



## **Private School Teachers' Adversity Quotient Under Flipped Classroom Environment on Teaching Performance**

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### **ABSTRACT**

The study determined the relationship between the adversity quotient and the teaching performance under the flipped classroom of faculty members in Montessori De Sagrada Familia, Inc. (MDSF), Tangos, Baliwag, and Bulacan during the school year 2022-2023. With a mixed methods approach as the research design and 37 faculty members as respondents to the study, results showed that the majority of the faculty members belonged to the age bracket of 23 to 27 years, were female, single, occupied the Teacher B position, had been teaching for 2 to 6 years, and had earned a bachelor's degree. The faculty members' adversity quotient was described as average to above average. The faculty members teaching performance, which was based on the average of their ratings for the last two years, was described as outstanding. A highly significant difference was found between the faculty members' teaching performance when they were grouped according to their demographic profile in terms of sex. A significant relationship was found between faculty members' adversity quotient in terms of control and their teaching performance in the flipped classroom. Based on the findings of the study, the following conclusions were drawn: female faculty members had higher teaching performance as compared to male faculty. Faculty members' adversity quotient in terms of control is positively correlated to their teaching performance in the flipped classroom.

Keywords: adversity quotient, flipped classroom environment, teaching performance

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### **Introduction**

In previous years, the common thought among people was that one's intelligence quotient (IQ) could determine success in a field of endeavor. An individual's success expectations are higher when the intelligence quotient also increases. Of course, being smart and intelligent is vital. The term IQ has been heard several times - in all walks of life. For many years, IQ held the top spot in determining one's achievements. But then, things changed when the emotional quotient (EQ) was introduced. People tend to focus on EQ without knowing the lesser-known pillar, - Adversity Quotient®, or AQ®. Both IQ and EQ have greater impacts on determining one's accomplishments, but AQ serves as puzzle that is frequently overlooked. The adversity quotient determines a person's resiliency - one's ability to cope with changes and adversity. Stoltz (1997) developed the adversity quotient as an index of how well an individual may respond when difficulties occur. People with a high adversity quotient can handle drawbacks correctly and have the ability to turn worries into opportunities. Other research proved that the result or measurement of the adversity quotient (AQ) is far better at determining one's achievements. After all, the biggest impact is when people become stronger after failure.

One unavoidable phenomenon in life is change. People from all walks of life are certain to face challenges and struggles. Adversity is a constant part of life that must be dealt with. Adversity allows individuals to be resilient and strong amidst all problems.

The Philippines has experienced pandemics, outbreaks, and countless natural calamities throughout the year. (Reyes, 2021) has mentioned that, "With a lack of infrastructure and the luxuries many other countries take for granted, the Philippines is not well equipped to manage an illness of such proportions. But the Filipinos as a people have always been known to be extremely resilient." We are so used to uncertain things that always happen in our country and in our lives. It is something we are known for; standing up, moving forward, and laughing. In addition, the Department of Labor and Employment (2020) identifies "resilient jobs" in the NCR, including educators, "They are called such because they withstood the impact of the outbreak caused by the coronavirus disease 2019." Teaching remains the noblest profession.

Speaking of teaching as a profession, being an effective teacher has no ingredients. Instead, in order to serve students' needs, teachers must have the ability to adjust to any situation and respond to any classroom context. In any situation, teachers should adapt to changes, as the core of teaching is prioritizing students' learning. Unexpectedly, the World Health Organization (WHO) (2020) declared COVID 19 as a global pandemic around the middle of March 2020. Given the situation, which brought drastic changes in all aspects of life, Davis (2021) mentioned that this resulted in the following: shutting down small and non-essential businesses, loss of jobs, possible lockdown, and uncertainty about how education will continue. It was shown that teachers are ready to make the necessary preparations and adjustments to equip themselves while facing different challenges and struggles (De Villa & Manalo, 2020). Teachers tried recording and uploading lessons online for the students to continue their learning, and some were even more creative and

innovative (Fox, 2007) in a way of using Google Classrooms and Workspace, video editing, doing attractive presentations, and exploring other online applications; however, due to urgency, the majority of teachers are not ready to deal with this kind of education. As a result, given the complexities of COVID-19, online learning has become extremely popular, as almost all schools and universities offer teaching online.

In the study by Jimenez (2021) entitled “Adversity and emotional quotients of public elementary school heads amidst COVID-19”, it was concluded that the respondents' AQ score falls within “above average”. This means, according to his study, that the school heads have an above-normal capacity for challenges, difficulties, setbacks, and demands. Besides, in the study entitled “Teachers’ resilience in facing workload adversities in times of pandemic: The case of the private school teachers in a developing country” by Banal & Cruz (2022), findings showed that the mean of respondents’ Adversity Response Profile (ARP) is below average. This means from their study that heavy and challenging teaching workloads have negative impacts on the teachers’ teaching performance and well-being. Besides, the study highlighted the importance of resiliency, or the ability to cope and bounce back from difficulties in life. Thus, the study recommended more administrative support by providing help among teachers to develop their resiliency in times of the pandemic.

Nevertheless, after two years of lockdown, traditional learning is fighting back and trying to cope with the new normal. For some teachers and students, online learning is more appropriate, while for others, traditional learning paves the way. Why don't we combine both for effective teaching and learning?

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## Statement of the Problem

Montessori De Sagrada Familia sought to improve the values of creativity and innovation and the necessity to shift from pure online classes to new learning approaches like flipped classrooms. There is little ink written on flipped classrooms at the elementary and university levels (Roach, 2014). According to the previous researcher’s experience, transferring basic knowledge through lecturing is just a waste of time since it does not address the higher-order thinking skills (HOTS) that the 21st-century generation needs.

This study determined the relationship between the adversity quotient and the teaching performance under the flipped classroom of faculty members in Montessori De Sagrada Familia, Inc. (MDSF), Tangos, Baliwag, and Bulacan during the school year 2022-2023.

Specifically, this research sought to answer the following questions:

1. How may the demographic profile of the faculty members be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3 civil status;
  - 1.4 academic rank;
  - 1.5 length of service; and
  - 1.6 educational attainment?
2. How may the faculty members’ Adversity Quotient be described in terms of:
  - 2.1. control;
  - 2.2. ownership;
  - 2.3. reach; and
  - 2.4. endurance?
3. How may the faculty members’ teaching performance under the Flipped Classroom be described?
4. Is there a significant difference between and among the faculty members’ teaching performance when they are grouped according to their demographic profile?
5. Is there a significant relationship between the faculty members’ adversity quotient and teaching performance under the Flipped Classroom?
6. What are the faculty members’ views and insights on the use of Flipped Classroom?
7. Based on the results of the study, what plan of action can be crafted?

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## Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between the faculty members’ demographic profile and the teaching performance in the Flipped Classroom

2. There is no significant relationship between the faculty members' adversity quotient and the teaching performance under the Flipped Classroom

## Conceptual Framework

The study was anchored to approaches such as problem-based learning (PBL) and case-based learning (CBL), as they reflect many of the same learning-centered principles as flipped learning. Problem-based learning (PBL) was coined by Howard Barrows in 1974. The idea is to provide students with authentic problems, and they will be given support as they work together to come up with a solution. This approach allows students to be exposed to different realistic problems and solve them through investigation and application of the problem-solving approach. West (2022) defined PBL as a collection of strategies and techniques that emphasize providing students with authentic and real-life problems appropriate to their grade levels and ages. In solving problems, students have the chance to collaborate and think with their classmates at school - a safe environment where competition is less focused.

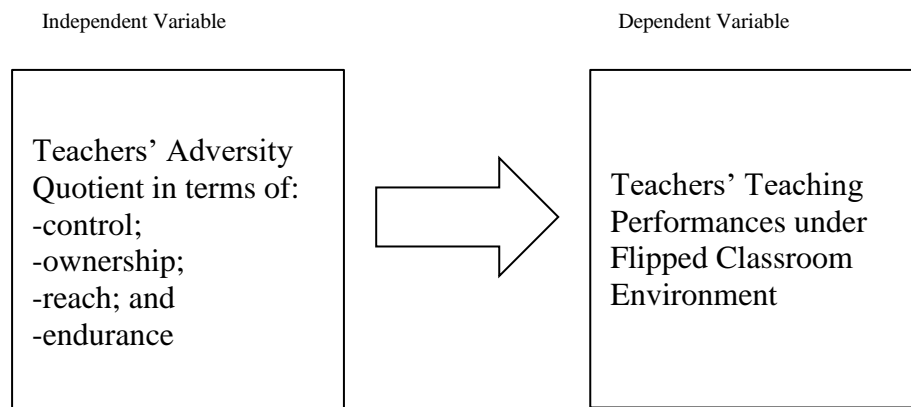


Figure 1. Conceptual Framework

Figure 1 shows that the independent variable is the teachers' adversity quotient in terms of control, ownership, reach, and endurance. These variables were hypothesized to influence (as indicated by the arrowhead) the dependent variables, which are the teachers' teaching performances in a flipped classroom environment.

## METHODOLOGY

### Research Design

Mixed methods of research were utilized in this study, which involved collecting, analyzing, and integrating both quantitative (surveys) and qualitative (interviews). Likewise, the survey questionnaire for the faculty's demographic profile and the Adversity Quotient Test were used in the study. The quantitative method was used to determine the relationship that exists between the adversity quotient and some antecedent variables and between the adversity quotient and the teaching performances of faculty members at Montessori De Sagrada Familia, Inc. This study was correlational since it determined the relationship between the adversity quotient and the teaching performance of faculty members.

Furthermore, in the qualitative part of the study, a semi-structured interview was conducted among the faculty. These teachers were asked about their insights and views on the flipped classroom approach.

Thus, results from the interview were then integrated into the quantitative findings to support and achieve more comprehensive interpretations and explanations of the gathered quantitative data.

Furthermore, the teaching ratings and performance of teachers were evaluated twice every school year; once per semester or once every two quarters. These teaching performances were used to determine one's strengths, weaknesses, and things to focus on

Faculty evaluations during online classes and blended learning were gathered to compare their descriptive ratings, namely: excellent, good, fair, and need improvement. Finally, the evaluation form and the adversity quotient profile of teachers were correlated to identify its direction as either positive or negative.

### Research Instrument

One research tool was given to the respondents to gather the needed data.

#### 1. AQ Profile® or Adversity Quotient

The tool was approximately 10 minutes to answer, and the licensed, most recent, and most thorough version of the AQ was used to determine the faculty members' adversity quotient. It was a scale-based and forced-choice questionnaire to gather one's response to adverse life events. Developed by Dr. Paul

Stoltz, the questionnaire had each scenario which included a series of questions answered on a 5-point Likert scale. For the test's validity, the AQ Profile had been tested on respondents applicable to all cultures, specifically on 51 respondents from 51 nations. PEAK Learning Inc. sent a unique URL for data collection and released the AQ Profile scoring.

### Data Gathering Techniques

There were four (4) instruments used in the data gathering of the study. These were a) Faculty members' demographic profile - this gathered respondents' personal background such as age, sex, civil status, academic rank, length of service, and educational attainment); b) AQ Profile® - which was obtained through PEAK Learning

Inc. from Dr. Paul G. Stoltz). Moreso, Borilla (2022) mentioned in her study, "ADVERSITY QUOTIENT® AND EMOTIONAL INTELLIGENCE OF SELECTED PUBLIC-SCHOOL SPECIAL EDUCATION TEACHERS AMIDST THE PANDEMIC", that a series of steps to follow to gain permission to utilize the licensed test. These are the following: A proposal should be sent to the PEAK Learning email. Once approved, a contract was issued to the researcher, including all agreements for using the test, and returned to PEAK Learning Inc. via e-mail. Afterwards, a unique URL was given to the researcher to start online data collection. Once data gathering is done, the results of the test were forwarded to the researcher. These were done through constant contact with the company via e-mail. c) Faculty performance evaluation sheet - was measured the teacher performance of faculty members. The results of the performance appraisal were consolidated as an evaluation tool for teaching effectiveness. This is composed of four components, namely: instruction, work ethics, interpersonal relationships, and organizational sensitivity. d) Interview - this was used to gather teachers' views and insights on the use of the flipped classroom.

By administering an electronic link to the online survey, respondents were assured of confidentiality and anonymity, this was used solely for this study. The collected email addresses were kept personal and were not shared with other respondents. In addition to, all information was kept in a secured and protected folder to which only the researcher had access. Rest assured that responses were disposed of by deleting the digital file, and if there are paper records, these should be shredded or in any manner similar to that. Meanwhile, an informed consent form was collected from the respondents before the study was conducted. The consent form was necessary for the respondents to understand the goal of the research, the purpose of their involvement, the agreement, including potential risks (i.e., limits to confidentiality), and the benefits of taking part in the study. Once received the consent letter form, respondents can ask questions or clarify anything about the study before the survey takes place. Since taking part in the study was voluntary, the respondents could stop or withdraw at any time. Survey questionnaires were distributed at a time that was convenient to the participant and through online platforms that were convenient to the participant.

The necessary permit from the school director to conduct the study was secured ahead of time. The instruments were given online according to the teacher-respondents' availability. Then, the consent forms with the assurance of confidentiality and agreement were distributed among respondents before the survey. The survey regarding demographic profile and the Adversity Response Profile (ARP) test was administered to the respondents after clarifications pertaining to the study. The answer sheets were collated, and the raw scores of AQ were converted to standard scores. Based on the test results and interpretation, the researcher looked into the four dimensions of AQ® (control, ownership, reach, and endurance). Lastly, the researcher asked for a copy of teachers' evaluation forms during pure online classes and during flipped classrooms to determine their relationship with teachers' adversity quotient profiles.

### Sampling Procedures

Seasoned teachers from the MDSF served as the respondents to this study. The selection was based on a stratified sampling method where the total population was sorted out according to the online teaching experiences of educators inside MDSF.

Table 1. Distribution of Respondents

Department	Population
Pre-school	7
Elementary	18
High School	12
<b>TOTAL RESPONDENTS</b>	<b>37</b>

A total of 37 respondents and teachers who have experience teaching online classes inside MDSF. Aligned with the objective of the study, only teachers who experienced online teaching and would experience a flipped classroom environment were qualified to be the sample of the study.

### Data Analysis Scheme

The result and score of the Adversity Response Profile were forwarded by PEAK Learning Inc. to the researcher, while the faculty performance evaluation came from the Human Resource Office and was held with the utmost confidentiality.

The variables like age, academic rank, and length of service were described using statistical tools namely: frequency, percentage, mean, and range. The significant difference in faculty members when they were classified according to age, sex, civil status, academic rank, educational attainment, and length of service was identified using a t-test and an f-test. Lastly, Pearson's r was used to determine the relationship between the adversity quotient® and the teaching performance of faculty members

## RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of the collected data and the results of the statistical treatment employed in the study with the purpose of determining the adversity quotient and the teaching performance under the Flipped Classroom of faculty members at Montessori De Sagrada Familia, Inc.

### The Demographic Profile of the Faculty Members

Demographic profile refers to data about the features or characteristics that define an individual or population. Obtaining demographic information is both important and advantageous in helping researchers have a better understanding of the population of interest to their research.

The demographic profile characteristics of the faculty member respondents in terms of age, sex, civil status, academic rank, length of service, and educational attainment are presented in Tables 2 to 7.

#### Age

The concept of age describes how old a person is at a particular point in time. It is defined as the measure of the time elapsed from the date of live birth to a specific point in time, usually the date of collection of the data.

Table 2. The Demographic Profile of the Faculty Members in terms of Age

Age	f	%
43 – 48	1	2.70
38 – 42	1	2.70
33 – 37	4	10.81
28 – 32	5	13.51
23 – 27	26	70.27
Total	37	100.00
Range	23 – 48 years	
Mean	27.73 years	

Majority or 70.27 percent of the respondents belonged to the age bracket of 23 to 27 years. Meanwhile, 13.51 percent belonged to the 28–32 bracket; 10.81 percent belonged to the 33–37 bracket; 2.70 percent belonged to the 38–42 bracket; and the remaining 2.70 percent belonged to the highest age bracket of 43-48 years.

Further perusal of the same table reveals that the age of the faculty respondents ranged from 23 to 48 years, with a mean of 27.73.

The results imply that most of the faculty members are still young. This means that if the starting age of a teacher to enter a teaching profession right after graduation is 22 years old, then these teachers were just developing their career in the teaching profession. Wy (2000), as cited by Salvan (2020), pointed out that there is a rapidly growing number of young teachers, as might be expected from the large numbers participating in the Teacher Induction Scheme in recent years.

#### Sex

The term sex refers to a biological construct, whereby an individual is defined as being male or female according to genetics, anatomy, and physiology.

Table 3. The Demographic Profile of the Faculty Members in terms of Sex

Sex	f	%
Male	10	27.03
Female	27	72.97
Total	37	100.00

Majority or 72.97 percent of the faculty respondents are female and only 27.03 percent are male.

The results imply that female teachers dominated the teaching force in Montessori De Sagrada Familia, Inc. Notably, the number of male teachers is also not too low, though they are indeed outnumbered. This is consistent with the report of the Organization for Economic Co-operation and Development (OECD; 2017) saying that the teaching profession had now become more feminized where women constitute a larger proportion of the teaching workforce.

#### **Civil Status**

Civil status is defined as being single, married, separated or divorced, widowed, in a civil partnership, or being a former civil partner in a civil partnership that has ended by death or, has been dissolved.

Table 4. The Demographic Profile of the Faculty Members in terms of Civil Status

Civil Status	f	%
Single	22	59.46
Married	15	40.54
Total	37	100.00

Majority or 59.46 percent of the faculty respondents are single while 40.54 percent are married. These results may due to the fact that teachers are very well dedicated to their work that often forgot to look for the right partners.

#### **Academic Rank**

Academic Rank means the position held by a faculty member.

Table 5. The Demographic Profile of the Faculty Members in terms of Academic Rank

Academic Rank	f	%
Assistant Teacher	3	8.11
Teacher A	5	13.51
Teacher B	17	45.95
Junior Teacher A	4	10.81
Junior Teacher B	4	10.81
Associate Teacher A	2	5.41
Senior Teacher A	1	2.70
Master Teacher A	1	2.70
Total	37	100.00

Most of the faculty members (45.95 percent) in Montessori De Sagrada Familia, Inc. occupied the academic rank of Teacher B. On the other hand, 13.51 percent are Teacher A; 10.81 percent are Junior Teacher A; 10.81 percent are Junior Teacher B; 8.11 percent are Assistant Teacher; 5.41 percent are Associate Teacher A; 2.70 percent are Senior Teacher A; and the remaining 2.70 percent are Master Teacher A.

The results imply that there are many available teaching positions in Montessori De Sagrada Familia, Inc. which makes the teachers motivated to grow professionally in order to be promoted.

#### ***Length of Service***

Length of service means the total of all periods of time during which a teacher has been in active service, including periods of time when he/she was on leave or on vacation.

Table 6. The Demographic Profile of the Faculty Members in terms of Length of Service

Length of Service	f	%
22 – 26	1	2.70
17 – 21	0	0.00
12 – 16	2	5.41
7 – 11	1	2.70
2 – 6	33	89.19
Total	37	100.00
Range	2 – 23 years	
Mean	4.84 years	

Majority or 89.19 percent have been teaching from 2 to 6 years. Meanwhile, 5.41 percent of the respondents have been teaching from 12 to 16 years; 2.70 from 7 to 11 years; and the remaining 2.70 percent have been teaching from 22 to 26 years.

Further examination of the same table shows that the length of service of the respondents ranged from 2 to 23 years. Meanwhile, the mean was computed at 4.84 years. This discloses that most of the teachers are neophytes in the teaching profession.

#### ***Educational Attainment***

Educational attainment refers to the highest level of education that a person has successfully completed. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills, and competencies.

Table 7. The Demographic Profile of the Faculty Members in terms of Educational Attainment

Educational Attainment	f	%
With Units in Master's Degree	11	29.73
Bachelor's Degree	26	70.27
Total	37	100.00

Majority or 70.27 percent of the respondents finished their bachelor's degree. On the other hand, only 29.73 percent of them already earned some units in a Master's degree.

The results showed that most of the faculty members in Montessori De Sagrada Familia, Inc. have met the minimum requirements to teach based on their bachelor's degree.

#### **The Faculty Members' Adversity Quotient**

An adversity quotient is a person's ability to manage difficulties and transform obstacles into opportunities.

Table 8. Faculty Members' Adversity Quotient According to Control, Ownership, Reach, and Endurance

Adversity Quotient	Level				
	High	Above Average	Average	Below Average	Low
Control	0	8	17	7	5
Ownership	0	5	11	17	4
Reach	1	3	11	14	8
Endurance	0	5	12	15	5

The adversity quotient in terms of control, only 8 faculty members obtained an above average level; 17 got an average level; 7 registered a below average level and the remaining 5 respondents received a low level of AQ in terms of control.

These reveal that in adversity quotient in terms of ownership, only 5 faculty members got an above average level; 11 registered an average level; 17 yielded a below average level; and the remaining 4 respondents garnered a low level of AQ in terms of ownership.

For adversity quotient in terms of reach, the same table shows that 1 respondent obtained the highest level of high; 3 respondents received an above average level; 11 got an average level; 14 got a below average level; and the remaining 8 respondents yielded a low level of AQ in terms of reach.

Also, it reveals that for adversity quotient in terms of endurance, only 5 faculty members obtained an above average level; 12 got an average level; 15 registered a below average level and the remaining 5 respondents received a low level of AQ in terms of endurance.

The results imply that faculty members are able to control or influence themselves when facing difficulties and do decent job of navigating life as long as everything goes relatively smoothly; however, they might be struggling with thinking of efficient and effective solutions to the problems as well as enduring the difficulties. In the study of Kartikasari (2020), the researcher mentioned that teachers must have a strong desire to face challenges in order to overcome difficulties. A right solution is necessary to address any obstacles in life. Thus, teachers' high adversity quotient will allow them to move forward in order to achieve their goals.

Table 9. Distribution of the Faculty Members According to Level of Adversity Quotient

Adversity Quotient	f	%
High	2	5.41
Above Average	19	51.35
Average	12	32.43
Below Average	4	10.81
Low	0	0.00
Total	37	100.00

Majority or 51.35 percent of the faculty members registered an above average of adversity quotient. Meanwhile, almost one-third or 32.43 percent had an average level of adversity quotient; 10.81 percent are in below average level; and the remaining 5.41 percent are in a high level of adversity quotient.

The results imply that the majority of the respondents have control over their difficulties and thus can perform better at school. The adversity quotient has an impact on one's performance and achievements. As proved by Rahmayanti et al. (2020), the adversity quotient allows individuals to have a positive influence on performance.

#### The Faculty Members' Teaching Performance under the Flipped Classroom

In this part of the study, Table 10 presents the faculty members' teaching performance in the flipped classroom which was measured in terms of their average rating for the last two years.



Table 10. Distribution of the Faculty Members According to Teaching Performance

Teaching Performance	f	%
3.251 - 4.000 (Excellent)	37	100.00
2.501 - 3.250 (Good)	0	0.000
1.751 - 2.500 (Fair)	0	0.00
1.000 - 1.750 (Needs Improvement)	0	0.00
Total	37	100.00
Range	3.264 – 3.797	
Mean	3.576	
Verbal Description	Excellent	

All faculty member respondents obtained a performance rating that lies within the highest bracket of 3.251 to 4.000 which is verbally described as “excellent.” A closer look at the table shows that the performance rating of the faculty members ranged from 3.264 to 3.797. Meanwhile, the mean was recorded at 3.576 which is verbally interpreted as “excellent.”

The result indicated that in-service education and training (INSET) regarding the flipped classroom approach conducted every before the start of classes was effective. Teachers were able to apply all the approaches and strategies learned from the experts. In the interview conducted with teachers, they were asked, “*Is the flipped classroom environment helpful this school year? Why or why not?*”. The majority of the teachers answered yes because students became more engaged and independent during class discussions. Also, it allowed learners to develop 21st century skills such as critical thinking, communication, collaboration, and creativity. Thus, the new learning modality was effective because of the teachers’ flexibility and resiliency. Notably, teachers were fast agents of the VUCA (volatile, uncertain, complex, and ambiguous) world.

The results imply that all faculty members of the school are fulfilling their duties and responsibilities to the best of their abilities. As such, Sagradan teachers are evidently flexible to cope with changes, thereby delivering the best quality education for learners.

#### **The Difference between and among the Faculty Members’ Teaching Performance when they are Grouped According to their Demographic Profile**

Table 11 exhibits the results of the t-test (for sex, civil status, and educational attainment) and F-test analyses (for age, academic rank, and length of service) which were performed to determine if significant difference existed between and among the faculty members’ teaching performance when they are grouped according to their demographic profile.

Table 11. Results of t/F-test Analyses on Difference between and among the Faculty Members’ Teaching Performance when they are Grouped According to their Demographic Profile

Item	Teaching Performance under the Flipped Classroom	
	t/F-value	p-value
age	1.167ns	0.360
sex	3.157**	0.003
civil status	2.293ns	1.139
academic rank	1.168ns	0.351
length of service	1.273ns	0.297
educational attainment	0.041ns	0.841

Legend: \*\* = significant ( $p \leq 0.01$ )    ns = not significant ( $p > 0.05$ )

Highly significant difference was found between the faculty members' teaching performance when they are grouped according to their demographic profile in terms of sex. This highly significant difference was brought about by the fact that the computed probability value of 0.003 for these variables is smaller than the 0.01 significance level. Results of the analysis also showed that female faculty members had a greater teaching performance as compared to male faculty members.

In conformity with the present findings, Muralidharan (2016), as cited by Wanakacha (2018), studied gender gaps in learning outcomes and the effectiveness of the gender of teachers in reducing inequality in learning. The author found out that female teachers were more effective in teaching students of their own gender. The author also asserted that while there was no effect of same-gender teachers on student attendance, girls were more likely to perform better when they were taught by female teachers, and the teachers were also likely to perform well in core functions.

In the same vein, Lee, Rhee, and Rudolf (2017), found out the link between teacher gender, student gender, and performance level. The results indicated that female teachers had a high level of achievement in terms of teaching style, and this had a considerable influence on female and male students' achievement

In conformity with the findings of the study conducted by Cauilan (2020), revealed that the average time/week spent in the performance of reproductive, productive, and community management roles by the male and female teachers are significantly different. On the one hand, male teachers spend more time than female teachers in doing productive roles. Moreover, the female teachers spend more time doing reproductive and community management roles. However, results show that there is no significant difference in the teaching performance of male and female teachers. Finally, it was found out that there is no relationship between gender roles and the teaching performance of the male and female teachers in the University. Implications of the study will serve as the basis for gender-based interventions key to development.

### The Relationship between the Faculty Members' Adversity Quotient and Teaching Performance under the Flipped Classroom

Table 12 displays the results of the correlation analysis which was done to determine if a significant relationship existed between the faculty members' adversity quotient and teaching performance under the flipped classroom.

Table 12. Results of Correlation Analysis on the Relationship between the Faculty Members' Adversity Quotient and Teaching Performance under the Flipped Classroom

Item	Teaching Performance under the Flipped Classroom	
	r-value	p-value
Control	0.354*	0.032
Ownership	0.045ns	0.791
Reach	-0.205ns	0.224
Endurance	-0.077ns	0.872
Adversity Quotient	0.027ns	0.872

Legend: \* = significant ( $p \leq 0.05$ )    ns = not significant ( $p > 0.05$ )

Significant relationship was found between faculty members' adversity quotient in terms of control and their teaching performance under the flipped classroom. This significant relationship is manifested by the computed probability value of 0.032 for these variables which is less than the 0.05 level of significance. Further examination of the tabulated results reveals that a direct relationship existed between the aforementioned variables as indicated by the positive sign of the computed correlation value of 0.354. This discloses that as the level of faculty members' adversity quotient in terms of control increases, the level of their teaching performance in the flipped classroom also increases.

The results imply that when the faculty members feel that they can overcome obstacles that prevent them from reaching their goals, they will be able to attain their goals to achieve outstanding teaching performance.

In conjunction with the present findings, Krueger et al (2000), as cited by Muchtar (2021) argue that a person who can feel himself capable of overcoming the obstacles in his/her environment indicates a strong confidence and optimistic person for achieving his goals.

In contrast to the present findings, Kartikasari, NPD. (2020) conducted a research that aimed to know the contribution amount of adversity quotient and working motivation to teachers' performance at elementary schools. The type of this research was ex-post facto. The sample was taken by total sampling technique in which 32 population members were selected to be the sample. The data were analyzed through descriptive statistics analysis and inferential statistics analysis. The result of this research shows that : (1) there is a significant contribution of adversity quotient to teachers' performance with a correlation coefficient of 0.6315 and the percentage of the contribution is 26.98%, (2) there is a significant contribution of working motivation to teachers' performance with a correlation coefficient of 0.6943 and the percentage of the contribution is 36.76%, (3) there is a significant contribution of adversity

quotient and working motivation to the teachers' performance with a correlation coefficient of 0.7984 and the percentage of the contribution is 63.74%. In conclusion, there is a significant contribution of adversity quotient and working motivation to the teachers' performance.

#### **Program of Activities Crafted from the Results of the Study**

Results of the study revealed that the faculty members of the school respondents are only in the average level. Hence, the researcher came up with the proposed program of activities which is presented in Table 13.

Table 13. Proposed Program of Activities

<b>Objectives</b>	<b>Action</b>	<b>Timeline</b>	<b>Persons Involved</b>	<b>Expected Outcome</b>
To enhance the adversity quotient of the faculty members.	Conduct both professional and personal engagements, such as group activities and rest and recreation, that will influence their adversity quotient.	1 <sup>st</sup> Quarter of S.Y. 2023-2024	Researcher, Administrators, Guidance Counselor, Faculty members	At the end of the lecture/seminar, faculty members are expected to develop/ improve their adversity quotient.

## **FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

### **Findings**

This study determined the relationship between the adversity quotient and the teaching performance under the Flipped Classroom of faculty members in Montessori De Sagrada Familia, Inc. (MDSF), Tangos, Baliwag, Bulacan during the School Year 2022-2023. Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that majority of the faculty members belonged to the age bracket of 23 to 27 years, female, single, occupied Teacher B position, have been teaching from 2 to 6 years, and earned Bachelors' degree.

The faculty members' Adversity Quotient in terms of control, ownership, reach and endurance was described as average to above average.

The faculty members teaching performance which was based on the average of their ratings for the last two years was described as outstanding.

Highly significant difference was found between the faculty members' teaching performance when they are grouped according to their demographic profile in terms of sex.

Significant relationship was found between faculty members' adversity quotient in terms of control and their teaching performance under the flipped classroom.

### **Conclusions**

Based on the findings of the study, the following conclusions were drawn: Female faculty members had higher teaching performance as compared to male faculty.

Faculty members' adversity quotient in terms of control is positively correlated to their teaching performance under the flipped classroom.

### **Recommendations**

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. The school may offer scholarship program for the faculty members for them to finish their graduate degree courses.
2. The school may implement the program of activities which was crafted from the results of the study.
3. For future researchers, further research along this line could be conducted.

The same study may be conducted considering the academic performance of the students as dependent variable to validate the results of the study.

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