by identifying teachers' experiences and challenges, coping strategies, and impactful insights to substantiate the findings and by gathering suggestions relative to the study.
4. A similar study may be conducted on teachers' adversity quotient and teachers' work commitment in other clusters or districts both rural and urban areas to uncover the actual image of such educational phenomenon.

CONSENT

The author has gathered and archived respondents' written consent in accordance with international or university standards.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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