

Teachers' self-efficacy, adversity quotient, job satisfaction, and teaching performance

Riza B. Pepito, EdD^{*1}, Jayson S. Digamon, EdD²

^{1,2} Liceo de Cagayan University, Cagayan de Oro City, Philippines

*Corresponding Author e-mail: rpepito81903@liceo.edu.ph

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Abstract

Aim: This study aimed to develop a structural model identifying the factors influencing teachers' performance, particularly examining the roles of self-efficacy, adversity quotient, and job satisfaction in public secondary school contexts.

Methodology: A predictive correlational research design was employed involving 342 public secondary school teachers in the Division of Bukidnon selected through proportionate stratified random sampling. Data were collected using adapted and validated instruments measuring self-efficacy, adversity quotient, job satisfaction, and teaching performance. Statistical analyses included mean and standard deviation, Pearson's correlation, multiple regression analysis, and structural equation modeling.

Results: The results revealed that teachers demonstrated high self-efficacy in student engagement, instructional strategies, and classroom management. The adversity quotient of teachers was moderate across control, ownership, reach, and endurance, while overall job satisfaction was high. Teaching performance across the Philippine Professional Standards for Teachers (PPST) domains was rated very satisfactory. Significant relationships were found between teachers' performance and self-efficacy, job satisfaction, and adversity quotient. Regression analysis showed that classroom management, instructional strategies, autonomy, and reach significantly predicted teaching performance. The best-fitting structural model indicated that self-efficacy and job satisfaction were the strongest direct predictors of teachers' performance.

Conclusion: The findings highlight the importance of strengthening teacher confidence and improving supportive workplace conditions to enhance teaching performance. Educational leaders may implement targeted professional development programs and supportive institutional practices that foster teacher efficacy and job satisfaction, ultimately contributing to improved instructional quality and learning outcomes.

Keywords: adversity quotient, job satisfaction, self-efficacy, structural equation modeling, teachers' performance

INTRODUCTION

Teacher performance remains a major educational concern because it directly shapes instructional quality, learner engagement, and student achievement. Across systems, teacher effectiveness has received sustained attention due to persistent concerns about learning outcomes, classroom quality, and educational inequality (Javornik & Mirazchiyski, 2023; Zakariya & Adegoke, 2024). As such, improving teacher performance is central to educational reform because teachers play a decisive role in students' learning experiences and overall school effectiveness (Sinsay-Villanueva et al., 2025).

In the Philippine context, these concerns are particularly significant because persistent challenges in instructional quality and student learning outcomes continue to affect the education sector. Recent reports have renewed attention to teaching quality amid difficulties in learner performance and school effectiveness (Chi, 2024; Research Center for Teacher Quality, 2023). In public schools, teacher performance is generally evaluated through the Philippine Professional Standards for Teachers (PPST), a national framework defining quality teaching across seven domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development (Department of Education, 2017). As a policy-grounded, contextually relevant framework, the PPST provides a basis for evaluating teacher performance in Philippine public secondary schools.

Recent educational research suggests that teacher performance is shaped not only by professional competence but also by psychological and work-related factors. Among these, self-efficacy, adversity quotient, and job satisfaction are particularly important. Teachers with stronger self-efficacy tend to be more confident in instruction and classroom management (Carr & Cravens, 2023; Bentil, 2025), adversity-related experiences influence how teachers cope with professional demands and challenges (Maglahus et al., 2023), and job satisfaction affects motivation, commitment, and sustained engagement in teaching (Ortan et al., 2021; Assaf & Antoun, 2024). These factors are therefore important in understanding variations in teacher performance across school contexts.

Although previous studies have examined self-efficacy, adversity quotient, job satisfaction, and teacher performance, these variables have often been investigated separately rather than as interconnected determinants of performance. Moreover, limited localized evidence exists on how these factors collectively relate to PPST-based performance among public secondary school teachers in Bukidnon (Bacus & Tagalog, 2024; Daroy & Gomez, 2025). This gap is significant because local educational conditions may shape how teachers experience adversity, derive job satisfaction, and translate confidence into professional performance. Unlike earlier studies that treated these variables independently, the present study integrates them in a structural model grounded in the PPST framework. This study has practical value for teachers and school leaders in improving teaching quality and support in public secondary schools. The findings may help school leaders plan focused programs such as mentoring, resilience support, and PPST-aligned professional development. The study may also help teachers and administrators develop better strategies to improve teacher performance and school outcomes. Hence, this study investigates the relationships among self-efficacy, adversity quotient, job satisfaction, and teaching performance and develops a best-fitting structural model of teachers' performance.

REVIEW OF RELATED LITERATURE AND STUDIES

Self-efficacy of Teachers

Teacher self-efficacy refers to teachers' confidence in facilitating learning, applying effective instructional strategies, and managing classroom situations successfully (Carr & Cravens, 2023). It is positively associated with instructional quality, classroom effectiveness, and job performance (Bentil, 2025; Hambali et al., 2023; Binarao et al., 2023). Supportive school conditions and targeted interventions may further strengthen teachers' self-efficacy (Täschner et al., 2024). These findings affirm self-efficacy as an important factor in teacher performance.

Adversity Quotient

Adversity quotient refers to a teacher's capacity to respond to, manage, and endure difficult workplace situations. In educational settings, it is associated with resilience, adaptability, and coping under pressure (Maglahus et al., 2023). However, its relationship with performance is not consistently positive. Rose et al. (2024) found that stronger adversity management was linked to better work performance, while prolonged adversity may reduce motivation, engagement, and instructional effectiveness (Parveen et al., 2025). Likewise, Pane et al. (2024) identified AQ as a significant factor supporting teacher effectiveness across educational settings. Overall, these findings indicate that adversity-related experiences are relevant to teacher performance, particularly in demanding school contexts.

Job Satisfaction

Job satisfaction refers to teachers' positive evaluation of their work, including recognition, autonomy, and professional growth. It is associated with motivation, commitment, and work effectiveness (Ortan et al., 2021; Assaf & Antoun, 2024). Studies indicate that satisfied teachers show stronger engagement and better performance (Sinoy, 2024; Cabrera & Eslabon, 2024). Recognition, autonomy, and opportunities for professional development further strengthen satisfaction and sustained performance (Meng & Briscioli, 2026; Ha et al., 2025; Balondo et al., 2025). These findings affirm job satisfaction as an important factor in teacher performance.

Teachers' performance

Teachers' performance refers to the effective fulfillment of instructional and professional responsibilities that support learner development and educational quality (Hoque et al., 2023). In the Philippine context, it is anchored in the Philippine Professional Standards for Teachers (PPST), which define key domains of professional practice. Studies show that teachers generally demonstrate satisfactory to very satisfactory performance across these standards (Cordero & Solar, 2025; Evangelio & Escote, 2024). Performance is also strengthened by competence in planning, classroom management, assessment, and responsiveness to learner diversity (Ahmed & Yusuf, 2023; Lucero, 2024). These findings support the use of the PPST as the framework for assessing teacher performance in this study.

Synthesis and Research Gap

Overall, the reviewed literature suggests that self-efficacy, adversity-related experiences, and job satisfaction are all important factors associated with teachers' professional functioning and performance. However, most studies have examined these variables independently rather than as interconnected determinants of PPST-based teacher performance. Moreover, limited localized evidence is available for public secondary school teachers in Bukidnon. This gap justifies the present study, which examines the combined influence of self-efficacy, adversity quotient, and job satisfaction on teachers' performance and develops a best-fitting structural model grounded in the PPST framework.

Theoretical Framework

This study was anchored on Social Cognitive Theory, Adversity Quotient Theory, and Herzberg's Two-Factor Theory, which collectively explained how teachers' beliefs, resilience, and job satisfaction influence professional performance.

Social Cognitive Theory, grounded in the work of Bandura (1977), posited that behavior is shaped by the interaction of personal factors, environmental influences, and actions. Central to this theory is self-efficacy, or a teacher's belief in the ability to carry out teaching tasks effectively. In this study, the theory explained how teachers' confidence in student engagement, instructional strategies, and classroom management may enhance performance (Bandura, 1977).

Adversity Quotient Theory, developed by Stoltz (1997), emphasized an individual's capacity to respond to challenges through control, ownership, reach, and endurance. The theory asserted that those with higher adversity quotient are more resilient, persistent, and effective under pressure. In this study, it explained how teachers' ability to manage difficulties may support stronger professional performance (Stoltz, 1997).

Herzberg's Two-Factor Theory highlighted the role of motivator and hygiene factors in shaping job satisfaction (Herzberg et al., 1959). According to this theory, factors such as recognition, opportunity, and autonomy promote satisfaction and strengthen commitment to work. In this study, Herzberg's theory explained how teachers' job satisfaction may enhance motivation, engagement, and effectiveness in professional practice, thereby contributing to improved performance (Herzberg, 1959).

Conceptual Framework

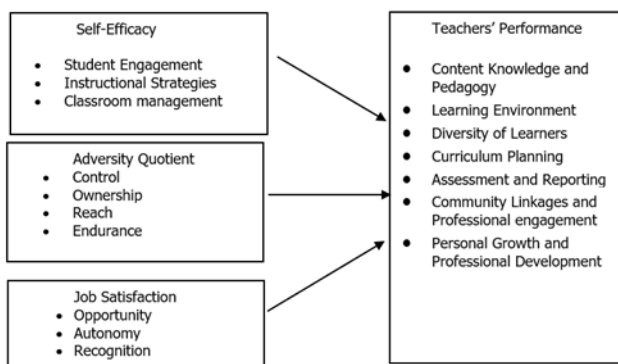


Figure 1. Research Paradigm

The conceptual framework guided the identification of the study variables, the development of the research instrument, and the analysis of their relationships. It identified self-efficacy, adversity quotient, and job satisfaction as the independent variables, and teacher performance as the dependent variable.

The independent variables were operationalized through specific dimensions: self-efficacy through student engagement, instructional strategies, and classroom management; adversity quotient through control, ownership, reach, and endurance; and job satisfaction through opportunity, autonomy, and recognition. These dimensions guided the analysis of how teachers' beliefs, resilience, and work-related satisfaction may influence professional performance.

Teacher performance was operationalized through the domains of the Philippine Professional Standards for Teachers (PPST): content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning,

assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

The framework assumed that higher levels of self-efficacy, adversity quotient, and job satisfaction are associated with better teacher performance, thereby informing the study objectives, research design, and interpretation of findings.

Statement of the Problem

Teacher performance is a critical concern in education because it directly influences instructional quality, learner engagement, and student achievement. In many educational systems, improving teacher effectiveness has become a priority for strengthening teaching practices and learning outcomes. In the Philippine public secondary school context, teacher performance is commonly evaluated using the Philippine Professional Standards for Teachers (PPST), which define professional competencies necessary for quality instruction and effective classroom practice.

Despite the importance of teacher performance, limited empirical evidence exists on how psychological and workplace-related factors collectively influence teachers' professional performance. Previous studies have examined teacher self-efficacy, adversity quotient, and job satisfaction as individual predictors of performance. However, these variables have often been studied separately rather than as interconnected determinants of teachers' performance within a comprehensive analytical model.

In the Division of Bukidnon, limited localized research has examined how teachers' beliefs, resilience, and job satisfaction interact to influence PPST-based performance. Understanding these relationships is important because contextual factors may affect how teachers respond to professional challenges, derive satisfaction from their work, and translate their confidence into effective instructional practices. Hence, this study investigates the relationships among teachers' self-efficacy, adversity quotient, and job satisfaction and develops a best-fitting structural model explaining teachers' performance.

General Objective

To assess teachers' self-efficacy, adversity quotient, job satisfaction, and Philippine Professional Standards for Teachers (PPST)-based performance; examine the relationships among these variables; and develop a best-fitting structural model explaining teachers' performance.

Specific Objectives

1. To assess the participants' level of self-efficacy in terms of:
 - student engagement
 - instructional strategies
 - classroom management
2. To determine the participants' level of adversity quotient in terms of:
 - control
 - ownership
 - reach
 - endurance
3. To assess the participants' level of job satisfaction in terms of:
 - opportunity
 - autonomy
 - recognition
4. To assess the participants' level of PPST-based performance in terms of:
 - content knowledge and pedagogy
 - learning environment
 - diversity of learners
 - curriculum planning
 - assessment and reporting
 - community linkages and professional engagement
 - personal growth and professional development
5. To determine the significant relationship between teachers' performance and their self-efficacy, adversity quotient, and job satisfaction.
6. To determine which variables significantly predict teachers' performance.
7. To develop the best-fitting structural model explaining teachers' performance.

Research Questions

This study sought to answer the following research questions:

1. What is the participants' level of self-efficacy in terms of:
 - 1.1 student engagement;
 - 1.2 instructional strategies; and
 - 1.3 classroom management?
2. What is the participants' level of adversity quotient in terms of:
 - 2.1 control;
 - 2.2 ownership;
 - 2.3 reach; and
 - 2.4 endurance?
3. What is the participants' level of job satisfaction in terms of:
 - 3.1 opportunity;
 - 3.2 autonomy; and
 - 3.3 recognition?
4. What is the participants' level of PPST-based performance in terms of:
 - 4.1 content knowledge and pedagogy;
 - 4.2 learning environment;
 - 4.3 diversity of learners;
 - 4.4 curriculum planning;
 - 4.5 assessment and reporting;
 - 4.6 community linkages and professional engagement; and
 - 4.7 personal growth and professional development?
5. Is there a significant relationship between teachers' performance and their self-efficacy, adversity quotient, and job satisfaction?
6. Which variable significantly predicts teachers' Performance?
7. What structural model best explains teachers' Performance?

Hypotheses:

Ho1: There is no significant relationship between teachers' performance and their self-efficacy, adversity quotient, and job satisfaction.

Ho2: None of the variables, singly or in combination, significantly predict teachers' performance.

Ho3: There is no structural model that best fits teachers' performance.

Methodology

Research design

This study used a predictive-correlational research design to examine the relationships among teachers' self-efficacy, adversity quotient, job satisfaction, and professional performance in the Division of Bukidnon, Philippines. This design was appropriate because the study sought to determine the degree of association among variables and identify which variables significantly predict teachers' professional performance without manipulating the study conditions. The variables were measured as they naturally occurred.

Population and Sampling

The population of the study consisted of 3,080 public secondary school teachers in the Division of Bukidnon, Philippines. From this population, 342 teachers were selected as respondents using proportionate stratified random sampling across the four congressional districts. The sample size was determined using Cochran's formula at a 95% confidence level and 5% margin of error. This sampling technique was appropriate because it ensured that teachers from all districts were proportionately represented, thereby improving the representativeness of the sample.

Instruments

The study used adapted survey questionnaires to collect data on teachers' self-efficacy, adversity quotient, job satisfaction, and teaching performance. Self-efficacy was measured across student engagement, instructional strategies, and classroom management (Fabricante, 2018). Adversity quotient captured control, ownership, reach, and endurance (Pahayac, 2022). Job

satisfaction assessed opportunity, autonomy, and recognition (Jiahua & Muktar, 2022), while teaching performance was measured using 31 items anchored on the PPST across seven domains (Anud, 2021).

The validity of the instruments was established through expert review. An expert in Educational Leadership and Management evaluated content relevance, a specialist in Quantitative Research assessed methodological rigor, and an expert in English Language examined clarity and cultural appropriateness. Reliability was assessed using McDonald's Omega (ω) based on pilot data from 30 non-participant secondary school teachers. The results showed high internal consistency across the measured constructs: Self-Efficacy ($\omega = .960$), Adversity Quotient ($\omega = .938$), Job Satisfaction ($\omega = .970$), and Teaching Performance ($\omega = .873$). These coefficients support the reliability of the instruments for measuring the intended constructs.

Data Collection

A systematic procedure was followed in collecting the data. The survey questionnaires, which were divided into four sections measuring self-efficacy, adversity quotient, job satisfaction, and teaching performance, were prepared and assigned identification codes. Data collection was conducted among public secondary school teachers in the Division of Bukidnon during the first semester of School Year 2025–2026. The researchers personally distributed and retrieved the survey questionnaires from the selected respondents. After collection, the accomplished questionnaires were checked for completeness, organized, and prepared for statistical analysis.

Treatment of Data

Data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to describe the levels of teachers' self-efficacy, adversity quotient, job satisfaction, and professional performance. Pearson Product-Moment Correlation was employed to determine the significant relationships among the variables. Multiple linear regression analysis was used to identify which independent variables significantly predicted teachers' professional performance. Structural Equation Modeling (SEM) was then applied to test the hypothesized structural relationships among the variables and assess the adequacy of the proposed model. Model fit was evaluated using indices such as chi-square/degrees of freedom (χ^2/df), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA).

Ethical Considerations

The study adhered to established research ethics standards. Prior to data collection, the researchers obtained approval from the Liceo Research and Ethics Board and secured permission from the Schools Division Superintendent and concerned school heads in the Division of Bukidnon. Informed consent was obtained from all participants, who were informed of the study's purpose, the voluntary nature of participation, their right to withdraw at any time without penalty, and the confidentiality of their responses. All data were handled securely and used solely for research purposes.

RESULTS and DISCUSSION

This section presents the analysis, interpretation, and discussion of the study findings.

Table 1 Summary of the participants' level of self-efficacy

Sub-variables	Mean	SD	Interpretation
Student engagement	4.49	.492	High Efficacy
Instructional strategies	4.29	.451	High Efficacy
Classroom management	4.19	.721	High Efficacy
Overall Mean	4.32	.398	High Efficacy

Table 1 presents the participants' self-efficacy in terms of student engagement, instructional strategies, and classroom management. The overall mean of 4.32 (SD = 0.398) indicates a high level of self-efficacy, suggesting that public secondary school teachers in Bukidnon generally perceive themselves as capable of engaging students, applying appropriate instructional strategies, and managing classroom activities effectively.

Among the sub-variables, student engagement obtained the highest mean ($M = 4.49$, $SD = 0.492$), indicating strong teacher confidence in motivating learners and encouraging participation. In contrast, classroom management registered the lowest mean ($M = 4.19$, $SD = 0.721$), although it remained within the high range, suggesting that this area may require further support. These findings are consistent with previous studies showing that teacher self-efficacy contributes to effective instruction, stronger classroom practices, and positive student outcomes (Omoro & Possi, 2023; Padohinog et al., 2024). They also align with evidence

that professional development strengthens teachers' confidence and competence in instruction and classroom management (Acosta-García & Navarro-Ibáñez, 2025; Dumandan & Guillena, 2025).

The findings suggest the need to sustain teachers' self-efficacy in student engagement and instructional strategies while strengthening classroom management through targeted professional support from school leaders, stronger curricular emphasis on classroom practice, and enhanced pre-service and in-service teacher development.

Table 2 Summary of the participants' level of Adversity Quotient

Sub-Variables	M	SD	Interpretation
Control	3.39	1.06	Moderate Adversity Quotient
Ownership	3.33	.919	Moderate Adversity Quotient
Reach	3.22	.930	Moderate Adversity Quotient
Endurance	3.20	.923	Moderate Adversity Quotient
Overall Mean	3.29	.754	Moderate Adversity Quotient

Legend:

4.51-5.00- Very High Adversity Quotient	1.51-2.50- Low Adversity Quotient
3.51-4.50- High Adversity Quotient	1.00-1.50- Very Low Adversity Quotient
2.51-3.50- Moderate Adversity Quotient	

The overall mean of 3.29 (SD = 0.754) indicates a moderate adversity quotient, suggesting that public secondary school teachers in Bukidnon are moderately capable of coping with professional and personal challenges. Among the sub-variables, control obtained the highest mean (M = 3.39, SD = 1.06), indicating a moderate sense of personal agency in managing difficult situations. In contrast, reach and endurance registered the lowest means, suggesting that sustaining resilience and limiting the effects of adversity across other areas of work remain areas for improvement.

This aligns with prior research showing that teachers generally demonstrate a moderate capacity to cope with professional challenges. Higher scores in control and ownership support evidence that teachers tend to manage adverse situations and assume responsibility for overcoming difficulties (Llamas et al., 2025; Solis et al., 2025). However, the lower ratings in reach and endurance highlight the need to strengthen long-term coping capacity and persistence (Llamas et al., 2025; Labrador, 2025). The findings further underscore the importance of resilience support for teaching, school leadership support systems, and teacher development programs that enhance coping and adaptability.

Table 3 Level of Participants' Job Satisfaction

Sub-variables	M	SD	Interpretation
Opportunity	3.89	.815	Satisfied
Autonomy	4.04	.730	Satisfied
Recognition	4.25	.6	Satisfied
Overall Mean	4.06	.589	Satisfied

Legend:

4.51-5.00- Very Highly Satisfied	1.51-2.50- Least satisfied
3.51-4.50- Highly Satisfied	1.00-1.50- Not Satisfied
2.51-3.50- Satisfied	

Table 3 summarizes the participants' level of job satisfaction across the sub-variables of opportunity, autonomy, and recognition. The overall mean of 4.06 (SD = 0.589) indicates that the participants were satisfied. This implies that public secondary school teachers in the Division of Bukidnon generally hold positive perceptions of their work environment, particularly in terms of professional development opportunities, independence in teaching, and recognition for their contributions. The relatively low variability of responses further suggests that these positive perceptions are consistently shared among the respondents.

Among the sub-variables, recognition obtained the highest mean (M = 4.25, SD = 0.600), indicating that teachers derive the greatest satisfaction from being acknowledged by students, colleagues, and supervisors. This suggests that recognition plays an important role in strengthening teachers' motivation, commitment, and sense of professional fulfillment. In contrast, opportunity obtained the lowest mean (M = 3.89, SD = 0.815), suggesting that while teachers are generally satisfied with opportunities for promotion, career growth, and professional advancement, this area remains one that schools may further strengthen. The findings imply that maintaining a supportive environment that values teacher contributions while expanding career development opportunities may help sustain teacher satisfaction and improve professional practice.

These findings align with prior studies indicating that teacher job satisfaction is shaped by recognition, autonomy, supportive leadership, and professional growth opportunities. Recognition from school leaders, institutions, students, colleagues, and supervisors enhances motivation and professional fulfillment (Meng & Briscioli, 2026), while greater autonomy is associated with

higher satisfaction and lower burnout (Ha et al., 2025). Job satisfaction also improves under supportive leadership, fair compensation, empowerment, positive collegial relationships, and access to promotion opportunities (Zebon et al., 2025; Jentsch et al., 2022). Together, these studies underscore the value of leadership practices, supportive school environments, and development initiatives that foster recognition and career advancement.

Table 4 Level of Participants' Teaching Performance

Sub-Variables	M	SD	Interpretation
Content Knowledge and Pedagogy	4.37	.550	Very Satisfactory
Learning Environment	4.24	.742	Very Satisfactory
Diversity of Learners	4.20	.751	Very Satisfactory
Curriculum Planning	4.53	.576	Outstanding
Assessment and Reporting	4.56	.562	Outstanding
Community Linkages and Professional Engagement	4.28	.621	Very Satisfactory
Personal Growth and Professional Development	4.33	.738	Very Satisfactory
Overall Mean	4.36	.433	Very Satisfactory

Legend:

4.51-5.00- Outstanding
3.51-4.50- Very Satisfactory
2.51-3.50- Satisfactory1.51-2.50- Fair
1.00-1.50- Needs Improvement

Table 4 presents the participants' performance across the seven sub-variables of the Philippine Professional Standards for Teachers (PPST). The overall mean of 4.36 (SD = 0.433) indicates that the respondents often demonstrate these competencies, which corresponds to a Very Satisfactory performance level. This result suggests that the teachers generally meet the national standards for teaching quality across key pedagogical and professional domains.

The sub-variable with the highest mean was Assessment and Reporting (M = 4.56, SD = 0.562), which was interpreted as Outstanding. This finding suggests that teachers in the Division of Bukidnon demonstrate strong competence in monitoring learner progress, using assessment information, and communicating results to relevant stakeholders. Such a result highlights the important role of assessment practices in guiding instruction and supporting learner development. In contrast, Diversity of Learners obtained the lowest mean (M = 4.20, SD = 0.751), although it still fell within the Very Satisfactory range. This suggests that while teachers generally perform well in addressing learner diversity, responding to differences in students' backgrounds, needs, and learning characteristics may remain a relatively more challenging area in practice.

The present study supports prior literature showing that Filipino teachers generally adhere strongly to professional standards, particularly in content knowledge, pedagogy, curriculum planning, and assessment practices (Cordero & Solar, 2025; Alang & Ebsa, 2025). The high rating in assessment and reporting is consistent with research emphasizing assessment literacy and effective communication of learner progress in improving instructional quality (Maloloy-on & Arnado, 2023; Cordero & Solar, 2025). In contrast, the lower mean in diversity of learners indicates the need for stronger inclusive and differentiated teaching practices.

The findings suggest that teachers are strong in assessment and reporting but may need further support in addressing learner diversity through inclusive and differentiated instruction. Support from school leaders through targeted professional development, together with learner-responsive instructional frameworks and the stronger integration of inclusive teaching practices in pre-service and in-service training, may help respond to this need.

Table 5 Relationship Between Teachers' Performance and Their Self-Efficacy, Adversity Quotient, and Job Satisfaction

Variables	Pearson r	p-value	Interpretation
Student Engagement (SE)	.040	.456	Not Significant
Instructional Strategies (IS)	.384**	.000	Significant
Classroom Management (CM)	.593**	.000	Significant
Overall Self-Efficacy (OASE)	.519**	.000	Significant
Control (C)	-.320**	.000	Significant
Ownership (O)	-.168**	.002	Significant
Reach (R)	-.140**	.009	Significant
Endurance (EN)	-.042	.444	Not Significant
Overall Adversity Quotient (OAAQ)	-.220**	.000	Significant
Opportunity (OP)	.346**	.000	Significant
Autonomy (AU)	.491**	.000	Significant
Recognition (RE)	.170**	.002	Significant
Overall Job Satisfaction (OAJIS)	.428**	.000	Significant

Note. $p < .01$ (2-tailed).

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

Table 5 presents the Pearson correlation coefficients between teachers' performance and the independent variables of self-efficacy, adversity quotient, and job satisfaction. The results show that self-efficacy ($r = .519, p < .01$) and job satisfaction ($r = .428, p < .01$) were significantly and positively related to teachers' performance, while adversity quotient ($r = -.220, p < .001$) was significantly and negatively related to performance. Since higher scores in adversity quotient indicate greater adversity experienced by teachers, the negative correlation suggests that increased adversity is associated with lower teaching performance. These findings imply that teachers who report stronger confidence in their professional abilities and greater satisfaction with their work environment also tend to demonstrate better performance.

The correlation results further showed that overall self-efficacy was significantly related to teachers' performance ($r = .519, p < .01$). Among its sub-variables, classroom management ($r = .593, p < .001$) showed the strongest relationship, followed by instructional strategies ($r = .384, p < .001$), while student engagement was not significantly related to performance ($r = .040, p = .456$). This suggests that teachers' confidence in managing classroom routines, maintaining discipline, and applying effective instructional approaches is closely associated with better performance. These findings are consistent with Bantoc and Yazon (2023), who found a significant positive relationship between teachers' self-efficacy in applying the Philippine Professional Standards for Teachers (PPST) and teaching performance. Similarly, Anud (2022) reported that teachers with stronger self-efficacy in instructional competence demonstrated higher performance based on PPST indicators.

On the other hand, adversity quotient showed a significant negative relationship with performance ($r = -.220, p < .001$). Significant negative correlations were also found for control ($r = -.320, p < .001$), ownership ($r = -.168, p = .002$), and reach ($r = -.140, p = .009$), while endurance was not significant ($r = -.042, p = .444$). Given that higher adversity quotient scores reflect greater adversity experienced, these findings suggest that increasing adversity may place added emotional and professional strain on teachers, which may reduce their effectiveness in carrying out their roles. This finding supports studies showing that prolonged workplace stress and unmanaged school-related challenges are associated with lower work effectiveness, emotional exhaustion, and reduced professional functioning among teachers (Rose et al., 2024; Dela Cruz & Paglinawan, 2024). The result also suggests the importance of support systems and school conditions that help teachers manage adversity more effectively.

The results likewise indicated that job satisfaction was significantly related to teachers' performance ($r = .428, p < .01$). All three sub-variables were also significant: opportunity ($r = .346, p < .001$), autonomy ($r = .491, p < .001$), and recognition ($r = .170, p = .002$). This indicates that teachers who experience greater professional opportunities, independence in their work, and recognition for their contributions tend to perform better. The finding further implies that supportive leadership and workplace conditions that promote autonomy, career growth, and acknowledgment of teacher contributions may help strengthen teaching performance.

Table 6 Regression Analysis of Variables Predicting Teachers' Performance

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
1							
	(Constant)	2.265	.248		9.137	.000	
	Self-Efficacy	.071	.044	.080	1.604	.110	.658
	Instructional Strategies	.099	.049	.103	1.994	.047	.624
	Classroom Management	.223	.034	.371	6.593	.000	.522
	Control	-.035	.022	-.086	-1.605	.109	.572
	Ownership	-.037	.026	-.079	-1.453	.147	.556
	Reach	-.054	.027	-.116	-2.004	.046	.497
	Endurance	.051	.027	.109	1.888	.060	.496
	Opportunity	-.002	.030	-.004	-.069	.945	.517
	Autonomy	.166	.033	.280	5.032	.000	.533
	Recognition	.002	.032	.004	.075	.940	.649
R=.673		R2=.442	Adj.R2=.436	SEE=.325	ANOVA: F (10, 331) =27.33	p=.000	

A multiple regression analysis was conducted to identify variables that significantly predicted teachers' performance. As shown in Table 6, the regression model was statistically significant, $F(10, 331) = 27.33, p < .001$, indicating that the predictors collectively explained a significant portion of the variance in performance. The model accounted for 44.2% of the variance ($R^2 = .442$), with an adjusted R^2 of .436, suggesting substantial explanatory power.

Among the predictors, Instructional Strategies ($\beta = .103$, $p = .047$), Classroom Management ($\beta = .371$, $p < .001$), Reach ($\beta = -.116$, $p = .046$), and Autonomy ($\beta = .280$, $p < .001$) significantly predicted teachers' performance. Among these variables, Classroom Management emerged as the strongest positive predictor, suggesting that teachers who are more capable of managing classroom routines, maintaining order, and fostering a positive learning environment tend to demonstrate higher performance. Autonomy also showed a strong positive contribution, indicating that teachers who experience greater independence in instructional decision-making are more likely to perform better. In contrast, Reach showed a significant negative effect, suggesting that as adversity extends into other areas of teachers' work, performance tends to decrease.

The findings emphasize the importance of both instructional competence and professional working conditions in shaping teacher performance. The strong predictive effect of Classroom Management is supported by studies highlighting its central role in effective teaching. Zeb et al. (2024) found that teachers with stronger classroom management efficacy tended to demonstrate better instructional outcomes, while Gamuza et al. (2025) identified classroom management and instructional delivery as important dimensions associated with teacher performance. Similarly, recent studies have shown that effective classroom management contributes to better lesson implementation, stronger instructional coherence, and more supportive learning environments (Cosme, 2025).

The significant effect of Autonomy likewise underscores the value of professional independence in teaching. Hatuti and Pratami (2024) found that autonomy improved teacher performance by enabling educators to adapt instruction to learners' needs. In the same way, Latifa et al. (2025) reported that greater autonomy supports teachers' decision-making capacity, confidence, motivation, and instructional innovation. Meanwhile, the negative predictive effect of Reach suggests that when adversity affects multiple aspects of teachers' professional lives, performance may decline. This implies that schools should provide supportive conditions that not only strengthen teachers' instructional and classroom management skills but also help them cope with challenges before these affect broader aspects of their work.

Table 7 Regression Weights of Structural Model_2 of Teachers' Performance

Path	B	S.E.	C.R.	Beta	P-value	Interpretation
PERF ← SELFEF	.370	.067	5.530	.451	***	Significant
PERF ← AQ	-.062	.037	-1.686	-.075	.092	Not Significant
PERF ← JS	.509	.078	6.568	.471	***	Significant

Table 7 presents the standardized regression weights for Structural Model 2, which examined the direct effects of self-efficacy, adversity quotient, and job satisfaction on teachers' performance.

The results indicate that self-efficacy significantly predicts teachers' performance ($\beta = .451$, $p < .001$), suggesting that teachers with stronger confidence in their teaching abilities tend to demonstrate higher levels of performance. Job satisfaction also significantly predicts performance ($\beta = .471$, $p < .001$), indicating that teachers who are more satisfied with their work tend to perform better across the PPST-aligned domains. In contrast, adversity quotient does not significantly predict performance ($\beta = -.075$, $p = .092$), which suggests that its direct effect on teacher performance is minimal when self-efficacy and job satisfaction are considered in the model.

Overall, Structural Model 2 shows that job satisfaction and self-efficacy are the strongest direct predictors of teachers' performance. This finding highlights the importance of strengthening teachers' confidence in their instructional abilities and promoting positive work conditions that enhance satisfaction. In educational practice, the result suggests that schools may improve teacher performance by supporting professional competence, providing meaningful recognition, and creating environments that foster motivation and commitment.

These findings are consistent with prior research on the links among self-efficacy, job satisfaction, and teacher effectiveness. Zang and Feng (2023) noted that teachers who are satisfied with their work tend to be more engaged, committed, and effective. Similarly, Jentsch et al. (2022) found that positive perceptions of the work environment, supportive supervision, recognition, and professional autonomy contribute to improved performance and productivity. Ortan et al. (2021) also showed that self-efficacy is positively associated with job satisfaction and professional involvement, which underpin strong teaching performance. Taken together, these findings suggest that strengthening teacher confidence and workplace satisfaction may improve professional outcomes.

Conclusions

The study revealed that public secondary school teachers in the Division of Bukidnon demonstrate high levels of self-efficacy, moderate adversity quotient, satisfactory job satisfaction, and very satisfactory teaching performance across the domains of the Philippine Professional Standards for Teachers (PPST). These findings indicate that teachers who possess strong confidence

in their instructional abilities and who experience supportive and satisfying work environments tend to demonstrate stronger professional performance.

The results further showed that self-efficacy and job satisfaction significantly influence teaching performance, while adversity quotient does not exert a significant direct effect in the structural model. Regression analysis identified classroom management, instructional strategies, autonomy, and reach as significant predictors of teachers' performance, highlighting the importance of both instructional competence and supportive professional environments.

These findings contribute to educational research by demonstrating that psychological and workplace-related factors jointly influence teacher effectiveness. Strengthening teacher self-efficacy and promoting supportive school conditions may therefore enhance instructional quality, professional engagement, and overall teaching performance. The study also provides empirical support for Social Cognitive Theory and Herzberg's Two-Factor Theory in explaining teacher performance within the context of Philippine public secondary education.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. School heads and instructional supervisors may implement targeted professional development programs that strengthen teachers' classroom management skills, instructional strategies, and professional autonomy to enhance teaching performance.
2. School administrators may establish supportive work environments that promote recognition, mentoring, and collaborative learning among teachers to improve job satisfaction and sustain professional engagement.
3. Teachers may participate in continuous professional learning activities that enhance classroom management, instructional planning, differentiated instruction, and reflective teaching practices.
4. Educational leaders and the Schools Division Office may design support systems that assist teachers in managing work-related challenges and professional stress to prevent these factors from negatively affecting teaching performance.
5. Teacher education institutions may integrate training programs that strengthen teacher self-efficacy, resilience, and professional motivation in both pre-service and in-service teacher development.
6. Future researchers may examine the proposed structural model in other educational contexts and employ longitudinal or mixed-method research designs to further explore the factors influencing teacher performance.

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