

The Mediating Role of Career Disposition on the Relationship Between School Accountability and Adversity Quotient of Elementary School Teachers

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Abstract: Public elementary school teachers encountered a variety of problems in their work, which frequently cause severe stress, affecting both their emotional well-being and their professional effectiveness. This study aimed to determine the mediating role of career disposition on the relationship between school accountability and adversity quotient of elementary teachers in Norala, South Cotabato Division during the school year 2024-2025. This study utilized the descriptive-correlational design with one hundred fifty elementary teachers selected using complete enumeration survey design. In gathering data, the researcher adopted survey questionnaires for the three variables. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r and Sobel test. Findings showed that the extent of school accountability of schools is extensive, while the extents of career disposition and adversity quotient of elementary teachers are very extensive; there is a significant relationship among school accountability, career disposition and adversity quotient; and career disposition has a mediating role on the relationship between school accountability and adversity quotient of elementary teachers. With this, the Department of Education may provide teachers with resilience-building training programs, focusing on work-life balance, coping mechanisms under pressure and enhancing emotional intelligence.

Keywords: Adversity Quotient, School Accountability, Career Disposition, Mediating Role, Elementary Teachers.

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I. INTRODUCTION

Public elementary school teachers face significant challenges, such as managing classroom dynamics and meeting high standards, which often lead to stress. Their ability to cope is linked to their level of resilience, commonly measured by the Adversity Quotient (AQ), a tool that evaluates how well individuals handle and grow from difficult situations.

Teachers in various regions, including the U.S., Indonesia, and the Philippines, face challenges like limited resources, heavy workloads, large class sizes, and weak professional support, leading to low Adversity Quotient (AQ) and resilience. These issues reduce motivation, increase stress, and contribute to high attrition. In places like Norala, South Cotabato, poor career disposition and job dissatisfaction worsen the problem. To stay dedicated and effective, teachers need to strengthen their AQ and adapt to the evolving demands of the profession.

The researcher did the study because there seemed to be a problem with the adversity quotient of teachers in Norala, South Cotabato, even though not many studies focused on this area. The goal was to find out if school accountability,

career disposition, and adversity quotient needed to be improved. The study also looked at whether career disposition helped connect school accountability and adversity quotient. The results aimed to help suggest programs and policies to support teachers with their work challenges.

The literature reviewed focused on school accountability, career disposition, adversity quotient, and their interrelationships. School accountability covered areas like resource management, teaching quality, and community relations, while career disposition involved commitment, recognition, pay, motivation, and life satisfaction. Adversity quotient included control, ownership, reach, and endurance. Studies showed that strong school accountability improves career disposition, and a high adversity quotient helps teachers handle challenges better. Supportive school environments also boost adversity quotient, helping teachers stay motivated and fulfilled despite difficulties.

This study was guided by the Self-Affirmation Theory, which suggests that teachers maintain a positive self-image by embracing change and showing adaptability, especially when they have a high adversity quotient. It also drew on the Appraisal Theory, which explains how teachers with high

adversity quotient view challenges positively, especially when schools support them. The study aimed to examine how school accountability, including resource management, teaching quality, school climate, operation and governance, and community relations, relates to teachers' adversity quotient, which includes control, origin ownership, reach, and endurance. It also aimed to determine whether career disposition, measured by occupational commitment, praise and appreciation, fair compensation, motivation, and life satisfaction, mediates this relationship among elementary teachers in Norala, South Cotabato.

This research aimed to determine the mediating role of career disposition on the relationship between school accountability and adversity quotient of elementary teachers in Norala, South Cotabato Division during the School Year 2024-2025. Specifically, it aims to answer the following questions:

- *What is the Extent of School Accountability of School Heads in Terms of:*
 - Resource Management;
 - Teaching Quality;
 - School Climate;
 - Operation and Governance; and
 - Community Relations?
- *What is the Extent of Career Disposition of Elementary School Teachers in Terms of:*
 - Occupational Commitment;
 - Praise and Appreciation;
 - Fair Compensation;
 - Motivation; and
 - Life Satisfaction?
- *What is the Extent of Adversity Quotient of Elementary School Teachers in Terms of:*
 - Control;
 - Origin Ownership;
 - Reach; and
 - Endurance?
- *Is there a Significant Relationship Among:*
 - Relationship Among School Accountability and Career Disposition,
 - Relationship Among Career Disposition and Adversity Quotient, And
 - Relationship Among School Accountability and Adversity Quotient?

Does career disposition significantly mediate the relationship between school accountability and adversity quotient of elementary school teachers in Norala, South Cotabato Division?

This study, conducted at a 0.05 level of significance, investigated the relationship among school accountability of school heads, career disposition, and the adversity quotient of elementary school teachers in Norala, South Cotabato. Specifically, it tested whether career disposition mediates the

relationship between school accountability and teachers' adversity quotient.

II. METHOD

This study used a non-experimental quantitative correlational research design to examine the relationships among school accountability, career disposition, and adversity quotient of elementary teachers. The correlational design allowed the researcher to explore associations and the mediating role of career disposition between school accountability and adversity quotient without manipulating the variables.

This study involved 150 elementary teachers from Grades 1 to 3 in small public schools in Norala, South Cotabato, who have at least three years of service. These teachers are directly involved in school accountability efforts that may influence their career disposition and adversity quotient. The study used a complete enumeration survey design, including all eligible teachers who met the criteria without restrictions on demographics such as age, gender, or education.

This study assessed three variables using validated questionnaires adapted from previous studies: school accountability (Wolomasi et al., 2019), career disposition (Adigun, 2020), and adversity quotient (Runta et al., 2019). Each instrument used a 5-point Likert scale with descriptive levels ranging from "Not Extensive" to "Very Extensive" to measure the extent of each variable's manifestation. The questionnaires covered relevant domains such as resource management and governance for school accountability, occupational commitment and motivation for career disposition, and control and endurance for adversity quotient. The instruments were reviewed by three experts and pilot tested with 30 teachers, with reliability confirmed by Cronbach's alpha values above 0.70, indicating their consistency and suitability for the study.

The researcher followed several steps to gather data for the study. After receiving approval from the Graduate School Dean in February 2025, permission was obtained from the South Cotabato Schools Division Superintendent in March and from individual school principals by early April 2025. Questionnaires were distributed both online via Google Forms and in hardcopy to ensure full participation. Data collection took place from the first to the third week of April 2025, with the researcher checking for completeness before proceeding. Finally, the collected data were tabulated and analyzed using appropriate statistical methods.

The collected data were analyzed using several statistical methods. The mean was calculated to assess the levels of school accountability, career disposition, and adversity quotient across their respective dimensions. Pearson Product Moment Correlation was used to examine the relationships between school accountability, career disposition, and adversity quotient. Finally, regression analysis was conducted to explore whether career disposition mediates the relationship between school accountability and

adversity quotient among elementary teachers in Norala, South Cotabato.

III. RESULTS AND DISCUSSIONS

The first section presented the extent of school accountability of school heads across five key areas: resource management, teaching quality, school climate, operation and governance, and community relations. Each area was evaluated to understand how effectively school leaders fulfilled their responsibilities. The findings provided insight into the strengths and weaknesses in school leadership practices, which may have influenced teacher performance and overall school effectiveness.

The second section presented the extent of career disposition of elementary teachers in terms of occupational commitment, praise and appreciation, fair compensation, motivation, and life satisfaction. Each aspect was assessed to determine how teachers viewed their careers and professional experiences. The results provided a clearer understanding of teachers’ attitudes and feelings toward their work, which could impact their performance and resilience.

The third section presented the extent of the adversity quotient of elementary teachers across four dimensions: control, origin ownership, reach, and endurance. Each dimension was evaluated to assess how teachers manage and respond to challenges in their professional and personal lives. The findings offered insight into teachers’ resilience and ability to cope with adversity, which are crucial for their effectiveness and well-being.

The study found that school heads’ accountability was rated as extensive, while elementary teachers’ career disposition and adversity quotient were rated as very extensive. Significant positive relationships were identified between school accountability, career disposition, and adversity quotient, showing that school heads’ accountability positively influences both teachers’ career disposition and resilience.

The study concluded that school heads in Norala, South Cotabato Division demonstrate extensive accountability, reflecting well-structured procedures and clear communication. Elementary teachers show a very extensive career disposition, supported by strong leadership and positive workplace relationships, as well as a very extensive adversity quotient, indicating their resilience in facing teaching challenges. Significant relationships were found among school accountability, career disposition, and adversity quotient, highlighting the impact of school leadership on teachers’ professional attitudes and resilience.

Based on the conclusions, the study recommends that the Department of Education incorporate resilience-building programs focusing on work-life balance and emotional intelligence. South Cotabato Division should enhance school leadership training to support teacher well-being and career disposition. Schools should maintain responsible management, improve mentoring, and offer clear career advancement paths. Teachers are encouraged to continue effective instructional efforts aligned with school goals. Future research should explore additional factors and use mixed methods to better understand how school leadership affects teachers’ careers during challenges.

Table 1 Summary on the School Accountability of School Heads

No.	Domains of School Accountability	Mean	SD	Descriptive Equivalent
1.	Resource Management	4.06	0.68	Extensive
2.	Teaching Quality	4.07	0.70	Extensive
3.	School Climate	4.00	0.73	Extensive
4.	Operation and Governance	4.19	0.68	Extensive
5.	Community Relations	4.11	0.72	Extensive
OVERALL		4.01	0.70	Extensive

Table 2 Summary on Career Disposition of Elementary Teachers

No.	Domains of Career Disposition	Mean	SD	Descriptive Equivalent
1.	Occupational Commitment	4.07	0.72	Extensive
2.	Praise and Appreciation	4.81	0.38	Very Extensive
3.	Fair Compensation	4.82	0.32	Very Extensive
4.	Motivation	4.72	0.38	Very Extensive
5.	Life Satisfaction	4.28	0.59	Very Extensive
OVERALL		4.54	0.48	Very Extensive

Table 3 Relationship of School Accountability, Career Disposition and Adversity Quotient of Elementary Teachers

Variables	Mean	SD	R	Degree of Relationship	p-value	Decision @ 0.05 level
School Accountability	4.01	0.70	0.632	High	0.008	Reject H ₀
Adversity Quotient	4.52	0.57				
School Accountability	4.01	0.70	0.491	Moderate	0.019	Reject H ₀
Career Disposition	4.54	0.48				
Career Disposition	4.54	0.48	0.669	High	0.001	Reject H ₀
Adversity Quotient	4.52	0.57				

Table 4 Mediating Effect of Career Disposition on the Relationship between School Accountability and Adversity Quotient of Elementary Teachers

	β	S.E.	p-value	Interpretation
Direct Effects				
School Accountability → Career Disposition	0.133	0.06	0.018	Significant
Career Disposition → Adversity Quotient	0.408	0.13	0.001	Significant
School Accountability → Adversity Quotient	0.034	0.09	0.696	Not Significant
Indirect Effect				
School Accountability → Career Disposition → Adversity Quotient	0.054		0.029	Significant (Full Mediation)

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