



PERCEPTIONS OF TEACHERS AND PRINCIPALS ON THEIR ADVERSITY QUOTIENT IN RELATION TO THEIR JOB PERFORMANCE

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ABSTRACT

The study determined the teachers' perception of principals' adversity quotient as correlate of their job performance. There are four research questions guided the study. A correlational survey research design is adopted for the study. The population of the study consisted 4,370 teachers in the public schools. A sample of 875 teachers is drawn using a multistage sampling procedure. Two sets of developed instrument titled Principals' Adversity Quotient Scale (PAQS) and Teachers' Job Performance Scale (TJPS) which are validated by three experts are used for data collection. The instruments are face validated by three experts and subjected to internal consistency test using Cronbach alpha method which yielded 0.85, 0.78, 0.75 and 0.74 for the four sections of PAQS with overall coefficient of 0.72 while 0.84 was obtained for the TJPS. Pearson' Product Moment Correlation was used to analyze data for the study. Findings of the study indicated that a substantial positive relationship exists between teachers' perception of principals' control over adversity, principals' ownership of the outcome of adversity, principals' endurance and their job performance. Based on the findings, it was recommended among others that secondary school principals in the state should constantly predict and take charge of difficult situations and foster adaptive preparedness in order to stimulate teachers' sense of confidence which will stimulate their job performance. Principals should as much as possible try not to allow difficult situations in the school to extend or "reach into" and affect other areas of the school and beyond. They should learn to put difficult situations under control by keeping the reach at bay. This can be essential in inspiring teachers towards improved job performance.

KEYWORDS: *Adversity, Adversity quotient, job performance, job accomplishment, principals' functions and responsibility*

INTRODUCTION

Education is of great importance to nation building. It is geared towards improving the well-being of individuals and the society at large. Education is seen as the most important instrument for preparing individuals for life and reforming the society for relevance, adequacy and competition in the world.

Secondary education which lies between the primary and tertiary level of education is considered a strategic sub-sector of the education industry because it is at this level that the youths consolidate the basic knowledge gained in primary school, and also acquire the necessary culture to become useful citizens in the society. Secondary education not only provides the

youths with opportunity to acquire the human capital that prepares them to pursue higher education in different areas of specialization, but it also improves their skills leading to higher labour productivity.

In fostering and achieving the goals of secondary education, teachers play important roles by translating the educational goals into knowledge and skill, and transferring them to students in the classroom. Teachers, as stated by Mwangi, (2013) are the pillars of the society who help students to grow and shoulder the responsibility of nation building. Teachers are indeed the nation's human capital, and every effort needs to be made to ensure they perform effectively.



The performance of teachers is one of the major factors that determine the quality of education in every education system. Teachers' job performance involves all the activities carried out by the teacher to achieve desired effects on students. It involves the extent to which the teacher participates in overall running of the school in order to achieve expected school objectives and goals. In other words, it is the teachers' accomplishment of school goals. Ogundele and Olanrewaju (2014) and Fehintola (2014), viewed teachers' job performance as the level at which teachers in secondary schools perform their duties based on the level at which they are satisfied with their teaching job.

Several situations arising within and outside the school environment may provide adversities for principals to contend with. The recent wave of COVID-19 pandemic which ravaged countries of the world and resulted to the suspension of academic activities in Philippines and around the world provided enormous challenges for most principals to manage. Issues such as changes in educational policy, financial limitations as well as changes in student demographics are also some of the issues that principals need to contend with in the field of education (Abdullah and Onasanya, 2010; Peter, 2017; Uzoma, 2010). The manner in which principals respond to these kind of situations not only affect their performance but also the performance of their staff. Learning to deal with adversity in the school is an essential element of effective leadership. To overcome adversities, principals need to possess relevant qualities such as high adversity quotient.

Adversity quotient can be seen as the measure of one's ability to prevail in the face of difficulty, misery and misfortune. According to Stoltz (2000), it is the measure of one's resilience and ability to persevere in the face of constant change, stress and difficulty. Stoltz (1997) classified adversity quotient to comprise four interrelated constructs which include control, ownership, reach and endurance.

Control over adversity is the ability to predict and take charge of difficult situations and foster adaptive preparedness. On the other hand, the inability to exert influence or control over adversity may breed apprehension, apathy, and confusion (Venkates, Shivananjani, Thenmozhi, Balasubramanie and Gandhi, 2014). Individuals who respond to adversity as temporal, external and limited tend to enjoy life's benefits. According to Ablaña (2015), the more control one has, the more likely one has to take positive actions.

Principals who respond to adversities positively are more likely to take positive actions that will enhance the achievement of school goals. They are also most likely to inspire teachers to perform

better unlike those who take adversity situations as a worse scenario to encounter.

Ownership of the outcome of adversity is principals' ability to own up, or takes responsibility for the outcomes of adversity or the extent to which he holds himself accountable for improving the situation. Some principals experience strong emotions and discontent when they fail to achieve certain outcomes. Very often the discontentment drives them towards taking accountability of their actions and therefore the outcomes. They take steps to circumvent unpleasant events or center their attention on the outcomes of adversity regardless of its origin. Principals who have high ownership show accountability and control school situation as well as motivate positive performance among the teachers rather than trade blames (Canivel, 2010).

The reach dimension analyses the extent to which the principal perceives an adversity will "reach into" and affect other areas of the situation or beyond. A principal with high adversity quotient will keep adversity in its place, make adverse conditions and difficulties more manageable and not let it extent into other areas of the school. Principals with low adversity quotient will extrapolate a situation, letting the effect of the current adversity affect other aspects of the school, leading to frustration, failure and possibly poor decision making (Okorji and Epetuke, 2019). The ability of the principal to manage adversities and put them under his control by keeping the reach at bay can be essential in inspiring the teachers towards improved job performance.

Endurance is another dimension which is the perception of time over good or bad events and how their consequences will last. Seeing beyond even enormous difficulties is an essential skill for maintaining hope in difficult situations. Endurance is about our capacity to tolerate and move on with strength after experiencing an adverse event.

According to Ablaña (2015) endurance is strengthened by overcoming adverse experiences and adverse events, as success in overcoming these adds self-esteem and provides the confidence needed to, more easily, overcome a similar experience in the future. Principals who have high adversity quotient have the ability to see past the most interminable difficulties and maintain hope during this period. Those with lower adversity quotient see adversity as dragging on indefinitely, if not permanent and this may affect the general school climate and the performance of teachers in the school (Barao, 2015).

There appears to be a general poor job performance amongst secondary school teachers in the Philippines. There are reports of low staff morale, staff disciplinary issues, low teacher motivation, poor attitude to work and lack of interest in teaching. This



is in line with Obiekwe and Ezeugbor (2019) who found that most secondary schools teachers appear to display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assignments, and unauthorized movement from duty posts.

Although scholars have sought to identify possible factors associated with teachers' poor performance, attention has mostly been directed at lack of facilities, school climate, principals leadership, amongst others, none has examined the possible influence of principals' adversity quotient on teacher job performance. An enhanced and effective teachers' job performance, requires adequate management of adversity situations within the school. Unfortunately, principals in secondary schools in the Philippines seem to constantly contend with adversities that arise in the school. There is a growing concern that a relative number of public secondary schools across the state are in a deplorable condition with dilapidated structures, inadequate and poorly maintained facilities, non-motivated teachers, examination malpractices and other disciplinary problems (Nnaemego, 2021). The poor state of some secondary schools in the state is not only unpleasant but also detrimental to the quality of education that students receive. These situations may not be unconnected to principals' response to adversity situations in secondary schools in the Philippines.

STATEMENT OF THE PROBLEM

One of the major assessment parameters of the education system is teachers' job performance. This claim is supported by the fact that teachers are the backbone of any educational activity and their performance is directly linked to the process and production of education. An enhanced and effective teachers' job performance, requires adequate management of adversity situations within the school.

Unfortunately, principals in secondary schools in the Philippines seem to constantly contend with adversities that arise in the school. There have been reported cases of wide range of potential disruptive behaviors among students in the school. Some principals appear disorganized and confused when faced with difficult situations, thereby letting the situation influence other school outcomes such as teachers' morale and job performance. Although scholars have sought to identify possible factors associated with teachers' poor performance, attention has mostly been directed at lack of facilities, school climate, and principals' leadership, among others. None to the best of the researcher's knowledge has examined the possible influence of principals' adversity quotient on teachers' job performance. It therefore becomes imperative to determine the correlation between teachers' perception of principals'

adversity quotient and their job performance in the Philippines.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the correlation between teachers' perception of principals' control over adversity and their job performance?
2. What is the correlation between teachers' perception of principals' ownership of the outcome of adversity and their job performance?
3. What is the correlation between teachers' perception of principals' reach and their job performance?
4. What is the correlation between teachers' perception of principals' endurance and their job performance?

METHOD

A correlational survey design was adopted for this study. The study was carried out in the secondary schools in the Philippines. Four research questions guided the study. From a population of 4,370 teachers, a sample of 875 was drawn using a multistage sampling procedure. Researchers' developed instruments titled Principals' Adversity Quotient Scale (PAQS) and Teachers' Job Performance Scale (TJPS) which were validated by three experts was used for data collection.

The questionnaires were structured on a four point scale weighted 4, 3, 2 and 1. The internal consistency of the instruments was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.75, 0.68, 0.71 and 0.74 were obtained for the four sections of PAQS and an overall coefficient of 0.72 while 0.84 was obtained for the TJPS.

The instruments were considered reliable in line with Nworgu (2015), who stated that if the coefficient obtained for an instrument is up to 0.70 and above, the instrument should be considered good enough to be used for a study. The direct administration and retrieval method was used for data collection. Pearson's Product Moment Correlation was used to answer the four research questions.

The coefficient and the size of the relationship were interpreted using the interpretation of a correlation coefficient by Best and Khan (2003) where: .00 to .20= Negligible; .20 to .40= Low; .40 to .60= Moderate; .60 to .80= Substantial; .80 to 1.00= Very high.

**RESULTS****Table 1: Pearson's r on the Nature of Correlation between Teachers' Perception of Principals' Control over Adversity and Their Job Performance**

Source of Variation	N	R	Remark
Control Dimension Teachers' Job Performance	720	0.79	Substantial Positive Relationship

Table 1 shows that there is a substantial positive relationship of 0.79 between teachers' perception of principals' control over adversity and their job performance.

Table 2: Pearson's r on the Nature of Correlation between Teachers' Perception of Principals' Ownership of the Outcome of Adversity and Their Job Performance

Source of Variation	N	r	Remark
Ownership Dimension Teachers' Job Performance	720	0.75	Substantial Positive Relationship

As shown in the above table, there is a substantial positive relationship between teachers' perception of principals' ownership of the outcome of adversity and their job performance depicted by the size of the Pearson's Correlation Coefficient r, which is 0.75.

Table 3: Pearson's r on the Nature of Correlation between Teachers' Perception of Principals' Reach and Their Job Performance

Source of Variation	N	r	Remark
Reach Dimension Teachers' Job Performance	720	-0.59	Moderate Negative Relationship

Table 3 shows that there is a moderate negative relationship between teachers' perception of principals' reach and their job performance. This was shown by the size of the Pearson's Correlation Coefficient r, which is -0.59.

Table 4: Pearson's r on the Nature of Correlation between Teachers' Perception of Principals' Endurance and Their Job Performance

Source of Variation	N	r	Remark
Endurance Dimension Teachers' Job Performance	720	0.77	Substantial Positive Relationship

Table 4 shows that there is a substantial positive relationship of 0.77 between teachers' perception of principals' endurance and their job performance.

DISCUSSION

The finding of this study shows that there is a substantial positive relationship between teachers' perception of principals' control over adversity and

their job performance. This result implies that when teachers perceive their principals to possess high adversity quotient dimension of control, it will lead to improvement in teachers' job performance.



The same results were found in a study by Utami and Hawadi (2006) that the control variable of adversity quotient contributes significantly to improved performance. The finding of this study also supports Epetuke (2019) that a significant positive relationship exists between control dimension of adversity quotient and leadership performance of principals. Thus, it can be understood that self-control can be linked to self-confidence because a leader who has self-control in his leadership disposition will have self-confidence in his ability to succeed. Therefore, principals who display self-control in difficult situations are able to influence teachers to work hard to improve their job performance. This finding also aligns with Bakare (2015), Nora, Patricia and Thomas (2016), who found that self-control is a high predictor of job performance.

The finding shows that there is a substantial positive relationship between teachers' perception of principals' ownership of the outcome of adversity and their job performance in public. This finding shows that when teachers perceive that their principals can own up to difficulty situations in school and can do anything to improve the situation, it can lead to improvement in their job performance. This finding is in tandem with that of Epetuke (2019) and Okorji and Epetuke (2019) that a significant positive relationship exist between principals' ownership dimension of adversity quotient leadership performance.

This finding however disagrees with that of Aquino (2013) who found that the ownership dimension of adversity quotient negatively influenced performance. Also, Ownership negatively influenced teachers' commitment to school, commitment to work group and overall commitment. This disparity may have been as a result of geographical disparity between both studies as cultural differences may also account for the differences rating and perceptions of behaviours.

The finding of this study shows that there is a moderate negative relationship between teachers' perception of principals' reach and their job performance. This result implies that when teachers perceive their principal as someone that allows difficult circumstances to extent into other areas of the schools, it will negatively affect their job performance. The finding of this study is consistent with the findings of scholars such as Maiquez, Preolco, Sausa, and Tagatagod (2015).

The finding of this study shows that there is a substantial positive relationship between teachers' perception of principals' endurance and their job performance. This finding supports the findings of Aquino (2013) that adversity quotient dimension of endurance positively influenced teachers' performance and commitment to school. Also in agreement,

Canivel (2010) in his study found a positive relationship between principals' adversity quotient and their performance. However, based on the study of Capones (2004) endurance have a high correlation with performance of middle managers.

CONCLUSION

Based on the findings of the study, the researcher concludes that there is a substantial positive relationship between teachers' perception of principals' control over adversity, ownership of the outcome of adversity, endurance and their job performance. A moderate negative relationship exist between teachers' perception of principals' reach and their job performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Secondary school principals in the state should constantly predict and take charge of difficult situations and foster adaptive preparedness in order to stimulate teachers' sense of confidence which will stimulate their job performance.
2. The study also recommends that principals should always display ability to own up, or take responsibility for the outcomes of adversity and hold himself accountable for improving the situation. They should not display discontent when they fail to achieve certain outcomes and not trade blames. This will help in inspiring teachers' towards improved job performance.
3. Principals should as much as possible try not to allow difficult situations in the school to extend or "reach into" and affect other areas of the school and beyond. They should learn to put difficult situations under control by keeping the reach at bay. This can be essential in inspiring teachers towards improved job performance.
4. Principals should always try to endurance adverse experiences and adverse events, as success in overcoming these difficulties may add to his self-esteem and provides the confidence needed to overcome a similar experience in the future. By doing this, teachers sense of confidence and their job performance will be improved.

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