

## Adversity quotient and teaching internship achievement of pre-service teachers: A cross-sectional study

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### ABSTRACT

The adversity quotient is a measure of a person's ability to overcome challenges and setbacks. It is one of the many important factors that contribute to the students' success in their academic pursuits. This study investigated how pre-service teachers' ability to navigate and thrive in challenging situations, as measured by the adversity quotient, influenced their success and performance during their internship experience. In this quantitative study, a cross-sectional research design was used to examine the relationship between adversity quotient and teaching internship achievement and to investigate whether the pre-service teachers vary in their levels of adversity quotient when they are grouped according to age, sex, and academic program. This study involved 100 pre-service teachers from the College of Teacher Education in a state college in Occidental Mindoro, Philippines. Participants were selected using stratified proportional random sampling. The results of the study showed that the majority of participants in this study are females aged 21 to 23 years old and were enrolled in the Bachelor in Elementary Education program. It was found out that the AQ level of the pre-service teachers is high, and they exhibited an outstanding level of teaching internship achievement. Results also showed that pre-service teachers' level of adversity quotient is positively and significantly correlated with their teaching internship achievement. It was also revealed in this study that the adversity quotient of pre-service teachers does not appear to be significantly influenced by their age, sex, or academic program. With these findings, an intervention program for the AQ enhancement of pre-service teachers was proposed.

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## 1. INTRODUCTION

Academic success is a complex and multifaceted concept in education, with researchers pinpointing numerous factors that effectively enhance students' academic performance, especially among pre-service teachers. Our current education system, both in the Philippines and elsewhere, focuses on developing the intelligence quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ). This is because intelligence alone does not guarantee success. Experience demonstrates that numerous individuals with elevated IQs have often failed to attain success, highlighting that intelligence constitutes merely one aspect. To be successful for a long time, you often need more than just intelligence; you also need emotional and spiritual abilities. Emotional Quotient is the measure of our ability to control our emotions, understand others, be aware of ourselves, control our impulses, be persistent, and have constructive relationships with other people. Spiritual quotient, on the other hand, looks at how well someone understands spirituality. The adversity quotient (AQ), a concept introduced by Dr. Paul G. Stoltz (1997), is another important factor in academic success. AQ

elucidates the reasons why certain individuals consistently endure challenges and exhibit diligence, whereas others, including those who are intelligent and emotionally or spiritually stable, may falter and retreat.

Saxena and Rathore (2024) recently wrote about the adversity quotient as the ability of a person to handle and keep going through problems and changing situations, turning problems into chances. This concept is consistent with the claim made by Juwita et al. (2020) that AQ is a science of endurance that assesses a person's capacity to overcome challenges in life so that they can turn setbacks into opportunities. It was mentioned in the study of Safi'i et al. (2021) that since AQ positively correlates with performance, it can have an impact on a person's success. A person with a high AQ will also do well since, in the end, AQ also affects its possessor's performance, autonomy, and achievements.

Teaching internship is a vital phase in every teacher education program here in the Philippines and in other countries as well. This helps students in preparing to become qualified and full-fledged educators. In this stage, future teachers, or the so-called pre-service teachers, are trained in the fundamentals of learning-centered instruction and immersed in the actual classroom experience to become equipped, qualified, and certified teachers of the country (Rogayan & Reusia, 2021). The achievements of pre-service teachers during their teaching internship are often assessed through grading systems that evaluate their performance in various aspects of teaching, like classroom management, lesson planning, student engagement, and pedagogical effectiveness. These ratings provide quantifiable measures of a pre-service teacher's accomplishments and development over the internship time.

It is especially crucial for pre-service teachers to develop and demonstrate high levels of AQ as they become ready to enter the teaching profession. This is due to the fact that becoming a teacher may be difficult, with many challenges and setbacks that demand determination and dedicated effort to surmount. However, despite the importance of AQ as another success factor apart from IQ, EQ and SQ for student achievement, there is limited research on the levels of AQ and its possible relationship to other variables in the context of the pre-service teachers' teaching internship achievement.

Therefore, this study aimed to investigate the levels of AQ and teaching internship achievement among pre-service teachers of a certain college in Occidental Mindoro and to identify the relationship between these variables to discern whether a higher AQ contributes to better teaching internship achievement. By assessing the relationship of AQ and teaching internship achievement among pre-service teachers, future researchers of the college can look further into the effectiveness of the proposed intervention program to enhance the adversity quotient of the college pre-service teachers, ultimately leading to their improved academic success.

Generally, this study aimed to determine the relationship between adversity quotient and teaching internship achievement of CTE pre-service teachers. More specifically, this study sought to:

1. Identify the demographic profile of the pre-service students in terms of age, sex and academic program.
2. Determine the level of adversity quotient of pre-service students.
3. Determine the level of teaching internship achievement of pre-service students.
4. Test if adversity quotient significantly relates to teaching internship achievement.
5. Ascertain any significant difference between the levels of adversity quotient of the pre-service students when grouped according to their demographic profile.
6. Propose an intervention program to further enhance the adversity quotient of pre-service teachers.

## 2. METHODOLOGY

### 2.1. Design

In this quantitative study, a cross-sectional research design was used to examine the relationship between adversity quotient and teaching internship achievement. Likewise, the same design was employed in investigating whether the pre-service teachers vary in their levels of adversity quotient when they are grouped according to age, sex, and academic program. A cross-sectional study is a type of research design in which we gather information from many different individuals at a single point in time where variables are being observed without influencing them (Setia, 2016).

### 2.2. Sample and Study Site

This study was conducted among the 100 pre-service teachers in the College of Teacher Education in a state college in Mindoro, Philippines, who were enrolled during the Academic Year 2022-2023. The identified samples were chosen using stratified proportional random sampling to ensure that each of the four (4) academic programs of the college is represented proportionally in the sample. It is better to employ this

sampling method to give a more accurate representation of different subgroups within a population, leading to improved precision and validity in research findings.

### **2.3. Research Instrument**

Stoltz' (1997) Adversity Quotient (AQ) questionnaire modified by Yazon et al. (2019) was adapted and administered to the respondents. The AQ Scale consists of 16 items that measure a student's ability to persevere through difficult situations. It consists of 14 items that comprise the four dimensions of control, ownership, reach, and endurance (CORE) dimension that will determine the overall adversity quotient of an individual. The AQ test is an oppositional, scale-based, force choice questionnaire designed to gauge an individual's resilience.

### **2.4. Data Gathering Procedure**

The researcher sought permission to conduct the study from the college dean and the internship coordinator. After approval, the researcher oriented the respondents on the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Informed consent was then secured. Their teaching internship achievement scores were obtained from the official records of the internship coordinator. The adapted AQ questionnaire was administered during the respondents' regular internship meetings. Respondents were given enough time to answer the instrument, and the completed questionnaires were checked and encoded. All of the gathered information was treated and analyzed using appropriate statistical methods.

### **2.5. Ethical Considerations**

The study was carried out in consideration of basic ethical practices. The respondents were informed about the purpose of the study, assured that joining was completely voluntary, and reminded that they could choose not to participate at any point without any negative consequences. They were also informed that their answers would be kept confidential and used only for this research. No names were included in the data, and the internship ratings were accessed only with permission from the internship coordinator. All information gathered was handled carefully to protect the privacy of the participants. These measures ensured that the research was conducted responsibly and that ethical standards were consistently observed.

### **2.6. Data Analysis**

Descriptive statistics such as mean, standard deviation, frequency count, and percentage were used in determining the demographic profile and levels of adversity quotient and teaching internship achievement. In determining the relationship between the AQ and teaching internship achievement, correlation analysis using Pearson Product Moment Correlation Coefficient ( $r$ ) was utilized. The independent t-test ( $t$ ) and analysis of variance ( $F$ ) were used to test the significant differences between the levels of adversity quotient of the respondents when they are grouped according to age and sex.

## **3. RESULTS**

### **3.1. Demographic Profile of Pre-Service Teachers**

The results reveals that a significant portion of the respondents are 22 years old (55%), followed by those who are 21 years old (22%) and 23 years old (15%). 8% of pre-service teachers are 24 years old and above. This suggests that the majority of the respondents who are pursuing teaching as a profession fall within the range of 21 to 23 years.

In terms of sex distribution, the respondents are predominantly females, constituting 79% of the total respondents, while male respondents make up 21%. OMSC pre-service teachers were also enrolled in different academic programs, with the BEE (Bachelor in Elementary Education) program having the highest representation at 41%, followed by BSE (Bachelor of Secondary Education) at 36%, BPED (Bachelor of Physical Education) at 15%, and BTLE (Bachelor of Technology and Livelihood Education) at 8%. The prevalence of the respondents in the BEE program implies a specific interest in elementary education [Table 1].

Table 1. Demographic Profile of Pre-Service Teachers (n=100).

DEMOGRAPHIC PROFILE	FREQUENCY	PERCENTAGE
<b>Age</b>		
21 years	22	22
22 years	55	55
23 years	15	15
24 years and above	8	8
<b>Sex</b>		
Male	21	21
Female	79	79
<b>Academic Program</b>		
BSEd	36	36
BEEd	41	41
BPEd	15	15
BTLEd	8	8

### 3.2. Level of Adversity Quotient of Pre-Service Teachers

The distribution of pre-service teachers' AQ scores across levels shows that most of them have a strong capacity for handling adversity; 56% of them fall into the "High" level, followed by 34% in the "Moderate" level. Surprisingly, none of the pre-service teachers appear to have a "Very Low" AQ level, although a lesser percentage of respondents exhibit lower levels of adversity quotient, with 7% labeled as "Low." The mean AQ score of 3.507 and a relatively low standard deviation of .682 further reinforce the prevailing result of a high adversity quotient level among these pre-service teachers [Table 2].

Table 2. Level of adversity quotient of pre-service teachers.

LEVEL OF ADVERSITY QUOTIENT	FREQUENCY	PERCENTAGE
Very high	3	3
High	56	56
Moderate	34	34
Low	7	7
Very low	0	0
<b>Mean ± SD = 3.507 ± 0.682</b>		

Scale: 1.00-1.49: Very Low; 1.50-2.49: Low; 2.50-3.49: Moderate; 3.50-4.49: High; 4.50-5.00: Very High

### 3.3. Level of Teaching Internship Achievement of Pre-Service Teachers

As the data reveals, 70 (70%) of them got final ratings of 93 to 98 in their teaching profession course, which is described as outstanding; 23 (23%) got 99 to 100 which is excellent; 7 (7%) got 87 to 92 which is very satisfactory; and none of them got a final grade of 86 and below, which is described as satisfactory, fairly satisfactory, or failed. The mean achievement score of 96.63, along with a moderately low standard deviation of 2.65, strengthens the assertion of outstanding teaching internship performance [Table 3].

Table 3. Level of teaching internship achievement of pre-service teachers.

TEACHING INTERNSHIP ACHIEVEMENT	FREQUENCY	PERCENTAGE
Excellent	23	23
Outstanding	70	70
Very Satisfactory	7	7
Satisfactory	0	0
Fairly Satisfactory	0	0
Failed	0	0
<b>Mean ± SD = 96.63 ± 2.65</b>		

### 3.4. Relationship between the Levels of Adversity Quotient and Teaching Internship Achievement of Pre-Service Teachers

The correlation analysis results ( $r=.464$ ) indicates that there is a moderate positive correlation between the level of adversity quotient and teaching internship achievement. The positive correlation

between pre-service teachers' adversity quotient and teaching internship achievement signifies that as the adversity quotient scores increase, teaching internship achievement also tends to increase.

It can also be gleaned from the table that adversity quotient was found to have a highly significant relationship with the teaching internship achievement, as supported by the very low p-value of <0.001. This finding suggests that the observed relationship is unlikely to have happened by chance [Table 4].

Table 4. Correlation on the levels of adversity quotient and teaching internship achievement of pre-service teachers.

VARIABLES	CORRELATION COEFFICIENT (r)	p-value
Adversity Quotient & Teaching Internship Achievement	0.464**	<0.001

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

### 3.5. Difference in the Levels of Adversity Quotient of Pre-Service Teachers When Grouped According to their Demographic Profile

With an F-value of 0.156 and a p-value of 0.926, the findings reveal that there is no significant difference in the levels of AQ among pre-service teachers in terms of their age. Similarly, the ANOVA results indicate that the difference between AQ with respect to academic programs is also not statistically significant, as evidenced by an F-value of 1.555 and a corresponding p-value of 0.169.

In both instances, the p-values exceed the conventional significance threshold of 0.05, indicating that the observed variation in AQ scores among different age or academic program groups is likely attributable to random variability rather than a genuine difference induced by these variables. This interpretation is supported by the high p-value, which indicates that the observed differences are not statistically significant [Table 5].

Table 5. ANOVA on the levels of adversity quotient of pre-service teachers when grouped according to age and academic program.

VARIABLES	F	p-value
Adversity quotient and age	0.156	0.926
Adversity quotient and academic program	1.555	0.169

\* Significant if p-value < 0.05

As presented in the table, the t-test statistic is -0.276 with a p-value of 0.783. Since the p-value is higher than the conventional significance threshold of 0.05, the observed difference in AQ among pre-service teachers with respect to their sex is not statistically significant.

This result implies that the AQ, which measures a person's capacity to overcome obstacles, shows no significant variation between male and female pre-service teachers in this specific sample. Consequently, it can be inferred from the available evidence that sex does not play a significant role in influencing the resilience levels of those with aspirations to enter the field of education [Table 6].

Table 6. t-test analysis on the levels of adversity quotient of pre-service teachers when grouped according to sex.

VARIABLES	t	p-value
Adversity Quotient	-0.276	0.783

## 4. DISCUSSION

### 4.1. Demographic Profile of Pre-Service Teachers

The pre-service teachers are in the age range of 21 to 23 years, with a higher proportion of females. The BEEd program holds the most significant representation among academic programs, indicating a focus on elementary education.

A study by Abela et al. (2025) corroborated this finding, revealing that most prospective educators are female, constituting nearly 65% of the senior student demographic in the College of Education. This generally reflects the current trends within the field of education, and the disparity in sex representation within the teaching profession raises the question of its underlying influences. Likewise, the study of Yazon et al. (2021) revealed that the pre-service teachers in the two Asian countries are dominated by female students, and the majority belong to the ideal age bracket.

These findings indicate that teaching continues to be a female-dominated profession, with the majority of enrollees falling within the conventional college-age demographic, implying stable enrollment trends and prompt educational advancement among pre-service teachers. Furthermore, the finding implies that most of the pre-service teachers are getting ready to teach in the foundational years of schooling, where patience, concern, and effective communication are highly valued traits frequently associated with women.

#### **4.2. Level of Adversity Quotient of Pre-Service Teachers**

The results of the study show that most pre-service teachers have a high level of AQ. This means that they are resilient, could overcome challenges, and are likely to be successful in their teaching internships and their future careers as teachers. It is encouraging that none of the pre-service teachers had a very low AQ level. This suggests that the pre-service teachers in the study had the necessary resilience and coping mechanisms to confront the challenges of pre-service teaching. This result is further supported by Adnan and Matore (2022), who reported that nearly half of the pre-service teachers in their study demonstrated a high to very high level of adversity quotient, indicating strong resilience and the ability to persist despite academic and practicum-related challenges. In general, these results indicate that pre-service teachers are strong and can handle problems well, which is a favorable sign for their future roles in education. Therefore, stakeholders involved in the development of 21st-century learners should not only promote a growth mindset but also develop other essential factors, such as adversity quotient, to help learners become globally competitive citizens of the society. (Yazon et al. 2021).

The findings of this study suggest that it is important to help pre-service teachers develop their AQ. Training, education, and exposure to positive role models can achieve this. By increasing the AQ of pre-service teachers, we can help them to be more successful in their teaching careers.

#### **4.3. Level of Teaching Internship Achievement of Pre-Service Teachers**

The presented results from the pre-service teachers' teaching internship achievement, as measured by their final term grades, offer important information regarding the performance of these individuals during their teaching profession course. As an overall result, the pre-service teachers have an outstanding teaching internship achievement. This implies that these individuals excelled in their teaching internship and demonstrated a high level of competency and skill in the classroom. The fact that the largest percentage of students falls into this category suggests a consistent level of achievement and competence among a substantial portion of the sample. It's noteworthy that none of the pre-service teachers received a final grade below 86, which includes categories such as "satisfactory," "fairly satisfactory," and "failed." This absence of low ratings suggests that the teaching internship program has effectively screened and trained candidates to a level where they consistently meet at least a "very satisfactory" standard. Future studies might discuss the factors contributing to this high level of achievement and its potential implications for their subsequent teaching careers.

The current finding aligns with recent research indicating that pre-service teachers typically exhibit strong academic performance. Bartolome et al. (2025) indicated that pre-service teachers in early childhood education achieved a "very good" general weighted average while sustaining a minimum moderate level of Adversity Quotient, implying that these individuals possess academic competence regardless of the obstacles they encountered throughout their training. In a similar study, Danao et al. (2025) found that pre-service teachers in the Bachelor of Secondary Education program were rated "Very Good" in their academic work and also highly skilled in important 21st-century learning skills like critical thinking, working together, and talking to others. The consistent trend of high academic achievement among pre-service teachers indicates that teacher education institutions are successfully promoting academic excellence. It also implies that these students have the discipline, motivation, and learning strategies they need to become successful teachers in the future. Therefore, to keep these outstanding academic results going, there may need to be ongoing support for the curriculum, efficient teaching methods, and a positive learning environment.

#### **4.4. Relationship between the Levels of Adversity Quotient and Teaching Internship Achievement of Pre-Service Teachers**

The adversity quotient (AQ) is a measure of how well a person can handle problems and respond to them by using their strengths and potential. In this context, possessing a robust AQ entails embracing a mindset of resilience and proactive adaptation when faced with challenges in the pursuit of success (Widodo, Gustari & Chandrawaty, 2022).

Even though AQ is a relatively new idea, recent studies have indicated that it is strongly linked to academic outcomes like student performance, self-regulated learning, and subject achievement. These findings indicate that Adversity Quotient is a crucial non-cognitive determinant of academic achievement. Enhancing students' AQ may foster greater persistence, adaptability, and concentration on learning, all of which are crucial for academic success (Safi'i et al., 2021; Hung et al., 2023; Maramis & Waas, 2023).

The present study found that the AQ of pre-service teachers was positively correlated with their teaching internship achievement, indicating that individuals with higher AQ tend to perform better academically and professionally. The pre-service teachers who exhibit higher levels of adversity quotient are more likely to possess higher teaching internship grades.

This result aligns with the research conducted by Lontok et al. (2025), which indicated a moderate positive correlation between AQ and the academic performance of Bachelor of Science in Accountancy students. Hung et al. (2023) also found a strong positive link between students' AQ and their English language skills. This suggests that students who are more resilient and persistent tend to do better in school. These consistent results indicate the importance of cultivating pre-service teachers' capacity to adapt and recover from challenges, as these qualities enhance academic and professional performance.

The positive correlation with teaching internship achievement suggests that pre-service teachers who possess higher levels of resilience and the ability to manage and overcome challenges are more likely to perform well during their internship. This research suggests that developing a high AQ is crucial for pre-service teachers because it affords them the resilience and flexibility they need to succeed in challenging academic and practicum settings. They can handle classroom difficulties, stay motivated in the face of setbacks, and react well to criticism during their teaching internship if they have a high AQ (Parveen et al, 2025). Teacher education program should include activities that build AQ, like reflective journaling, mentoring programs, and resilience workshops, to help future teachers become more emotionally strong and persistent (Arabejo, 2024). In the end, these traits will improve their learning and teaching.

Additional studies could investigate the fundamental mechanism that underlies this correlation while also examining potential strategies for focused interventions that could improve both the adversity quotient and the teaching internship performance of pre-service teachers.

#### **4.5. Difference in the Levels of Adversity Quotient of Pre-Service Teachers When Grouped According to Their Demographic Profile**

The result of the ANOVA and t-test analysis of the present study revealed that the adversity quotient of pre-service teachers does not appear to be significantly influenced by their age, sex, and academic program. These findings implied that the average AQ score is the same for pre-service teachers of all ages, in both sexes, and in different academic programs of their choice. These results are somewhat in agreement with the findings of Bartolome et al. (2025), who revealed no significant disparity in AQ between male and female early childhood pre-service educators. The results indicate that the Adversity Quotient is a relatively stable characteristic that is not significantly affected by demographic variables such as gender, age, or academic program. This suggests that both male and female pre-service teachers exhibit similar degrees of resilience and coping skills in response to academic and pedagogical challenges. This means that teacher education programs can use AQ development programs with all their students, not just those in certain programs or genders. This is important because it provides all pre-service teachers the same chance to learn how to be flexible and persistent.

Conversely, the study by Adnan and Matore (2022) contradicts these results, as it found significant differences in AQ based on sex and field of study. They found that male pre-service teachers have higher AQ levels than female pre-service teachers, and that participants from all fields of study exhibit varying AQ levels. Similarly, the finding of Yazon and Ang-Manaig (2019) showed significant differences in the AQ levels of their participants in terms of academic program and field study.

These results of no significant differences can help guide educators and policymakers, indicating that efforts to enhance adversity quotient among pre-service teachers might need to be tailored more towards individual characteristics and experiences rather than general sex and age groups or academic programs. Further research could explore additional factors that might impact adversity quotient and whether these factors have a more substantial influence on the resilience level of the future educators.

#### **4.6. Proposed Intervention Program**

The present study's result showed a positive and significant correlation between the pre-service teachers' adversity quotient and their teaching internship achievement. In line with this finding, an intervention program in the form of a two-day seminar workshop with the following topics and activities is being proposed to further enhance the adversity quotient of the pre-service teachers. It was also recommended that this seminar-workshop be given before the deployment of the pre-service teachers.

*Understanding Adversity Quotient:* This topic would provide an in-depth introduction to adversity quotient, explaining what it is, why it is important, and how it differs from other personal traits like intelligence or emotional intelligence. Participants would learn about the components of AQ, including resilience, adaptability, problem-solving skills, and emotional regulation. We would emphasize the relevance of AQ to personal growth, professional development, and success in the teaching profession. This segment

will concentrate on practical strategies that foster resilience and improve coping skills. Pre-service teachers would learn techniques to manage stress, setbacks, and challenges commonly faced in teaching. Workshops and discussions could cover mindfulness techniques, positive reframing, effective time management, and maintaining a growth mindset. Real-life scenarios from classrooms could be discussed to help participants apply coping strategies to teaching contexts.

*Applying AQ in the Classroom:* This part of the workshop would explore how adversity quotient translates to effective classroom management and student engagement. It would describe strategies for creating a positive learning environment, fostering open communication, and adapting to diverse student needs. Interactive activities, role-playing, and case studies could help pre-service teachers develop practical skills for addressing classroom challenges while maintaining a constructive outlook.

*Reflective Practices and Professional Growth:* This topic would guide participants in using their adversity quotient to engage in reflective practices for continuous professional growth. Pre-service teachers would learn how to assess their teaching experiences critically, identify areas for improvement, and implement actionable strategies. The workshop could include journaling exercises, peer discussions, and action planning to encourage ongoing self-improvement based on AQ principles. By covering these essential topics, the seminar workshop would equip the pre-service teachers with a comprehensive understanding of adversity quotient and arm them with practical tools to navigate challenges, foster resilience, and excel in their future teaching careers.

## 5. CONCLUSION

This study is generally aimed at investigating the relationship between the levels of adversity quotient and teaching internship achievement of pre-service teachers in the College of Teacher Education in a state college in Occidental Mindoro, Philippines. This study was conducted with a sample of pre-service teachers who are predominantly female with ages that range from 21 to 23 years and are enrolled to become elementary school teachers. It was found out that the AQ level of the pre-service teachers is high, and they have an outstanding level of teaching internship achievement. The result means that the pre-service teachers in this study had a high level of resilience and ability to overcome challenges, and they also performed well in their teaching internship. Results also indicated that pre-service teachers' level of adversity quotient is positively and significantly correlated with their teaching internship achievement, which implies that the higher the pre-service teachers' AQ level, the better they performed in their teaching internship course. This study also revealed that pre-service teachers' age, sex, and academic program do not significantly influence their adversity quotient, indicating no significant difference in AQ level across these groups. Based on these findings, the researcher suggests developing an intervention program to assist pre-service teachers in improving their AQ levels.

Future research should investigate the effectiveness of the proposed intervention program aimed at enhancing the AQ levels of pre-service teachers. Ultimately, such intervention could lead to improved academic performance and success among pre-service teachers, which could have positive implications for the teaching profession.

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