The Role of Psychological Well-being on Resilience and Adversity Quotients Influencing Teaching Effectiveness

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Abstract

The study dealt with the role of Psychological Well-Being on Resilience and Adversity Quotients influencing Teaching-Effectiveness. The study involved 245 public elementary teachers. Descriptive correlation research design was utilized to trace the difference and relationships of the variables included in this study. Survey questionnaires were distributed to the respondents in selected public schools the provinces of Batangas province. The study yielded that majority of the teacher-respondents are primarily between 28 and 45 years, indicating a predominantly middle-aged workforce. There is a significant gender imbalance, with 92.2% of the respondents being female, which could influence gender-related findings in the study. Most teachers hold or are pursuing graduate degrees, reflecting a strong commitment to professional development. The majority of respondents are Teacher III, with fewer in entry-level or specialized roles, suggesting an experienced and seasoned teaching population. The data also points to a stable, mid-career group, with most teachers reporting moderate levels of years in service and frequency, indicating an engaged workforce. Teachers exhibit high resilience, particularly in areas such as self-assurance, personal vision, flexibility, and problem-solving abilities, with shared perceptions of confidence, clarity of goals, adaptability, and proactive mindset. Although teachers show moderate resilience in facing adversity, they are most confident in managing personal challenges and least confident in enduring long-term setbacks. They acknowledge the impact of adversity on their lives but show a neutral stance on taking ownership of systemic problems, suggesting a need for further support in this area. Psychological well-being is generally strong among the teachers, with positive relationships and personal growth being highly valued. While self-acceptance and purpose in life are rated positively, some teachers experience occasional doubts and struggle with embracing change. Autonomy is the lowest-rated dimension, indicating challenges in asserting independence against external expectations. The study finds significant correlations between resilience and psychological well-being, particularly in proactive behaviour and problem-solving, which positively influence overall well-being and job satisfaction. Teachers' interpersonal traits, such as social connectedness and self-acceptance, also contribute to improved personal growth and teaching effectiveness. Lastly, the study confirms that psychological well-being mediates the relationship between resilience and teaching effectiveness, emphasizing the importance of emotional health in enhancing professional performance. The findings highlight the need for schools to integrate wellness programs that focus on resilience and mental health support for sustainable teaching effectiveness.

Keywords: psychological well-being; resilience quotient; adversity quotient; teaching-effectiveness

1. Introduction

Education, like many fields, faces constant challenges and changes that affect teachers' ability to provide quality instruction (Bustillo & Patrino, 2023). Key factors that influence teaching effectiveness include teachers' psychological well-being, resilience, and adversity quotient (AQ). Psychological well-being—covering emotional, social, and cognitive aspects of mental health—helps teachers maintain positive attitudes and energy. When teachers have high psychological

well-being, they are more likely to remain resilient, effectively managing stress and adapting to challenges (Sanches, 2018).

Resilience, often linked with AQ, refers to the ability to cope with and recover from setbacks. Teachers with high resilience and AQ manage demanding classroom environments better, reducing burnout and supporting positive student interactions (Frontiers; AIDE Interdisciplinary Research Journal). AQ, which includes perseverance and emotional regulation, enables teachers to maintain their efforts even in the face of adversity, fostering supportive learning environments and benefiting student outcomes (SpringerLink). Targeted interventions to improve well-being and resilience can support teachers in maintaining their mental health and teaching quality, particularly in challenging settings (Peak Learning; AIDE Interdisciplinary Research Journal).

Teachers' psychological well-being impacts their motivation, job satisfaction, and commitment. High well-being is linked to better health management, workplace spirituality, career satisfaction, and regulatory focus (Sehgal et al., 2017; Aboobaker et al., 2019). Research also suggests that personality traits play a role in teachers' psychological well-being, though more focus on teachers' specific perspectives is needed (Higgs & Dulewicz, 2014).

Resilience has often been studied in trauma contexts, defined as the ability to maintain stability and positive emotions under stress, such as during disruptive events (Johnston, 2015). Resilience has two key features: the durability to face challenges and the capacity to recover. It is further linked to a realistic outlook, belief in life's meaning, and the ability to adapt (Manyena & Gordon, 2014; Feitz, 2021).

Modern teachers face evolving roles, increased responsibilities, and higher stress. They must not only complete teaching tasks and individualized education programs but also support students' physical and moral needs. As teachers navigate interactions with students, parents, and stakeholders, AQ and resilience become critical for effective performance and adaptation (Huijuan, 2009). Preparing teachers for adversity should be a priority in educational policy and research, with AQ serving as a valuable concept for understanding teachers' responses to challenges.

The Community of Inquiry (CoI) framework, emphasizing social, cognitive, and teaching presence, offers a model for improving online education (Shea & Bidjerano, 2009). CoI highlights the importance of social connection, meaning-making through inquiry, and structured teaching, which are essential for effective blended learning (Garrison & Arbaugh, 2007). The addition of "learning presence," or self-regulation skills, enhances the CoI model, emphasizing the role of strategic learners in online environments (Shea & Bidjerano, 2010).

This study will explore how psychological well-being, resilience, and AQ contribute to teaching effectiveness, providing insights to enhance teachers' professional experiences and educational outcomes.

1.1 Statement of the Problem

This study established the role of psychological well-being on resilience and adversity quotients in influencing teaching effectiveness of selected public-school teachers in San Juan East and West sub-offices, Rosario East and West sub-offices, Padre Garcia sub-office, Taysan sub-office and San Jose sub-office in the Division of Batangas.

Specifically, it will answer the following questions:

1. How are teachers being described in terms of the following resilience quotient:
    - 1.1. Self-Assurance;
    - 1.2. Personal Vision;
    - 1.3. Flexible and Adaptable;
    - 1.4. Organized;
    - 1.5. Problem Solver;
    - 1.6. Interpersonal Competence;
    - 1.7. Socially Connected; and
    - 1.8. Proactive?
2. How are teachers being described in terms of the following adversity quotient:
    - 2.1. Control;
    - 2.2. Ownership;
    - 2.3. Reach; and
    - 2.4. Endurance?
3. How are teachers being described in terms of the following psychological well-being:
    - 3.1. Self-Acceptance;
    - 3.2. Environmental Mastery;
    - 3.3. Positive Relations with Others;

3.4. Personal Growth;
3.5. Purpose in Life; and
3.6. Autonomy?

4.What is the level of the respondents in terms of teaching effectiveness:
4.1. Cognitive Presence;
4.2. Social Presence; and
4.3. Teaching Presence?

5. Is resilience quotient significantly related to psychological well-being?
6. Is resilience quotient significantly related to teaching effectiveness?
7. Is adversity quotient significantly related to psychological well-being?
8. Is adversity quotient significantly related to teaching effectiveness?
9. Is psychological well-being significantly related to teaching effectiveness?
10. Does the role of psychological well-being significantly mediate to the relationship between resilience and adversity quotients and teaching effectiveness?

1. Methodology

In this study, the researcher adopted a descriptive correlation design to examine the relationship between psychological well-being, resilience, and adversity quotients concerning teaching effectiveness. This research design is effective for describing data and characteristics of the population or phenomenon being studied. According to Babbie (1989), descriptive research addresses fundamental questions, such as who, what, where, and how, allowing for a comprehensive understanding of the subject matter. The key aspect of correlation studies is the attempt to estimate the relationship between variables rather than merely describing them. This approach enables the researcher to identify potential connections and patterns that may exist among psychological well-being, resilience and adversity quotients, and teaching effectiveness. By understanding these relationships, the study aims to contribute to the existing body of knowledge in educational psychology and improve teaching practices. To gather data for the study, the researcher employs specific data collection methods, including observation and the survey method. Observation allows the researcher to collect firsthand information about teaching effectiveness in various contexts, providing valuable insights into the behaviours and interactions that influence student learning. The survey method, on the other hand, facilitates the collection of quantitative data from participants regarding their psychological well-being, resilience, and adversity quotients. The primary goal of this research is to know how psychological well-being affects resilience and adversity quotients in relation to teaching effectiveness. By employing a descriptive correlation design, the researcher aims to explore these dynamics in depth, offering a clearer understanding of how these factors interact and potentially influence teaching outcomes. This study was conducted in selected public-school teachers in San Juan East and West sub-offices, Rosario East and West sub-offices, Padre Garcia sub-office, Taysan sub-office and San Jose sub-office and in the Division of Batangas.

It consisted of 245 elementary teachers serving as respondents of the study. They are permanent employees in their respective institutions during school year 2024-2025. These teachers were chosen to represent group of respondents who can provide valuable information into the research topic. By focusing on teachers from different schools within these areas, the study aims to capture a broad perspective on the role of psychological well-being, resilience, and adversity quotients in teaching effectiveness. The complete enumeration technique was employed in the selection of the respondents. The total of 300 teachers in the selected public-school teachers in San Juan East and West sub-offices, Rosario East and West sub-offices, Padre Garcia sub-office, Taysan sub-office and San Jose sub-office in the Division of Batangas were all considered as respondents of the study. The survey questionnaire served as the major instrument to gather data. A research-made questionnaire adapted from the standardized questionnaires of Resilience Quotient stablished by Russell Consulting, Adversity Quotient profile developed by Paul Stoltz, Psychological well-being made by Carol Ryff and Community of Inquiry survey instrument version 14 were validated by a group of experts who have the characteristics similar to the study but who will not directly involved in the conducted study. For the refinement of the chief instrument, it was submitted to the adviser and advising panel/committee for evaluation of the content and sequential organization of instrument. The questionnaire was consisted of four parts. Part I is concerned with the profile of the respondents in terms of age, civil status, highest educational attainment, designation/teaching position, years in service, monthly salary, and number of seminars attended. Part II of the instrument describes the resilience quotient. It will be framed for the self-assurance, personal vision, flexible and adaptable, organized, problem solver, interpersonal competence, socially connected and proactive. Part III of the questionnaire dwells describe the adversity quotient. It will

be bordered for control, Ownership, Reach and Endurance. Part IV focuses on the psychological well-being in terms of self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life and autonomy. Part V refers to the mean level of teaching effectiveness in terms of cognitive presence, social presence and teaching presence. After the final refinement of the validated instrument, the researcher asked the research adviser to check the letter of permission for refinement. The researcher presented the letter of permission to the Offices of the Schools Division Superintendent and then to the District Supervisors of the selected public schools to conduct the study. Another letter was given to the respondents requesting them to be subjects in the study. The researcher distributed the survey questionnaires to the teacher-respondents to gather the necessary data. Data processing begun once the questionnaires were collected and the data gathered and tabulated for statistical treatment. This study utilized various statistical methods to analyze the data regarding psychological well-being as a mediating variable, with resilience and adversity quotients as independent variables and teaching effectiveness (CoI) as the dependent variable. Descriptive Statistics: To summarize the characteristics of the respondents and provide an overview of the data. Correlation Analysis: To examine the relationships between psychological well-being, resilience, adversity quotients, and teaching effectiveness. Regression Analysis: To assess the impact of resilience and adversity quotients on teaching effectiveness while considering psychological well-being as a mediating factor. Mediation Analysis: To determine how psychological well-being influences the relationship between resilience, adversity quotients, and teaching effectiveness. These statistical treatments will help in understanding the dynamics among the variables in this study.

2. Result and Discussion

Level of Resilience Quotient

Table 1. Perceived Level of Resilience Quotient in terms of Self-Assurance

Indicative Statements	Mean	SD	Verbal Interpretation
1. I believe the knowledge, skill, and abilities to deal with almost anything that happens to me.	5.40	.490	Strongly Agree
2. I think and speak positively about myself and my abilities when facing a challenge or stress.	5.33	.553	Strongly Agree
3. When I face difficult challenges, I am able to maintain confidence in my ability-one way or another-to overcome the challenge.	5.22	.564	Strongly Agree
4. When I face great challenges, I look within myself for the answers about what to do and how to respond to the challenges.	5.34	.515	Strongly Agree
OVERALL	**5.3204**	**.44399**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Self-Assurance indicate that teachers strongly believe in their capabilities to manage challenges, as shown by the overall mean of 5.32. All four items received high ratings, with the highest mean (5.40) reflecting strong confidence in their knowledge, skills, and abilities. The consistently low standard deviations (ranging from .490 to .564) suggest a uniform agreement among respondents. This implies that teachers maintain a positive self-perception and inner confidence, which are crucial traits for building and sustaining resilience in demanding environments.

Table 2. Perceived Level of Resilience Quotient in terms of Personal Vision

Indicative Statements	Mean	SD	Verbal Interpretation
5. I know what's important to me in my life.	5.71	.453	Strongly Agree
6. When I look back on my life, I see a clear pattern in the choices and decisions that I have made.	5.49	.555	Strongly Agree
7. I have a pretty good idea of what I want to accomplish in my work and life.	5.42	.549	Strongly Agree
8. I know what I need to do to achieve my personal and professional goals.	5.49	.540	Strongly Agree
OVERALL	**5.5276**	**.43597**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Personal Vision show that teachers have a very clear sense of purpose and direction in life, with an

overall mean of 5.53, the highest among all dimensions. The highest individual item mean (5.71) indicates that teachers strongly agree on knowing what is important in their lives. The consistency of responses, shown by relatively low standard deviations (ranging from .453 to .555), reflects shared clarity and confidence in personal and professional goal-setting. These results suggest that teachers are future-oriented and driven by well-defined values and aspirations, which are key components of resilience.

Table 3. Perceived Level of Resilience Quotient in terms of Flexible and Adaptable

Indicative Statements	Mean	SD	Verbal Interpretation
9. I approach new situations with an open mind as to what needs to be done.	5.43	.505	Strongly Agree
10. I am willing and able to make adjustments to my goals and plans when situations and expectations of me change.	5.46	.523	Strongly Agree
11. I find that, most of the time, I am able to find a way to meet both my needs and the needs of others in a changing environment or during conflict.	5.33	.560	Strongly Agree
12. I can usually accommodate others' needs (adjust my behaviours) while remaining true to my personal goals.	5.38	.518	Strongly Agree
OVERALL	**5.4000**	**.44721**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Flexible and Adaptable reveal that teachers demonstrate a strong capacity to adjust and thrive in changing situations, with an overall mean of 5.40. The highest-rated item (5.46) shows their willingness to modify goals and plans based on shifting demands. All items fall within the Strongly Agree range, with low standard deviations indicating consistent responses among teachers. These results suggest that adaptability is a well-developed trait among teachers, allowing them to balance personal goals with the needs of others effectively.

Table 4. Perceived Level of Resilience Quotient in terms of Organized

Indicative Statements	Mean	SD	Verbal Interpretation
13. When faced with a major change, I usually find a way to create systems or structures that give me a degree of control that I find useful and helpful.	5.15	.561	Agree
14. I start each work day by thinking about what I need to accomplish during that day and I end each day reviewing what I need to accomplish the next day.	5.26	.618	Strongly Agree
15. I usually maintain some sort of a "to-do" list to help me focus on what I need to work on.	5.24	.548	Strongly Agree
16. When I am confused about what I need to do or the choices I need to make, I usually try to write out my thoughts.	5.14	.580	Agree
OVERALL	**5.1990**	**.47633**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data in Table 11 indicates that respondents generally demonstrate a high level of resilience in terms of being organized, as reflected by the overall mean score of 5.20, interpreted as Strongly Agree. Statements 14 and 15 received the highest mean scores (5.26 and 5.24 respectively), suggesting that respondents consistently plan their workdays and use tools like "to-do" lists to stay focused. Statements 13 and 16, while slightly lower, still scored above 5.00 and were interpreted as "Agree," showing a positive tendency toward creating structure and clarifying thoughts in times of uncertainty. The relatively low standard deviations across all items suggest a consistent perception of organizational resilience among the respondents.

Table 5. Perceived Level of Resilience Quotient in terms of Problem Solver

Indicative Statements	Mean	SD	Verbal Interpretation
17. When I have a problem to solve or a decision to make, I usually spend time defining the problem or decision.	5.18	.603	Agree
18. I see the problems that I face in life and at work as challenges that I can solve.	5.32	.532	Strongly Agree
19. I usually try to get down to the root cause of a problem before I try to solve it.	5.26	.605	Strongly Agree
20. When I solve problems or make decisions, I try to identify the relationships between the problem I am solving or decision I am making with other issues, problems, and challenges.	5.26	.603	Strongly Agree
OVERALL	**5.2551**	**.52080**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Problem Solver show that teachers possess strong analytical and problem-solving skills, with an overall mean of 5.26, interpreted as Strongly Agree. The highest-rated item (5.32) indicates that teachers view challenges as opportunities they can handle effectively. The responses also reflect a thoughtful and strategic approach, as teachers tend to define problems clearly and seek root causes before acting. These findings advise that teachers are proactive and methodical in resolving issues, which strengthens their overall resilience in both personal and professional settings.

T**able 6. Perceived Level of Resilience Quotient in terms of Interpersonal Competence**

Indicative Statements	Mean	SD	Verbal Interpretation
21. In social interactions at work and in my personal life, I am usually able to laugh at myself when appropriate.	5.22	.585	Strongly Agree
22. I find it easy to empathize with others' frustrations, hurts, joys, misfortunes, and successes.	5.22	.691	Strongly Agree
23. In stressful or conflict situations I am usually able to maintain effective relationships with others.	5.13	.623	Agree
24. I value the diverse beliefs, approaches, and methods that people bring to their work and their daily interactions with me.	5.32	.592	Strongly Agree
OVERALL	**5.2245**	**.53429**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Interpersonal Competence indicate that teachers demonstrate strong social and emotional skills, with an overall mean of 5.22, interpreted as Strongly Agree. The highest-rated item (5.32) reflects their appreciation for diversity in beliefs and approaches, which supports inclusive and respectful interactions. Teachers also show the ability to empathize and maintain effective relationships, even in stressful situations, as shown by consistently high mean scores across all items. These results propose that interpersonal competence is a key strength for teachers, contributing to their resilience by fostering positive and supportive connections with others.

Table 7. Perceived Level of Resilience Quotient in terms of Socially Connected

Indicative Statements	Mean	SD	Verbal Interpretation
25. I have a diverse group of people whom I consider good friends.	5.44	.588	Strongly Agree
26. I find it easy to form lasting friendships.	5.26	.663	Strongly Agree
27. I frequently turn to my circle of friends when I am frustrated, confused, angry, or uncertain — and when I have great news to share.	5.16	.715	Agree
28. I regularly participate in one or more non-work-related group activities with friends (e.g., church, sports, cultural, etc.) where I can let off steam, learn, grow, and have fun.	5.09	.750	Agree
OVERALL	**5.2367**	**.54611**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data on Socially Connected show that teachers maintain strong social relationships, with an overall mean of 5.24, interpreted as Strongly Agree. The highest-rated item (5.44) suggests that teachers have a diverse and supportive network of friends. While all items are positively rated, the slightly lower mean for participating in non-work-related group activities (5.09) indicates that this area may be less prioritized. The findings suggest that strong social connections play a valuable role in supporting teachers' resilience, providing emotional outlets and a sense of belonging.

Table 8. Perceived Level of Resilience Quotient in terms of Proactive

Indicative Statements	Mean	SD	Verbal Interpretation
29. I view change — even difficult and challenging change — as an opportunity for me to learn and grow.	5.33	.567	Strongly Agree
30. When an unwelcome change is forced upon me, I can usually find a way to either influence the course of the change or find a way to make the change work for me on my terms.	5.18	.528	Agree
31. Rather than focusing on what others are doing to me, I tend to focus my energy on how I can make the best of a situation.	5.38	.534	Strongly Agree
32. I believe that my own decisions and actions during a change will make the biggest difference in how the change affects me.	5.42	.541	Strongly Agree
OVERALL	**5.3276**	**.47001**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data in Table 15 indicates a high level of resilience in terms of being proactive, with an overall mean score of 5.33, interpreted as Strongly Agree. The teacher-respondents show the strongest agreement with the belief that their own decisions and actions play a key role in how change affects them (M = 5.42), reflecting a strong sense of personal agency. The lowest mean score (M = 5.18) still falls within the Agree range, showing a consistent, positive attitude toward adapting to change. Overall, the data suggests that respondents actively embrace change and focus on what they can control to navigate challenges effectively.

Table 9. Summary Table on Perceived Level of Resilience Quotient

Dimension	Mean	SD	Verbal Interpretation
Self-Assurance	5.3204	.44399	Strongly Agree
Personal Vision	5.5276	.43597	Strongly Agree
Flexible and Adaptable	5.4000	.44721	Strongly Agree
Organized	5.1990	.47633	Agree
Problem Solver	5.2551	.52080	Strongly Agree
Interpersonal Competence	5.2245	.53429	Strongly Agree
Socially Connected	5.2367	.54611	Strongly Agree
Proactive	5.3276	.47001	Strongly Agree
OVERALL	**5.3113**	**.3533**	**Strongly Agree**

Legend: 6.00-5.21 Strongly Agree 5.20-4.21 Agree 4.40-3.41 Slightly Agree 3.40-2.61 Slightly Disagree 2.60-1.801 Disagree 1.80-1.00 Strongly Disagree

The data in Table 16 reveals that teacher-respondents exhibit a high overall level of resilience, with a mean score of 5.31, verbally interpreted as Strongly Agree. Among the dimensions, Personal Vision scored the highest (M = 5.53), indicating that teachers maintain a clear sense of purpose and direction even in challenging situations. Organized was the only dimension rated as Agree (M = 5.20), suggesting a slightly lower—but still positive—perception of their ability to maintain structure and manage tasks effectively. Other dimensions such as Problem Solver, Proactive, and Interpersonal Competence also received high ratings, reflecting the teachers' strong adaptability and effective coping strategies. In general, the findings suggest that teachers demonstrate a resilient mindset, enabling them to handle change, pressure, and adversity in their professional roles with confidence and composure.

Dimension of Adversity Quotient

Table 10. Perceived Dimension of Adversity Quotient in terms of Control

Indicative Statements *To what extent can you influence this situation?*	Mean	SD	Verbal Interpretation
1. You suffer a financial setback.	3.24	.845	Moderately
2. People respond unfavorably to your latest ideas	3.10	.905	Moderately
3. Your personal and work obligations are out of balance.	2.98	1.116	Moderately
4. You are not exercising regularly when you know you should be.	3.09	1.043	Very much
5. Your computer crashed for the third time this week.	2.67	1.312	Moderately
OVERALL	**3.014**	**.8087**	**Moderately**

Legend: 5.00-4.21 Completely 4.20-3.41 Very much 3.40-2.61 Moderately 2.60-1.81 Slightly 1.80-1.00 Not at all

The data in Table 17 shows that respondents perceive a moderate level of control over adverse situations, as reflected in the overall mean score of 3.014. The highest perceived control was observed in the situation involving lack of exercise (M = 3.09), suggesting that respondents feel more capable of influencing personal habits. On the other hand, a computer crash (M = 2.67) received the lowest score, indicating limited perceived control over technical or external issues. Overall, the findings suggest that while individuals feel somewhat capable of managing difficulties, their sense of control varies depending on the nature of the challenge.

Table 11. Perceived Dimension of Adversity Quotient in Terms of Ownership

Indicative Statements *To what extent do you feel responsible for improving this situation?*	Mean	SD	Verbal Interpretation
1. You are overlooked for a promotion.	3.35	.991	Neutral
2. Someone you respect ignores your attempt to discuss an important issue.	3.10	.853	Neutral
3. Your workplace is understaffed.	2.72	1.180	Neutral
4. Your organization is not meeting its project goals.	2.92	1.093	Neutral
5. The meeting you are in is a total waste of time.	2.61	1.184	Neutral
OVERALL	**2.94**	**.825**	**Neutral**

Legend: 5.00-4.21 Completely Responsible 4.20-3.41 Mostly Responsible 3.40-2.61 Neutral 2.60-1.81 Slightly Responsible 1.80-1.00 Not Responsible

The data in Table 18 reveals a neutral perceived level of ownership in terms of adversity quotient among respondents. The overall mean score of 2.94 indicates that individuals neither strongly assume nor reject responsibility when faced with challenging situations. The highest mean score (3.35) was recorded when respondents were overlooked for a promotion, suggesting slightly more personal accountability in that context. However, lower scores for situations like understaffing (2.72) and unproductive meetings (2.61) imply less inclination to take ownership in more systemic or external issues.

Table 12. Perceived Dimension of Adversity Quotient in Terms of Reach

Indicative Statements *The consequences of this situation will:*	Mean	SD	Verbal Interpretation
1. You are criticized for a big project that you just completed.	2.89	.992	Affect some aspect of my life
2. The high-priority project you are working on gets canceled.	2.77	1.058	Affect some aspect of my life
3. You hit every red light on your way to an important appointment.	2.73	1.116	Affect some aspect of my life
4. You miss an important appointment.	2.94	1.149	Affect some aspect of my life
5. Your boss adamantly disagrees with your decision.	2.69	1.113	Affect some aspect of my life
OVERALL	**2.806**	**.944**	**Affect some aspect of my life**

Legend: 5.00-4.21 Affect all aspect of my life 4.20-3.41 Affect many aspects of my life 3.40-2.61 Affect some aspect of my life 2.60-1.81 Be limited to a few aspects of my life 1.80-1.00 be limited to this situation of my life

The data in Table 19 reflect that teachers perceive the consequences of adverse events as likely to affect some aspect of their life, with an overall mean of 2.81. Among the scenarios, missing an important appointment (2.94) and receiving criticism for a major project (2.89) were seen as having the most personal impact. Less impactful, though still notable, were experiences like a boss disagreeing with their decision (2.69) or traffic delays (2.73). These findings suggest that while teachers recognize the reach of various setbacks, they generally view their effects as limited to specific areas rather than affecting their whole life.

Table 13. Perceived Dimension of Adversity Quotient in Terms of Endurance

Indicative Statements	Mean	SD	Verbal Interpretation
The consequences of this situation will:	2.70	.918	Last for some time
1. You accidentally delete a very important E-mail.	2.85	.918	Last for some time
2. You are unable to take a much-needed vacation.	2.99	.910	Last for some time
3. After extensive searching, you cannot find an important document.	2.96	.846	Last for some time
4. You never seem to have enough money.	3.38	1.048	Last a long time
5. You lost something that is important to you.	2.976	.728	Last for some time
OVERALL	**2.70**	**.918**	**Last for some time**

Legend: 5.00-4.21 Last Forever 4.20-3.41 Last a long time 3.40-2.61 Last for some time 2.60-1.81 Last a short time 1.80-1.00 Quickly Pass

The data in Table 20 show that teachers generally perceive the consequences of adverse situations as ones that will last for some time, with an overall mean of 2.70. The statement "You never seem to have enough money" received the highest mean of 3.38, indicating it is perceived as a more enduring issue. Other challenges, such as being unable to take a vacation or losing important items, were also seen as having effects that persist over time. This suggests that while teachers acknowledge the temporary nature of most setbacks, certain personal or financial issues are viewed as longer-lasting and potentially more difficult to overcome.

Table 14. Summary Table on Perceived Adversity Quotient

Dimension	Mean	SD	Verbal Interpretation
Control	3.014	.8087	Moderately
Ownership	2.94	.825	Neutral
Reach	2.806	.944	Affect some aspect of my life
Endurance	2.70	.918	Last for some time
OVERALL	**2.934**	**.634**	

The data in Table 20 reveal that the respondents' overall Adversity Quotient is 2.934, indicating a moderate level of resilience when facing adverse situations. Among the four dimensions, Control has the highest mean of 3.014,

suggesting that teachers moderately believe they can influence the outcomes of challenging situations. Ownership scored 2.94, which reflects a neutral stance on taking responsibility to improve unfavorable circumstances. Reach and Endurance received means of 2.806 and 2.70 respectively, implying that while teachers perceive adversity as affecting some aspects of their lives, they also believe its effects last for some time. These results indicate that while teachers demonstrate some level of resilience, there is room for growth in fully owning and minimizing the perceived impact and duration of adversity.

Psychological Well-being

Table 15. Perceived Psychological Well-being in terms of Self-Acceptance

Indicative Statements	Mean	SD	Verbal Interpretation
1. In many ways I feel disappointed about my achievements in life.	4.86	1.838	Strongly Agree
2. When I look at the story of my life, I am pleased with how things have turned out.	5.08	1.799	Strongly Agree
3. My attitude about myself is probably not as positive as most people feel about themselves.	3.64	1.667	Agree
4. In general, I feel confident and positive about myself.	5.59	1.517	Strongly Agree
5. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	5.01	1.752	Strongly Agree
6. I feel like many of the people I know have gotten more out of life than I have.	3.87	1.682	Agree
7. I like most parts of my personality.	5.44	1.600	Strongly Agree
OVERALL	**4.783**	**.716**	**Strongly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 22 shows that respondents generally have a strong sense of self-acceptance, with an overall mean score of 4.78, verbally interpreted as "Strongly Agree." Statements 4 and 7 received the highest ratings (5.59 and 5.44), indicating high levels of confidence and satisfaction with personal traits. However, lower mean scores on statements 3 and 6 (3.64 and 3.87) suggest that some individuals experience occasional self-doubt or unfavourable comparisons with others. Despite these nuances, the overall trend reflects a positive psychological well-being in terms of self-acceptance.

Table 16. Perceived Psychological Well-being in terms of Environmental Mastery

Indicative Statements	Mean	SD	Verbal Interpretation
1. In general, I feel I am in charge of the situation in which I live.	5.61	1.438	Agree
2. I have difficulty arranging my life in a way that is satisfying to me.	4.12	1.842	Neutral
3. The demands of everyday life often get me down.	4.48	1.745	Slightly Agree
4. I have been able to build a living environment and a lifestyle for myself that is much to my liking.	5.30	1.456	Agree
5. I do not fit very well with the people and the community around me.	4.59	1.835	Slightly Agree
6. I am quite good at managing the many responsibilities of my daily life.	5.08	1.491	Slightly Agree
7. I often feel overwhelmed by my responsibilities.	4.16	1.680	Neutral
OVERALL	**4.762**	**.763**	**Slightly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 23 reveals that respondents perceive a moderate level of environmental mastery, with an overall mean of 4.76, interpreted as Slightly Agree. The highest-rated statement, "I feel I am in charge of the situation in which I live" (5.61), suggests a general sense of control over personal circumstances. However, neutral responses to statements about arranging a satisfying life and feeling overwhelmed (means of 4.12 and 4.16) indicate some uncertainty or inconsistency in managing daily challenges. Overall, while there is a tendency toward positive environmental mastery, the presence of neutral and slightly agreeable responses points to areas where individuals may feel less confident or secure.

Table 17. Perceived Psychological Well-being in terms of Positive Relations with Others

Indicative Statements	Mean	SD	Verbal Interpretation
1. People would describe me as a giving person, willing to share my time with others.	5.61	1.385	Agree
2. Most people see me as loving and affectionate.	5.37	1.475	Agree
3. I have not experienced many warm and trusting relationships with others.	4.56	1.860	Slightly Agree
4. Maintaining close relationships has been difficult and frustrating for me.	4.78	1.863	Slightly Agree
5. I know that I can trust my friends, and they know they can trust me.	5.67	1.507	Agree
6. I often feel lonely because I have few close friends with whom to share my concerns.	4.59	1.830	Slightly Agree
7. I enjoy personal and mutual conversations with family members and friends.	6.00	1.501	Agree
OVERALL	**5.225**	**.974**	**Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 24 indicates that respondents generally perceive themselves as having positive relationships with others, with an overall mean score of 5.23, interpreted as "Agree." High mean ratings on statements about being giving, affectionate, and enjoying meaningful conversations (e.g., 5.61, 5.37, and 6.00) reflect strong interpersonal connections and emotional availability. However, slightly lower scores on statements related to loneliness and difficulty maintaining close relationships suggest that some individuals still experience challenges in building or sustaining trust and closeness. Despite these concerns, the overall trend shows that respondents maintain a generally healthy and positive social well-being.

Table 18. Perceived Psychological Well-being in terms of Personal Growth

Indicative Statements	Mean	SD	Verbal Interpretation
1. For me, life has been a continuous process of learning, changing, and growth.	5.48	2.228	Agree
2. I am not interested in activities that will expand my horizons.	5.52	1.611	Agree
3. I gave up trying to make big improvements or changes in my life a long time ago.	5.42	1.528	Agree
4. I think it is important to have new experiences that challenge how you think about yourself and the world.	5.09	2.071	Slightly Agree
5. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	5.00	1.688	Slightly Agree
6. When I think about it, I haven't really improved much as a person over the years.	5.09	1.641	Slightly Agree
7. I have the sense that I have developed a lot as a person over time.	4.73	1.988	Slightly Agree
OVERALL	5.190	1.196	**Slightly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 25 suggests that teachers seem to generally view this phenomenon as one of personal development with a mean score of 5.19, slightly agreeing with this notion. The higher mean scores assigned to continuous learning and openness to different horizons (5.48 and 5.52): imply that a good number of teachers cherish growth and self-improvement. However, the lower score just above the midpoint—indicative of disagreement on the statement concerning enjoying change and recognizing personal improvements over time—could suggest that some individuals may feel stagnated or hardly welcome change. In general, while there is a positive perception toward personal growth among teachers, some hints in the responses indicate an area where further motivation could probably be aroused for change and self-development.

Table 19. Perceived Psychological Well-being in terms of Purpose in Life

Indicative Statements	Mean	SD	Verbal Interpretation
1. I enjoy making plans for the future and working to make them a reality.	5.94	1.439	Agree
2. I live life one day at a time and don't really think about the future.	4.60	1.966	Slightly Agree
3. I have a sense of direction and purpose in life.	5.99	1.454	Agree
4. Some people wander aimlessly through life, but I am not one of them.	5.14	1.981	Slightly Agree
5. I don't have a good sense of what it is I'm trying to accomplish in life.	4.89	1.865	Slightly Agree
6. I sometimes feel as if I've done all there is to do in life.	3.72	1.731	Neutral
7. My daily activities often seem trivial and unimportant to me.	5.18	1.931	Slightly Agree
OVERALL	**5.065**	**.904**	**Slightly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The findings presented in Table 26 reveal that respondents indicate a "moderate" positive perception of their purpose in life. The overall mean of 5.07 can be interpreted as "Slightly Agree." High ratings in two statements regarding future planning (5.94 and 5.99) tell us that many of the teachers are goal-oriented and thus feed their sense of purpose by being driven. The presence of slightly agreeable and neutral responses regarding aimlessness and lack of achievement indicates at least a portion of respondents have some uncertainty or lack of clarity with respect to their life purpose. Overall, it appears that teachers generally feel a sense of purpose in life, and also that some of them would, for example, benefit from reflecting deeper about those areas that would align with their own goals and increase their sense of meaning.

Table 20. Perceived Psychological Well-being in terms of Autonomy

Indicative Statements	Mean	SD	Verbal Interpretation
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	4.91	1.499	Slightly Agree
2. I tend to worry about what other people think of me.	3.87	1.888	Neutral
3. My decisions are not usually influenced by what everyone else is doing.	4.60	1.700	Slightly Agree
4. I judge myself by what I think is important, not by the values of what others think is important.	4.84	1.674	Slightly Agree
5. I tend to be influenced by people with strong opinions.	3.91	1.805	Neutral
6. I have confidence in my opinions, even if they are contrary to the general consensus.	4.94	1.456	Slightly Agree
7. It's difficult for me to voice my own opinions on controversial matters.	3.87	1.656	Neutral
OVERALL	**4.422**	**.808**	**Slightly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 27 reflects that teachers slightly agree with having autonomy, with several statements indicating moderate confidence in expressing personal opinions. Statements like having confidence in their own views (4.94) and not being afraid to voice opposing opinions (4.91) show a leaning toward independent thinking. However, neutral responses to concerns about others' opinions and difficulty expressing views on controversial matters suggest some hesitation in fully asserting autonomy. These mixed responses imply that while teachers value independence, external influences and social pressure still play a role in shaping their actions and decisions.

Table 21. Summary Table on Perceived Psychological Well-being

Elements	Mean	SD	Verbal Interpretation
Self-Acceptance	4.783	.716	Strongly Agree
Environmental Mastery	4.762	.763	Slightly Agree
Positive Relation with Other	5.225	.974	Agree
Personal Growth	5.190	1.196	Slightly Agree
Purpose in Life	5.065	.904	Slightly Agree
Autonomy	4.422	.808	Slightly Agree
OVERALL	4.908	.624	**Slightly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 28 indicates that teachers perceive themselves as having a strong sense of psychological well-being, with an overall mean of 4.91, interpreted as Slightly Agree. Among the six elements, Positive Relations with Others (5.23) and Personal Growth (5.19) received the highest mean scores, suggesting that teachers value meaningful connections and continuous self-improvement. Autonomy received the lowest mean score (4.42), pointing to a potential area where teachers may feel less confident in asserting independence or resisting external influence. These findings highlight strengths in social connection and purpose, while also revealing opportunities to enhance feelings of control and self-directed decision-making.

Level of Teaching Effectiveness

Table 22. Perceived teaching Effectiveness in terms of Cognitive Presence

Indicative Statements	Mean	SD	Verbal Interpretation
1. I have the ability to present content clearly and understandably.	4.39	.648	Strongly Agree
2. I have the depth knowledge in the subject matter I am teaching.	4.49	.611	Strongly Agree
3. I have the techniques to engage students in the learning process actively.	4.52	.577	Strongly Agree
4. I have the effectiveness in providing feedback to students to enhance their learning.	4.40	.616	Strongly Agree
5. I have use of questions to stimulate critical thinking and deeper understanding among students.	4.42	.572	Strongly Agree
6. I have the support to help the students' progress in their learning journey.	4.58	.579	Strongly Agree
7. I have the variety and appropriateness of assessment techniques used to evaluate student learning.	4.49	.605	Strongly Agree
8. I have the ability to reflect on teaching practices and make necessary adjustments for improvement.	4.49	.584	Strongly Agree
OVERALL	**4.472**	**.520**	**Strongly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 29 indicate that teachers perceive themselves to be highly effective in terms of Cognitive Presence, with an overall mean of 4.47 and a verbal interpretation of Strongly Agree. The highest-rated statement is, "I have the support to help the students' progress in their learning journey", with a mean of 4.58, suggesting strong institutional or peer support. All other indicators also received strong agreement, particularly on teachers' depth of knowledge, assessment strategies, and ability to engage students actively. The standard deviations range from .572 to .648, reflecting a consistent level of agreement among the respondents. These results highlight a well-developed cognitive presence in teaching, where educators demonstrate clarity, adaptability, and reflective practice to enhance student learning.

Table 23. Perceived teaching Effectiveness in terms of Social Presence

Indicative Statements	Mean	SD	Verbal Interpretation
1. I have the ability to express emotions, feelings and attitudes.	4.41	.663	Strongly Agree
2. I have the ease with which participants can communicate openly and freely.	4.37	.610	Strongly Agree
3. I have the sense of belonging and community among others.	4.44	.648	Strongly Agree
4. I have the development of personal connections and relationships among others.	4.44	.647	Strongly Agree
5. I have the level of trust and respect among others.	4.53	.637	Strongly Agree
6. I have the extent to which participants support and encourage each other.	4.38	.632	Strongly Agree
OVERALL	**4.426**	**.582**	**Strongly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 30 indicate that teachers perceive themselves to be highly effective in terms of Cognitive Presence, with an overall mean of 4.47 and a verbal interpretation of Strongly Agree. The highest-rated statement is, "I have the support to help the students' progress in their learning journey", with a mean of 4.58, suggesting strong institutional or peer support. All other indicators also received strong agreement, particularly on teachers' depth of knowledge, assessment strategies, and ability to engage students actively. The standard deviations range from .572 to .648, reflecting a consistent level of agreement among the respondents. These results highlight a well-developed cognitive presence in teaching, where educators demonstrate clarity, adaptability, and reflective practice to enhance student learning.

Table 24. Perceived teaching Effectiveness in terms of Teaching Presence

Indicative Statements	Mean	SD	Verbal Interpretation
1. I have the capability to plan and create structures of the course content, activities, and assessments.	4.40	.616	Strongly Agree
2. I have the ability to guide and sustain productive discussions and interactions among students.	4.40	.596	Strongly Agree
3. I have the aptitude to provide clear explanations, feedback, and guidance to help students understand the material and achieve learning objectives.	4.44	.608	Strongly Agree
4. I have the methods used to measure student learning and provide feedback for improvement.	4.42	.606	Strongly Agree
5. I have the skill to create a sense of community and belonging among students to enhance engagement and collaboration.	4.40	.623	Strongly Agree
6. I have the ability to effectively use technology to support and enhance the learning experience.	4.45	.624	Strongly Agree
OVERALL	**4.416**	**.566**	**Strongly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

Table 31 reveals that respondents strongly agree with all statements regarding their teaching effectiveness in terms of Teaching Presence, as shown by the overall mean of 4.416. The highest-rated item is the ability to use technology effectively to support learning (M = 4.45), suggesting that educators are confident in integrating digital tools into instruction. Other indicators such as providing clear guidance, using feedback methods, and creating structured content also received high and consistent ratings (means ranging from 4.40 to 4.44). The low standard deviations (around .596 to .624) indicate a high level of agreement among respondents, reflecting a uniform belief in their instructional presence.

This suggests that the educators are well-equipped in designing, managing, and facilitating a meaningful learning experience.

Table 25. Summary Table on Perceived Level of Teaching Effectiveness

Elements	Mean	SD	Verbal Interpretation
Cognitive Presence	4.472	.520	Strongly Agree
Social Presence	4.426	.582	Strongly Agree
Teaching Presence	4.416	.566	Strongly Agree
OVERALL	4.438	.498	**Strongly Agree**

Legend: 5.00-4.21 Strongly Agree 4.20-3.41 Agree 3.40-2.61 Neutral 2.60-1.81 Disagree 1.80-1.00 Strongly Disagree

The data in Table 32 indicates a high perceived level of teaching effectiveness across all three elements: cognitive presence, social presence, and teaching presence. Among the three, cognitive presence received the highest mean score (M = 4.472), suggesting that students most strongly agree with the intellectual and knowledge-building aspects of the teaching experience. Social presence (M = 4.426) and teaching presence (M = 4.416) follow closely, indicating a similarly strong agreement on the importance of interaction and instructional design. The overall mean score of 4.438 reflects a consistent and positive perception of teaching effectiveness. The relatively low standard deviations across all elements suggest a general consensus among respondents in their positive evaluations.

Test of Correlation between Variables

Table 26. Test of the relationship between Resilience Quotient and Psychological Well-being

Resilience Quotient	**Psychological Well-being**						
	Self-Acceptance	Environmental Mastery	Positive Relation to Others	Personal Growth	Purpose in Life	Autonomy	Overall Psychological Well-Being
Sefl-Assurance	-	-	-	-	-	-	-
Personal Vision	-	-	-	-	-	.128*	-
Flexible and Adaptable	-	-	.132*	.130*	.238**	.272**	.219**
Organized	-	-	-	-	-	-	-
Problem Solver	-	-	.224**	.167**	.352**	.336**	.299**
Interpersonal Competence	.133*	-	-	-	-	.169**	.125*
Socially Connected	.134*	-	-	.165**	-	.158*	.150*
Proactive	.202**	.239**	.216**	.243**	.348**	.203**	.349**
Overall RESILIENCE Quotient	-	-	.132*	.171**	.234**	.244**	.229**

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

Based on Table 33 and using Cohen's (1988) guidelines for interpreting *r*-values, several notable relationships emerge between resilience quotient dimensions and psychological well-being, with important implications for the workplace. Proactive behavior shows the strongest and most consistent correlations, particularly with Purpose in Life (r = .348**) and Overall Psychological Well-Being (r = .349**), both reflecting moderate effect sizes. This suggests that employees who take initiative and anticipate future challenges are more likely to find meaning and satisfaction in their work—an insight supported by Luthans et al. (2007), who emphasized proactivity as a core component of psychological capital that enhances job performance and well-being. Similarly, Problem Solver demonstrates moderate positive correlations with Purpose in Life (r = .352**) and Autonomy (r = .336**), reinforcing findings by Tugade and Fredrickson (2004), who argued that effective problem-solving under stress is a key aspect of resilience that contributes to emotional well-being.

The Flexible and Adaptable trait also shows small to moderate correlations with dimensions like Purpose in Life (r = .238**) and Autonomy (r = .272**), suggesting that in today's rapidly changing work environments, being adaptable

not only helps individuals cope but also supports personal goal-setting and independence. Interpersonal traits such as Interpersonal Competence and Socially Connected are linked with Self-Acceptance (r = .133* and .134*, respectively) and Autonomy, highlighting how social support and emotional intelligence contribute to resilience and psychological health—a perspective echoed by Reivich and Shatté (2002), who noted that strong relationships can buffer against stress and enhance well-being. Personal Vision shows a small yet significant correlation with Autonomy (r = .128*), suggesting that having a clear sense of purpose may slightly enhance one's sense of control and direction at work.

On the other hand, Self-Assurance and Organized show no significant correlations, indicating that confidence and structure alone may not directly impact well-being unless paired with other adaptive traits. The Overall Resilience Quotient is moderately associated with Autonomy (r = .244**), Purpose in Life (r = .234**), and Personal Growth (r = .171**), supporting the idea that resilience serves as a protective factor that enhances overall psychological functioning, as proposed by Connor and Davidson (2003). In the real-world working environment, these findings imply that training programs focused on building proactive, problem-solving, and adaptive skills may significantly enhance employee mental health and productivity. Ultimately, resilience is not just about enduring adversity but actively engaging with one's environment in a way that fosters personal growth, autonomy, and meaningful work.

Table 27. Test of the relationship between Resilience Quotient and Teaching Effectiveness

Resilience Quotient	**Teaching Effectiveness**			
	Cognitive Presence	Social Presence	Teaching Presence	**Overall Teaching Effectiveness**
Sefl-Assurance	.198**	.272**	.169**	.239**
Personal Vision	.300**	.335**	.312**	.354**
Flexible and Adaptable	.245**	.338**	.225**	.303**
Organized	.156*	.284**	.148*	.221**
Problem Solver	.304**	.354**	.179**	.312**
Interpersonal Competence	.228**	.217**	.159*	.224**
Socially Connected	.219**	.285**	.170**	.252**
Proactive	.394**	.417**	.284**	.408**
Overall RESILIENCE Quotient	.349**	.426**	.278**	.394**

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

The data in Table 34 reveals a statistically significant positive relationship between various dimensions of the Resilience Quotient and Teaching Effectiveness, with several correlations reaching moderate to strong levels. Proactive behavior, for example, shows a strong correlation with all facets of teaching effectiveness—cognitive presence (.394), social presence (.417), teaching presence (.284), and overall effectiveness (.408)—indicating that proactive educators tend to create engaging, socially cohesive, and instructionally effective learning environments. This supports findings by Tugade and Fredrickson (2004), who noted that proactive and resilient individuals can maintain high performance even in challenging circumstances. Similarly, personal vision demonstrates moderately strong associations across the board, particularly with overall teaching effectiveness (.354), suggesting that educators with clear goals and direction are more effective in implementing meaningful teaching strategies.

Flexible and adaptable traits also exhibit moderate correlations, especially with social presence (.338) and overall teaching effectiveness (.303), aligning with research by Mansfield et al. (2016) which emphasized adaptability as essential for navigating the dynamic challenges of educational settings. Interestingly, being organized reflects lower but still significant correlations, particularly with teaching presence (.148*) and cognitive presence (.156*), implying that while organization contributes to clarity and structure, it may play a more supporting than leading role in effective teaching. Furthermore, the dimension of problem-solving reflects a strong relationship with social presence (.354) and overall teaching effectiveness (.312), highlighting that the ability to resolve issues fosters better interpersonal interactions and overall instructional quality.

Interpersonal competence and social connectedness, with moderate correlations around the .22 to .25 range, suggest that educators who build strong relationships with students and colleagues contribute positively to the social and cognitive dimensions of teaching. Notably, the overall Resilience Quotient correlates most strongly with social presence (.426) and overall teaching effectiveness (.394), underscoring resilience as a holistic predictor of teaching success. These findings resonate with the work of Gu and Day (2007), who found that resilient teachers often demonstrate sustained commitment and impact despite external stressors. In real workplace environments, these observations imply that institutions should support and develop resilience traits—particularly proactivity, vision, and adaptability—to enhance

teaching effectiveness. Overall, the data affirm that resilience is not just a personal asset, but a professional imperative in the teaching profession.

Table 28. Test of the relationship between Adversity Quotient and Psychological Well-being

Adversity Quotient	**Psychological Well-being**						
	Self-Acceptance	Environmental Mastery	Positive Relation to Others	Personal Growth	Purpose in Life	Autonomy	**Overall Psychological Well-being**
Control	-	-	-	-	-.148*	-	-
Owner	-	-	-	-	-	-	-
Reach	-	-	-	-	-	-	-
Endure	-.213**	-	-	-	-	-	-
Overall Adversity Quotient	-	-	-	-	-	-	-

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

Table 35 shows a limited but meaningful relationship between certain dimensions of Adversity Quotient and aspects of psychological well-being. The Endure component demonstrates a small yet statistically significant negative correlation with self-acceptance (r = -.213**), suggesting that individuals who overly focus on enduring hardships may struggle to fully embrace themselves. Similarly, Control is negatively associated with purpose in life (r = -.148*), indicating that perceived control in adverse situations might sometimes relate to a diminished sense of life direction, possibly due to overexertion or burnout. These findings reflect the notion presented by Maddi (2005), who warned that extreme persistence in adversity, without emotional regulation, may lead to psychological costs.

Interestingly, other components such as Owner and Reach do not show significant correlations with psychological well-being domains, pointing to the possibility that certain adversity management strategies may not directly influence well-being, or that their effects manifest indirectly or over time. In workplace settings, this implies that while resilience and adversity tolerance are valuable, overreliance on mere endurance or control without self-care and reflection can hinder personal growth and satisfaction. Organizations should thus aim to balance adversity training with emotional intelligence development, as advocated by Goleman (1998), to support both performance and psychological wellness.

Table 29. Test of the relationship between Adversity Quotient and Teaching Effectiveness

Adversity Quotient	**Teaching Effectiveness**			
	Cognitive Presence	Social Presence	Teaching Presence	**Overall Teaching Effectiveness**
Control	.144*	.180**	.198**	.195**
Owner	.135*	.237**	.231**	.227**
Reach	.192**	.260**	.316**	.288**
Endure	.172**	.225**	.243**	.240**
Overall Adversity Quotient	.211**	.296**	.326**	.312**

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).*

Table 36 indicates a significant positive relationship between the dimensions of Adversity Quotient and various aspects of teaching effectiveness, with the strongest correlations emerging in the area of teaching presence. The Reach dimension shows a moderate correlation with teaching presence (.316) and cognitive presence (.192), suggesting that educators who perceive challenges as opportunities for learning tend to design and facilitate deeper instructional experiences. This supports findings by Stoltz (2000), who emphasized that the ability to "reach" beyond obstacles is key to professional success in dynamic environments like education. Endure also demonstrates a moderate relationship with teaching presence (.243) and social presence (.225), pointing to the value of persistence and emotional resilience in maintaining meaningful interaction and classroom stability.

The Control component shows weaker, though still significant, correlations across the board, particularly with teaching presence (.198) and social presence (.180), implying that while a sense of control contributes positively, it may not be the most influential trait for teaching effectiveness. Meanwhile, Owner is most strongly related to social presence (.237), reflecting that taking responsibility in adverse situations helps educators foster collaborative and empathetic

environments. The highest observed correlation is between the composite Adversity Quotient and teaching presence (.326), underlining that an educator's capacity to navigate challenges effectively is closely linked to their ability to deliver impactful instruction.

In real-world teaching contexts, these insights imply that cultivating adversity-related competencies—especially the ability to stretch one's limits (Reach) and persevere through difficulty (Endure)—enhances educators' ability to engage learners and sustain quality instruction. This aligns with the views of Beltman et al. (2011), who found that teachers who thrive in complex settings often possess strong adaptive capacities. Institutions aiming to improve instructional outcomes may benefit from fostering not just pedagogical skills but also psychological resilience in their faculty development programs.

Table 30. Test of the relationship between Psychological Well-being and Teaching Effectiveness

Psychological Well-being	Teaching Effectiveness			
	CP	SP	TP	**Overall Teaching Effectiveness**
Self-Acceptance	.177**	0.087	0.059	0.118
Environmental Mastery	.316**	.161*	.154*	.231**
Positive Relation to Others	.375**	.250**	.238**	.318**
Personal Growth	.324**	.188**	.143*	.240**
Purpose in Life	.353**	.209**	.138*	.257**
Autonomy	.255**	.149*	.144*	.201**
Overall Psychological Well-being	.440**	.257**	.214**	.335**

*****. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).***

Table 37 presents significant positive relationships between psychological well-being dimensions and various aspects of teaching effectiveness, with the most notable link seen in cognitive presence. Positive relations to others show a moderately strong correlation with cognitive presence (.375) and a meaningful connection to social presence (.250) and teaching presence (.238), suggesting that educators who maintain healthy interpersonal relationships tend to foster richer learning environments. This aligns with Ryff and Singer (1998), who emphasized that strong social bonds are crucial for both personal fulfillment and professional performance. Purpose in life also exhibits moderate associations with cognitive presence (.353) and teaching effectiveness (.257), indicating that educators with a strong sense of direction are more likely to engage students meaningfully and consistently.

Environmental mastery reflects a moderately strong link with cognitive presence (.316) and moderate correlations with other teaching aspects, underscoring the importance of feeling in control and competent in one's environment for effective teaching. Personal growth similarly relates to better cognitive presence (.324) and social presence (.188), implying that teachers who continually strive to develop themselves also tend to support student development more effectively. The role of autonomy is smaller but still significant, with cognitive presence (.255) and teaching presence (.144) reflecting that independent thinking among educators contributes to effective instruction.

While self-acceptance shows the weakest associations, its positive link with cognitive presence (.177) suggests that educators who are at peace with themselves can better facilitate learning. The composite psychological well-being score shows the highest correlation with cognitive presence (.440), reinforcing the idea that an educator's internal state significantly influences their external teaching impact. In practical settings, these results highlight the value of supporting educators' well-being—not only for their personal health but also for their professional performance. Initiatives such as mindfulness training, counseling support, and personal development programs can empower teachers to thrive both emotionally and instructionally, as also suggested by Jennings and Greenberg (2009).

Table 31. The role of psychological well-being significantly mediates the relationship between resilience and adversity quotients and teaching effectiveness.

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**************************************************************************
OUTCOME VARIABLE:  Psychological Well-Being
Model Summary
          R       R-sq        MSE          F        df1        df2          p
       .252       .063       .368      8.192      2.000    242.000       .000
Model
              coeff         se          t          p       LLCI       ULCI
constant      2.838       .587      4.836       .000      1.682      3.993
RESQuo         .449       .113      3.970       .000       .226       .671
ADVERSQ       -.106       .063     -1.687       .093      -.230       .018

Standardized coefficients
Resilient Quotient        .254
Adversity Quotient -.108
**************************************************************************
OUTCOME VARIABLE:  Teaching Effectiveness
Model Summary
          R       R-sq        MSE          F        df1        df2          p
       .533       .284       .180     31.799      3.000    241.000       .000
Model
              coeff         se          t          p       LLCI       ULCI
constant       .710       .430      1.653       .100      -.136      1.556
RESQuo         .376       .082      4.609       .000       .215       .536
PsychoWB       .229       .045      5.087       .000       .140       .317
ADVERSQ        .208       .044      4.694       .000       .121       .295

Standardized coefficients
Resilient Quotient             .267
Psychological Well-being       .287
Adversity Quotient             .265

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Teaching Effectiveness
Model Summary
          R       R-sq        MSE          F        df1        df2          p
       .455       .207       .198     31.519      2.000    242.000       .000
Model
              coeff         se          t          p       LLCI       ULCI
constant      1.359       .431      3.154       .002       .510      2.208
RESQuo         .478       .083      5.766       .000       .315       .642
ADVERSQ        .184       .046      3.971       .000       .093       .275

Standardized coefficients
Resilient Quotient        .339
Adversity Quotient        .234
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************
Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
       .478       .083      5.766       .000       .315       .642       .339
Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
       .376       .082      4.609       .000       .215       .536       .267
Indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
PsychoWB       .103       .035       .045       .180
Completely standardized indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
PsychoWB       .073       .022       .035       .119
*********************** ANALYSIS NOTES AND ERRORS ************************
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The findings in Table 39 reveal that psychological well-being plays a significant mediating role in the

relationship between resilience, adversity quotients, and teaching effectiveness. Resilience Quotient significantly predicts psychological well-being ($\beta = .254$, $p < .001$), suggesting that teachers who exhibit higher resilience are more likely to maintain a stable and positive internal state. In contrast, Adversity Quotient does not significantly predict psychological well-being ($\beta = –.108$, $p = .093$), implying that the ability to withstand adversity alone may not directly enhance emotional or psychological wellness. This supports Ryff's (1989) model of well-being, which posits that positive functioning is more influenced by adaptive capacities like resilience than by merely enduring difficult circumstances.

When teaching effectiveness is examined as the outcome, all three predictors—Resilience Quotient ($\beta = .267$), Psychological Well-being ($\beta = .287$), and Adversity Quotient ($\beta = .265$)—are significant contributors ($p < .001$). These values indicate that psychological well-being exerts the strongest influence, even slightly above resilience and adversity coping abilities, reinforcing the notion that a healthy psychological state amplifies professional capabilities. The significant indirect effect of resilience on teaching effectiveness through psychological well-being ($\beta = .073$) confirms that part of resilience's impact is channeled through its enhancement of emotional health. This reflects the findings of Jennings and Greenberg (2009), who emphasized that emotionally well educators are more effective in creating supportive, engaging learning environments.

The total effect of resilience on teaching effectiveness ($\beta = .339$) drops to a direct effect of $\beta = .267$ when psychological well-being is controlled, illustrating a partial mediation. These results suggest that while resilience independently improves teaching outcomes, its effects are strengthened when teachers also possess psychological well-being. In real-world educational environments, this points to the need for schools to go beyond resilience training and integrate wellness programs that foster personal growth, autonomy, and life purpose. The statistically strong influence of Adversity Quotient on teaching effectiveness ($\beta = .265$), even without significantly boosting psychological well-being, suggests that tolerance to hardship improves functional performance, particularly in demanding classroom settings. However, without the emotional support provided by psychological well-being, this performance may not be sustainable in the long term.

These findings align with the literature of Beltman et al. (2011), who found that resilient and emotionally healthy teachers exhibit greater perseverance and instructional effectiveness. Consequently, institutions should not only build resilience and adversity handling skills but also prioritize mental health resources, counseling access, and workplace wellness strategies.

3. Recommendations

The explained findings of the study were given recommendations as follows:

School heads may invest in comprehensive wellness programs that emphasize both resilience training and mental health support, recognizing the vital role psychological well-being plays in enhancing teaching effectiveness. Additionally, creating a more inclusive work environment by addressing gender disparities and promoting diversity within the workforce will ensure that both male and female educators are supported equitably. Fostering a supportive culture for teachers' emotional health should also be a priority, with a focus on programs that build resilience, particularly in areas such as adaptability, problem-solving, and proactive behavior, to equip educators with the tools needed to navigate challenges effectively.

Human Resource Departments may implement professional development initiatives that incorporate strategies for emotional well-being, as psychological health significantly impacts teaching effectiveness. Promoting resilience-building workshops and training that focus on personal growth, interpersonal relationships, and stress management will contribute to a positive school environment. Additionally, HR should encourage and support teachers in taking ownership of their professional growth and well-being by providing access to resources that foster self-improvement and personal development.

Teachers may be actively engaged in programs that focus on enhancing psychological well-being—such as mindfulness practices, counseling services, and resilience-building techniques—will help boost both personal and professional performance. It is important to continue cultivating a strong sense of self-awareness and emotional connection in the classroom, as personal growth and emotional health are key to fostering an effective learning environment. Teachers should also seek opportunities for collaboration and peer support, as shared experiences and social connectedness contribute to improved well-being and teaching effectiveness.

Future Researchers may need to explore the role of the adversity quotient in teaching environments, particularly its indirect effects on teachers' emotional well-being and effectiveness over the long term. Investigating other mediating factors beyond psychological well-being, such as external support systems, would offer a more comprehensive view of

teacher performance. Longitudinal studies are also recommended to track the long-term impact of psychological well-being and resilience training on teaching effectiveness, providing evidence for the sustainability of such programs.

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