



Relationship between Adversity Quotient and Work Performance among College Physical Education Instructors

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ABSTRACT

This study examined the relationship between adversity quotient and work performance among College Physical Education Instructors in Region 12, Philippines. Using a descriptive-correlational research design, data were collected from 100 instructors from selected private higher education institutions and state universities and colleges. A modified survey questionnaire was used to measure adversity quotient dimensions, while work performance was analyzed using descriptive statistics and Pearson correlation. The control, ownership, reach, and endurance dimensions of adversity quotient had no significant relationship with work performance. Instructors were able to sustain work performance despite varying levels of adversity quotient. The study highlights the importance of resilience, adaptability, and institutional support in strengthening professional effectiveness.

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1. INTRODUCTION

Adversity quotient refers to an individual's capacity to face difficulties, respond to challenges, and continue functioning under pressure. In educational and social contexts, adversity quotient has been linked to social skills and individuals' ability to deal with difficult situations [1]. In the teaching profession, adversity quotient is also relevant because instructors often encounter workload demands, stress, institutional expectations, changing student needs, and limited resources. Job stress and adversity quotient have been discussed as related issues in professional work contexts [2]. For College Physical Education Instructors, this capacity may help them manage teaching challenges while maintaining professional behavior and instructional responsibilities.

Work performance should be understood as a multidimensional outcome shaped by adversity quotient, instructional factors, professional competence, work systems, and institutional conditions. Teacher performance is affected by several factors related to the work environment and teaching conditions [3]. In addition, high-performance work systems and quality of working life can influence teachers' work performance [4]. These findings suggest that the work performance of College Physical Education Instructors may depend not only on personal resilience but also on institutional support, teaching conditions, workload, and professional preparation. Adversity quotient may be connected to work-related outcomes. Work ethics can influence job performance, and adversity quotient may function as a mediating factor in this relationship [5]. Adversity quotient has also been discussed as a factor in improving performance in demanding work environments [6], and studies involving nurses and office workers show that adversity quotient may be shaped by work-related and personal factors [7]. The adversity quotient may support persistence, adaptability, and professional resilience, although its relationship with work performance may vary across occupations and institutional contexts.

Instructor competence is another important issue related to professional performance. Studies on technical vocational education and training instructors show that competency indices and methodological investigation can help explain instructor readiness in response to educational and industrial changes [8, 9]. In the field of physical education, instructors' lived experiences in health and wellness activities also show that professional performance is shaped by physical demands, teaching responsibilities, and personal adjustment to institutional expectations, confirming that College Physical Education Instructors' work performance should be understood as a multidimensional outcome [10]. In the context of college physical education, empirical evidence is still needed to determine whether the adversity quotient is significantly associated with instructors' work performance. College Physical Education Instructors are expected to remain effective even when they experience physical, emotional, and organizational challenges. Understanding this relationship can help institutions design support programs, strengthen resilience, and improve professional development for instructors.

This study examines the relationship between adversity quotient and work performance among College Physical Education Instructors in Region 12, Philippines. Specifically, it investigates whether the control, ownership, reach, and endurance dimensions of the adversity quotient are significantly related to work performance. The study aims to contribute evidence on how physical education instructors respond to adversity and whether the adversity quotient is associated with their professional performance.

2. METHODS

This study used a descriptive-correlational research design to examine the relationship between adversity quotient and work performance among College Physical Education Instructors in Region 12, Philippines. This design was appropriate because the study aimed to describe the adversity quotient and work performance of instructors and determine whether the dimensions of adversity quotient were significantly related to work performance. The respondents were 100 College Physical Education Instructors from selected private higher education institutions and state universities and colleges in Region 12. The participants were instructors who had been teaching Physical Education for at least three years. This criterion ensured that respondents had sufficient teaching experience to evaluate their work performance and respond to items related to professional adversity. Data were collected using a modified survey questionnaire. The questionnaire measured the dimensions of the adversity quotient, namely control, ownership, reach, and endurance. These dimensions describe how instructors perceive and respond to difficulties, take responsibility for challenges, limit the effect of adversity, and sustain effort over time. Work performance was also assessed to determine the professional effectiveness of the respondents. Descriptive statistics, including mean and standard deviation, were used to describe the respondents' adversity quotient and work performance. Pearson correlation coefficient was used to determine the relationship between each adversity quotient dimension and work performance [11]. The results were interpreted based on the computed correlation coefficient, p-value, decision on the null hypothesis, and level of significance.

3. RESULTS AND DISCUSSION

As shown in **Table 1**, all dimensions of the adversity quotient had no significant relationship with work performance. The control dimension obtained an r -value of 0.038 and a p -value of 0.692, indicating a very weak and non-significant relationship. Instructors' perceived ability to control adversity was not directly associated with their work performance. Although the adversity quotient can describe how individuals respond to difficulties, work performance may be shaped by other instructional, institutional, and professional factors.

Table 1. Relationship between adversity quotient and work performance of College Physical Education Instructors.

VARIABLES	COMPUTED r	p -VALUE	DECISION	INTERPRETATION
Work performance and control dimension	0.038	0.692	Failed to reject H_0	Not significant
Work performance and ownership dimension	0.121	0.234	Failed to reject H_0	Not significant
Work performance and reach dimension	0.149	0.136	Failed to reject H_0	Not significant
Work performance and endurance dimension	0.183	0.073	Failed to reject H_0	Not significant

The ownership dimension also had no significant relationship with work performance, with an r -value of 0.121 and a p -value of 0.234. Taking responsibility for challenges did not show a statistically significant association with instructors' performance. College Physical Education Instructors may still perform effectively regardless of how strongly they personally interpret or assume responsibility for adversity. Their performance may depend more on teaching

preparation, professional competence, institutional expectations, facilities, and teaching experience. The reach dimension obtained an r -value of 0.149 and a p -value of 0.136, which also indicates no significant relationship. The extent to which adversity affects other areas of instructors' professional life was not significantly related to work performance. Instructors may be able to separate difficulties from their teaching responsibilities, or they may continue performing their duties despite personal and professional challenges. The endurance dimension showed the highest correlation among the four dimensions, with an r -value of 0.183 and a p -value of 0.073. Although this result was still not statistically significant, it indicates a weak positive tendency. Endurance may still be practically relevant because it reflects persistence, sustained effort, and the ability to continue working despite challenges. This interpretation is consistent with studies showing that adversity quotient is related to social skills, job stress, and the ability to respond to difficult work conditions [1, 2].

Table 2 summarizes the meaning of each adversity quotient dimension in relation to work performance. The four dimensions of the adversity quotient may still have practical meaning even though they were not statistically related to work performance. College Physical Education Instructors may continue to meet their professional responsibilities despite differences in how they control, own, limit, or endure adversity. This is important because physical education teaching requires instructors to sustain both mental and physical effort in planning, demonstrating, supervising, and assessing learning activities.

Table 2. Interpretation of adversity quotient dimensions in relation to work performance.

ADVERSITY QUOTIENT DIMENSION	MEANING IN THE WORK CONTEXT	RESULT OF THIS STUDY	POSSIBLE EXPLANATION
Control	The extent to which instructors feel able to manage difficulties.	Not significantly related to work performance.	Work performance may depend more on institutional expectations, teaching routines, and professional competence than perceived control alone.
Ownership	The extent to which instructors take responsibility for problems and challenges.	Not significantly related to work performance.	Instructors may continue performing duties regardless of how they personally interpret responsibility for adversity.
Reach	The extent to which adversity affects other areas of professional life.	Not significantly related to work performance.	Instructors may separate personal or professional difficulties from teaching obligations.
Endurance	The extent to which instructors persist through long-term challenges.	Not significantly related, but showed the highest weak positive tendency.	Persistence may still support professional resilience, although it did not statistically predict work performance in this sample.

The adversity quotient was not significantly associated with work performance, suggesting that instructors may maintain their professional performance even when their adversity quotient varies. Physical education instructors often face teaching demands that require both mental and physical effort, but their work performance may be shaped by several factors beyond adversity quotient, such as teacher performance factors, quality of working life, work systems, institutional support, teaching conditions, and professional competence [3, 4, 10]. These findings do not mean that the adversity quotient is unimportant, but suggest that it

may not directly predict work performance in this sample. The adversity quotient can influence work ethics, job performance, adaptive behavior, and the way workers respond to demanding environments [5-7]. However, in the case of College Physical Education Instructors, work performance may also be maintained through professional commitment, teaching experience, institutional standards, facilities, and personal discipline. The role of instructor competence should also be considered. Studies on technical vocational education and training instructors show that competency indices and methodological assessment can help explain instructor readiness and professional performance in changing educational contexts [8, 9]. Work performance should not be explained by adversity quotient alone. Instructor readiness, teaching competence, institutional support, and professional development may also influence how instructors perform their duties. The non-significant results also show that work performance is a multidimensional outcome. Adversity quotient may help instructors remain resilient, but performance may also depend on instructional competence, facilities, administrative support, student engagement, workload, and professional development. Therefore, institutions should not rely only on the adversity quotient when improving instructor performance. Instead, they should provide supportive teaching environments, clear performance expectations, wellness programs, and opportunities for professional growth.

Table 3 presents practical implications for higher education institutions. Improving work performance requires a broader institutional approach. Since the adversity quotient was not significantly related to work performance, higher education institutions should consider other support mechanisms that can help instructors perform effectively. These include resilience-building activities, professional development, adequate facilities, wellness support, and institutional recognition. These findings are useful for higher education institutions because they show that College Physical Education Instructors can continue to perform their work despite challenges. However, institutions should still strengthen programs that support resilience, adaptability, health, wellness, and professional competence. Such support can help instructors manage adversity more effectively and sustain professional effectiveness in teaching physical education.

Table 3. Practical implications for improving the work performance of College Physical Education Instructors.

AREA OF SUPPORT	RECOMMENDED INSTITUTIONAL ACTION	EXPECTED CONTRIBUTION
Resilience and adversity management	Provide seminars or workshops on coping strategies, stress management, and adaptive responses to challenges.	Helps instructors manage professional difficulties and maintain emotional stability.
Professional competence	Strengthen training in lesson planning, assessment, physical activity instruction, and classroom management.	Improves instructional effectiveness and professional readiness.
Health and wellness	Promote wellness activities, physical fitness programs, and mental health support for instructors.	Supports instructors' well-being and ability to sustain teaching performance.
Teaching facilities and resources	Improve access to equipment, spaces, and materials needed for physical education instruction.	Reduces institutional barriers that may affect teaching performance.
Institutional support	Provide clear expectations, feedback, mentoring, and recognition for effective teaching.	Encourages motivation, professional commitment, and sustained performance.

4. CONCLUSION

The control, ownership, reach, and endurance dimensions of the adversity quotient had no significant relationship with the work performance of College Physical Education Instructors in Region 12, Philippines. Although adversity quotient reflects the ability to respond to challenges, work performance may also be influenced by teaching competence, institutional support, facilities, workload, professional experience, and wellness conditions. Therefore, higher education institutions should continue strengthening resilience-building activities, professional development, health and wellness support, and supportive teaching environments to help instructors sustain effective physical education instruction.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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