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Adversity Quotient and Work Performance of The College Physical Education Instructors

Vivencio L. Calixtro, Jr*

Bohol Island State University, Tagbilaran City, Bohol, Philippines

*Correspondence: E-mail: calixtro.vivencio@bisu.edu.ph

ABSTRACT

In an institution, fostering a culture that promotes the development of a high adversity quotient (AQ) can lead to more resilient and adaptable employees. The work of College Physical Education Instructors (CPEIs) is particularly challenging, as it encompasses both cognitive and physical performance. This study aimed to examine the relationship between AQ and the work performance of CPEIs in Region 12 in the Philippines. It employed a descriptive-correlational research approach, utilizing a survey questionnaire to collect data from 100 CPEIs. The Pearson Correlation Coefficient (r) was used to analyze the correlation between CPEIs' AQ and their work performance. The results indicated that while CPEIs exhibited an average level of AQ, they demonstrated outstanding work performance. However, there was no significant relationship between AQ and work performance. This finding suggests that CPEIs' ability to perform their duties effectively was not significantly influenced by their AQ. Nonetheless, CPEIs continue to embrace and overcome challenges in various aspects of their lives, serving as exemplars of resilience in their daily work despite the difficulties they encounter. Encouraging resilience and adaptive coping strategies among instructors can still be beneficial for addressing workplace challenges, even if AQ does not directly correlate with work success in this context.

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1. INTRODUCTION

In the global landscape of teaching, College Physical Education Instructors (CPEIs) have multifaceted goals that include developing the physical abilities and fitness of culturally diverse PE students, as well as fostering their overall character and well-being. CPEIs from various cultural backgrounds are essential for promoting fairness, inclusivity, and understanding within the discipline. Their contributions help create learning environments where every student feels valued, respected, and fully engaged in physical education. Thus, by aligning their goals with the principles of managing adversity quotient, CPEIs can empower themselves and their students to overcome barriers, rise to challenges, and achieve success in both life and physical education. However, CPEIs often face resource-related issues, such as inadequate facilities, outdated equipment, and insufficient funding. Additional challenges include instructional deficiencies, large class sizes, extensive workload preparations, multiple roles, and a challenging teaching environment that may hinder effective learning. Teaching PE can be emotionally and physically taxing, particularly when dealing with behavioral problems among students or demands from the administration. Consequently, creating inclusive learning settings that consider students' diverse identities, skills, and backgrounds can be challenging. Despite these obstacles, it is crucial to focus on improving CPEIs' adversity quotient through professional development, self-reflection, and training to address these gaps. By developing resilience, adaptability, and a positive mindset, CPEIs can better manage challenges and effectively support student learning and well-being in physical education.

The Theory of Goal Setting and Task Performance, proposed by [Frost and Mahoney \(1976\)](#), suggests that setting specific and challenging goals can enhance CPEIs' performance by providing direction, increasing effort, and fostering persistence. This theory acknowledges that CPEIs' roles in education are complex, as they involve teaching both cognitive and physical skills. According to a study by [Hasbay and Altindag \(2018\)](#), teaching PE is crucial for improving work performance, leading to high-functioning individuals committed to enhancing their lives. This, in turn, contributes to a high quality of working life, which is essential for effective performance ([Shen et al., 2014](#)). Moreover, the teaching performance of CPEIs impacts the effectiveness of physical education ([Ward, 2013](#)).

Conversely, teaching challenges arise both inside and outside the classroom, especially when demonstrating teaching and learning methods. Therefore, the objective is to measure the adversity quotient (AQ) of CPEIs, particularly their ability to overcome challenges and respond to obstacles, in line with [Kortylewski and Moreira \(2017\)](#) theory. Stoltz posits that individuals with a high adversity quotient can effectively overcome barriers and capitalize on opportunities. This theory evaluates CPEIs' adaptability and their capacity to persist in the face of stress, complexity, long-term change, tension, and difficulties. CPEIs face adversities in their work and have the choice to either overcome them or lose hope ([Amparo, 2015](#)). The adversity quotient explains how to handle work-related challenges while maintaining a positive attitude. It influences CPEIs' work functions and workload ([Shen, 2014](#)). Thus, a key benefit of adopting the adversity quotient is achieving optimal work performance ([Wiradendi Wolor, 2020](#)). [Runtu et al. \(2019\)](#) highlight the significance of the adversity quotient in achieving performance goals for CPEIs. However, the adversity quotient of CPEIs is affected by their ability to comprehend, confront, and respond to life's most challenging issues. This study aimed to evaluate the performance of CPEIs at work and their ability to handle adversity.

2. METHODS

The study aims to analyze the work performance and AQ of CPEIs in Private Higher Education Institutions and State Universities and Colleges in Region 12 during the 1st Semester of 2023-2024. It employed a descriptive-correlational design to provide static descriptions of situations while identifying the connection between AQ and work performance (Beauvais *et al.*, 2014). This study examined the relationship between AQ and work performance among CPEIs in the selected 11 institutions. The researcher adapted a questionnaire for the survey method to collect data from 100 CPEIs.

The modified instrument contained two parts. First, it assessed the extent of the adversity quotient demonstrated by CPEIs, using the AQ dimensions: Control, Ownership, Reach, and Endurance (CORE). Second, it evaluated the extent of CPEIs' work performance in terms of instruction for autonomous learning, dedication/commitment, subject matter expertise, and practical teaching competency. The respondents answered five items related to each aspect of work performance, with each item rated on a scale of 1 to 5.

Descriptive analysis was performed using the mean, which summarizes and describes the fundamental features of the dataset (Mishra *et al.*, 2019). The Pearson Correlation Coefficient (r) was used to evaluate the direction and strength of the linear relationship between AQ and work performance (Wu *et al.*, 2022). After obtaining approval, a request letter was sent to the appropriate authorities. Once approved, the research instruments were distributed to the respondents. The researcher provided a brief orientation before the respondents began answering the questionnaire and allowed ample time for completion.

After collecting the completed questionnaires, the data were encoded, organized, and presented using tables and charts. The SPSS application was utilized for data analysis. The research adhered to ethical standards to ensure moral soundness and enhance the validity and reliability of the results. Efforts were made to minimize risks and protect respondents during the survey. The researcher ensured the respondents' privacy and confidentiality, allowing them to skip any questions they felt uncomfortable answering.

Respondents were informed that participation was entirely voluntary, and no financial compensation was offered; however, their cooperation was highly valued for the success of the study. The importance of the research and the value of their responses were explained to the respondents, who were assured that their answers would remain confidential.

3. RESULTS AND DISCUSSION

Table 1 shows the results of CPEI having an average AQ. Firstly, CPEIs demonstrated an average level of control in their AQ, indicating that they can moderately influence outcomes under challenging circumstances. They often operate within preexisting institutional structures, curriculum directives, and administrative rules that limit their decision-making freedom and authority. Although they may have some control over their instructional strategies and classroom settings, they also face constraints and limitations that diminish their sense of control. Secondly, the level of ownership in AQ refers to an instructor's sense of accountability and responsibility for their actions and outcomes. CPEIs displayed an average level of ownership, meaning they generally accept responsibility for their instructional strategies and student outcomes. However, they may face challenges from uncontrollable factors such as student motivation, available resources, and external influences, which can affect their perception of ownership. Thirdly, in AQ, reach pertains to a person's ability to influence and impact beyond their immediate environment. CPEIs exhibited

an average level of reach, suggesting they can adapt to changes and affect people within their immediate sphere of influence, including colleagues, students, and the school community. Nonetheless, they might struggle to influence higher-level policies or make significant structural changes within the educational system. Lastly, endurance refers to an individual's ability to withstand hardships over an extended period. CPEIs showed an average level of endurance, indicating they possess moderate resilience and adaptability to deal with difficulties and setbacks in their profession. Despite encountering challenges and failures, they demonstrate the ability to overcome adversity and persist in their efforts.

Overall, the average AQ ratings of CPEIs suggest their capacity to handle challenges and setbacks in their teaching careers (Juwita & Usodo, 2020). This implies that CPEIs can contribute to improving teaching effectiveness, professional development opportunities, and student outcomes in physical education programs by fostering a supportive environment.

Table 1. The extent of adversity quotient as demonstrated by the CPEIs.

CORE Dimensions	Mean	Description
Control	32.24	Average
Ownership	30.86	Average
Reach	26.94	Average
Endurance	32.76	Average
Adversity Quotient	30.70	Average

Table 2 shows the CPEIs had outstanding work performance. This means that CPEIs consistently deliver high-quality cognitive and physical performance in their lessons, particularly in terms of instruction for autonomous learning, dedication/commitment, subject matter expertise, and practical teaching competency. Firstly, CPEIs enhance their work performance in instruction for autonomous learning by fostering a safe and empowering learning environment where students are encouraged to take initiative, explore their interests, and acquire critical skills for lifelong learning. Secondly, CPEIs demonstrate their commitment and dedication through their professionalism, passion for teaching, support of student achievement, and continuous efforts to improve themselves and the field. Their unwavering dedication is crucial for fostering growth and development in PE students and for providing positive learning experiences. Thirdly, the work performance of CPEIs in terms of subject matter expertise is vital for delivering high-quality instruction, encouraging student learning and engagement, and advocating the importance of physical education in promoting lifelong health and well-being. Lastly, optimizing PE student learning outcomes requires the implementation of differentiated instruction in a supportive, stimulating, and inclusive learning environment (Vera & Calixtro, 2024). Effective assessment strategies, technology integration, promotion of cooperation, and continuous review and improvement of teaching methods are essential.

Table 2. The extent of work performance of the CPEIs.

Indicators	Mean	Description
Instruction for autonomous learning	4.57	Outstanding
Dedication/commitment	4.57	Outstanding
Subject matter expertise	4.41	Outstanding
Effective teaching competency	4.21	Outstanding
Mean	4.54	Outstanding

CPEIs significantly contribute to student achievement by encouraging these performance indicators, thereby enabling PE students to succeed academically, personally, and professionally (Chen *et al.*, 2015). This suggests that CPEIs play a key role in enhancing student achievement by promoting physical fitness, personal development, and academic and professional success, thus fostering a balanced educational experience for holistic growth and well-being.

Table 3 shows the relationship between work performance and AQ was not significant. It is important to note that the relationship between work performance and the various dimensions of AQ varies among CPEIs and their circumstances. AQ does not necessarily connect directly with specific components of work performance, although it is generally related to resilience and the capacity to overcome obstacles.

Table 3. The relationship of the dimensions of adversity quotient and work performance of CPEIs.

Variables	Computed r	p-value	Decision	Interpretation
Work performance and control dimension	0.038	0.692	Failed to reject Ho	Not significant
Work performance and ownership dimension	0.121	0.234	Failed to reject Ho	Not significant
Work performance and reach dimension	0.149	0.136	Failed to reject Ho	Not significant
Work performance and endurance dimension	0.183	0.073	Failed to reject Ho	Not significant
Work performance and adversity quotient	0.172	0.091	Failed to reject Ho	Not significant

Firstly, CPEIs who perform exceptionally well at work and maintain a good level of control over their AQ are outstanding instructors who thrive despite difficulties. They not only excel in expanding the scope of physical education but also demonstrate perseverance, dedication, and a commitment to creating a positive learning environment and enhancing student development. Their remarkable work ethic, professionalism, and enthusiasm for teaching and advancing physical fitness and well-being are evidenced by their ability to overcome challenges and achieve success. Secondly, highly effective CPEIs who handle obstacles with a balanced sense of accountability are those who show exceptional work performance and average ownership of AQ. They are deeply committed to the education and well-being of their PE students, consistently striving for high standards in their instruction while acknowledging the complexities and unpredictability's of their work environment. Thirdly, highly effective CPEIs who demonstrate a balanced ability to overcome problems and extend their influence within their sphere of influence are those who perform very well at work and exhibit an average reach of AQ. Their dedication is reflected in their pursuit of excellence in teaching while understanding the challenges and constraints of their work environment. They remain focused on the education and welfare of their PE students. Fourthly, highly effective CPEIs who maintain resilience over time and have an average endurance of AQ are those who excel in their work. They are committed to their PE students' success and the continual improvement of their teaching methods, always striving for perfection while recognizing the importance of tenacity and fortitude in facing difficulties.

Overall, outstanding educators who excel in their field and exhibit a balanced approach to handling problems are CPEIs with exceptional work performance and average AQ. They

acknowledge the complexities and uncertainties of their work environment but remain dedicated to the continuous pursuit of quality in their teaching practice and the achievement of their PE students. Moreover, to enhance work performance, institutions must be attentive and work to raise the adversity quotient of CPEIs (Woo & Song, 2015). This suggests that AQ plays a significant role in learning achievement and success. Therefore, performance variations are expected because each individual has a different AQ. CPEIs who maintain optimism and enthusiasm in the face of daily adversities serve as exemplary models in their teaching performance, with their exceptional performances contributing to effective and successful outcomes despite the challenges they face.

4. CONCLUSION

The findings of this study revealed that the respondents effectively manage their daily challenges, despite the inherent difficulties associated with the responsibilities of CPEIs. The results suggest that while CPEIs exhibit a moderate level of AQ, they are generally adept at handling and embracing challenges across various aspects of their professional and personal lives. However, the study also indicates that the link between outstanding work performance and an average AQ is not straightforward and may not be significantly correlated.

To gain a more nuanced understanding of how individual characteristics, environmental factors, and performance outcomes intersect, further investigation is required. The complex interplay between these elements necessitates a deeper analysis to fully comprehend how AQ influences work performance among CPEIs.

For CPEIs who find it challenging to manage and cope with adversity, it would be beneficial for administrative bodies to consider implementing targeted interventions. These could include specialized seminars, workshops, and activities designed to enhance problem-solving skills and resilience. By equipping CPEIs with effective strategies for overcoming obstacles, such initiatives could bolster their resolve, foster perseverance, and promote a constructive approach to handling life's challenges.

Furthermore, continued research is essential to explore the relationship between AQ and work performance from diverse perspectives. Such studies could provide valuable insights into how different aspects of AQ impact various dimensions of professional effectiveness and contribute to a more comprehensive understanding of how to support and develop CPEIs in their roles. Ultimately, addressing these research gaps and implementing supportive measures can help improve CPEIs' capacity to thrive in their demanding roles and enhance their overall performance and well-being.

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6. AUTHORS' NOTE

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

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