

Impact of Teachers' Mindset, Skills, and Resilience on Teaching Performance

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Date received: February 5, 2025

Date revised: February 28, 2025

Date accepted: March 22, 2025

Originality: 95%

Grammarly Score: 99%

Similarity: 5%

Recommended citation:

Planos Jr., O., Estillero, K.C., Depiña, J., Evarrola, R.K., Parsons, D. (2025). Impact of teachers' mindset, skills, and resilience on teaching performance. *Journal of Interdisciplinary Perspectives*, 3(4), 317-327.

<https://doi.org/10.69569/jip.2025.065>

Abstract. This study examines the relationship between teachers' mindset, ability-based practices, and adversity quotient in relation to teaching performance. It aims to determine how these factors influence teaching effectiveness and whether demographic characteristics play a significant role. Using a descriptive-correlational research design, data were collected from 108 randomly selected public school teachers through a validated survey questionnaire. Results indicate that teachers' demographic profiles do not significantly affect their mindset, ability-based practices, or adversity quotient, suggesting that these factors are influenced more by personal traits and experiences. A slight positive association was found between teachers' mindset and their implementation of ability-based practices, though not statistically significant, implying that other factors may play a greater role. However, teachers with a positive and growth-oriented mindset demonstrated higher resilience in facing challenges, which can enhance their teaching performance. A strong significant relationship was observed between ability-based practices and adversity quotient, indicating that teachers who effectively apply these practices tend to cope better with adversities, leading to improved performance. These findings highlight the importance of fostering a positive mindset and resilience among teachers to enhance their effectiveness.

Keywords: Ability-based practices; Adversity quotient; Teachers' mindset; Teaching performance.

1.0 Introduction

In today's rapidly changing educational landscape, the effectiveness of teaching practices is more crucial than ever. The teachers play a crucial role in shaping the future of their students, and their ability to adapt and grow can significantly impact on student success. According to (Dweck, 2006), teachers who embrace a growth mindset tend to create more engaging and supportive learning environments. Research indicates that teachers with a strong growth mindset and high AQ are generally more effective in their roles, resulting in improved student engagement and success (Yeager & Dweck, 2012). Many existing studies concentrate on only one aspect, leaving teachers and policymakers without a comprehensive understanding of how these factors interact.

Dela Cruz (2023) emphasizes that a teacher's mindset plays a crucial role in their teaching performance. Research shows that teachers who adopt a growth mindset are more likely to adapt their teaching strategies to address the diverse needs of their students and are better prepared to face challenges in the classroom. Additionally, Muenks et al. (2018) highlight that implementing ability-based practices, such as differentiated instruction, is essential for meeting the varied learning needs within the classroom. Teachers who employ these strategies successfully create an inclusive environment that supports students with different ability levels. Research by Ronfeldt et al. (2018)

further supports the idea that teachers who employ ability-based practices, such as scaffolding and formative assessments, see improved performance. Moreover, Harris and Jones (2019) found that teachers who focus on building strengths through personalized learning strategies report greater job satisfaction and improved teaching performance. The study by Santos and Cruz (2020) stated that teachers with high adversity quotient (AQ) are equipped to handle challenges and stressors in the classroom, leading to improved teaching performance. These teachers demonstrate resilience when facing difficulties and are equipped to adapt to varied classroom environments. In a study by De Leon & Reyes (2021), teachers with a strong AQ showed improved problem-solving skills, positively affecting student engagement and achievement. As a result, the researchers were motivated to conduct the study to determine the influence of teachers' mindsets, ability-based practices, and adversity quotient on teachers' teaching performance.

2.0 Methodology

2.1 Research Design

The study employed a descriptive-correlational research design to explore the nature and strength of relationships among various variables without manipulating them. According to MacDonnell (2021), this design effectively helps understand how psychological factors, such as mindset, influence teaching outcomes. Supporting this approach, Niu (2019) demonstrated that examining teacher strategies and their personal qualities can provide insights into their effectiveness in the classroom. In line with the descriptive-correlational design, this study utilized a survey questionnaire as the primary data collection tool. This method allows the researchers to gather comprehensive information on teachers' attitudes, behaviors, and performance. The correlational aspect of the design will help identify whether there is a significant relationship between the independent variables – teacher mindset, ability-based practices, and AQ – and the dependent variable – teaching performance. This design provides an understanding of how these factors influence the teaching performance of elementary and secondary teachers in the District of Rosario.

2.2 Research Locale

The study was conducted in the District of Rosario, Division of Northern Samar. The municipality of Rosario is considered a 4th class municipality in the entire province of Northern Samar. The municipality's land area is 350 per square kilometers (900 per square mile) with 11 barangays, two of which are island Barangays, Barangay Buenavista and Barangay Ligaya, and an estimated population of 10,949. The Rosario District is composed of ten Elementary Schools, namely: Rosario Central School, considered the largest elementary school, composing of thirty-one teachers; Salhag Elementary School has fourteen teachers; Buenavista Elementary School has eight teachers; Kailangan Elementary School has five teachers; Guindaulan Elementary School has nine teachers, Bantolinao Elementary School has nine teachers, Aguada Elementary School has five teachers, Jamoog Elementary School has seven teachers, Ligaya Elementary School has six Teachers, and R. F Tobes Elementary School with four teachers). For the secondary schools in the district, Rosario National High School is considered as the largest school in the district, comprising a total of forty-two secondary teachers; Buenavista National High School with ten teachers; and lastly, Guindaulan National High School with nine teachers.

2.3 Research Participants

The total population of elementary and secondary teaching personnel in the Rosario District, Division of Northern Samar, is 148. A minimum acceptable sample size of 108 teacher-participants was recommended for the survey at a 5% margin error and 95% confidence interval. These public elementary and secondary teachers were randomly selected from the target population through stratified random sampling. These teachers also came from eleven elementary schools and three secondary schools in the Rosario, Division of Northern Samar district. They were chosen regardless of their gender, age, civil status, educational attainment, years of teaching experience, seminars, and training attended.

2.4 Research Instrument

This study used an adapted survey questionnaire from three different sources as the main instrument and the primary data source to answer the research questions of this study. The study followed ethical considerations such as providing respondents with informed consent, and respondents' participation was voluntary. Several steps were taken to validate the instruments. Education and assessment experts reviewed the adapted and modified questionnaires to ensure study objectives were met. Second, a pilot test with a small sample of respondents

identified question-wording ambiguities and assessed the instruments' clarity and comprehensiveness of the content indicators.

2.5 Data Gathering Procedure

This study used rigorous and systematic steps to collect data. Initially, the school principals and school heads sought permission to conduct the study. Second, the researchers introduced themselves and explained the study's rationale to the teacher-participants who would fill out the questionnaires. Teachers were asked to evaluate the influences of mindset, ability-based practices, and adversity quotient in their teaching performance. Third, the researchers briefly explained to the teachers how each research questionnaire was completed and returned. Fourth, once all the respondents had answered and completed the research questionnaires, the researchers personally collected them. Lastly, the researchers assured the respondents that their responses would be kept strictly confidential and that the study's findings would only be used for academic and educational purposes.

2.6 Ethical Considerations

This research study followed ethical guidelines. The informed consent was provided to the teacher-participants. The researchers explained the purpose and objectives of the study, which was to safeguard the respondents' fundamental rights. The respondents' participation was voluntary, and they were to dismiss themselves from the study at any time they felt uncomfortable. The teachers' participation was protected from harm: physical, social, psychological, and all other forms of harm were kept to an absolute minimum. The dignity and well-being of the teacher-participants who responded were always protected. The research data remained confidential throughout the study, and the teacher-participants' rights were protected, ensuring scientific or academic integrity. Furthermore, proper communication of results must be practiced to ensure this research study is free of plagiarism or research misconduct.

3.0 Results and Discussion

3.1 Profile of the Participants

The results (see Table 1) showed diverse ranges of ages among the respondents. As illustrated in the table above, many respondents fall from 31-40 years of age, gaining the highest percentage of 37.04%. The fact that many of the respondents were considered in the middle category of ages suggests that they were more skillful and had high enthusiasm for the student's learning engagement compared to those younger or older. However, only 5 or 4.63% were considered 61 years and above and were found little and considered few in the district. Mohd et al. (2018) noted a notable distinction between age, experience, and teacher effectiveness and the ability to contribute to their capacity to construct more effective and engaging learning experiences for students.

Table 1. *Descriptive statistics of respondents' demographic profile according to age*

Age	Frequency	Percentage (%)
61 years and above	5	4.63%
51 - 60 years	13	12.0%
41 - 50 years	32	29.6%
31 - 40 years	40	37.0%
21 - 30 years	18	16.6%

The result (see Table 2) indicated that the respondents' gender distribution was unequal among the 108 samples. In the given table, females predominantly cover the population of the respondents, with 92 in total (85.19%). In contrast, males, with 16 in total, occupied the remaining 14.81% of the total population of the respondents. The data revealed that females over-represented the whole study among the teacher participants, implying that teaching is regarded as suitable for women. Cultural expectations and social norms shape this perception. This societal perception has contributed to the over-representation of women in the teaching workforce (Bongco et al., 2020).

Table 2. *Descriptive statistics of respondents' demographic profile according to gender*

Gender	Frequency	Percentage (%)
Male	16	14.8%
Female	92	85.1%

It was indicated in the result (see Table 3) that there was a predominance of married respondents, with 86.11% of the total population of the respondents. No divorce or separation was noted among teacher participants; single individuals represented 11.11% and widowed, with only 2.78% of the respondents. The table shows that many of the teacher-participants were married and had stable and committed relationships. Mishra (2020) explains that it is conceivable that educators may possess more robust social support structures or that the inherent nature of their profession imbues a sense of purpose and significance, potentially serving as a stabilizing factor for marital relationships.

Table 3. *Descriptive statistics of respondents' demographic profile according to civil status*

Civil Status	Frequency	Percentage (%)
Single	12	11.1%
Married	93	86.1%
Widowed	3	2.78%
Divorced/Separated	0	0.00%

The data in Table 4 showed a varied pattern in the educational attainment of the teacher-respondents. Teachers with finished master's degrees comprise the highest percentage in the given data, 51.85%. This implies that respondents are considered proficient in teaching, able to utilize different effective teaching practices, and can personally develop a good mindset and handle teaching adversities. Pursuing higher education among teachers helps them grow and deepen their pedagogical knowledge, providing them with advancements in the curriculum to enhance their teaching skills and improve student learning outcomes. Omer & Mehmet (2021), based on their study it was determined that the reasons why teachers pursue master's degrees are for personal development or self-improvement in increasing knowledge in the field of education.

Table 4. *Descriptive statistics of respondents' demographic profile according to educational attainment*

Educational Attainment	Frequency	Percentage (%)
Bachelor's Degree	18	16.6%
Master's Degree Level	31	28.7%
Master's Degree Graduate	56	51.8%
Doctorate Degree Level	2	1.85%
Doctorate Degree Graduate	1	0.93%
Post-Doctorate Degree	0	0.00%

The study result showed a varied distribution of respondents regarding teaching experience (see Table 5). In the table given, the most significant teaching experience was those teachers with 6-10 years of experience, accounting for 33.33% of the total population of the respondents. It implies that more experienced teachers understand their subject matter better and can explain concepts more clearly. Sancar et al. (2022) stated that a robust teaching community where a culture of continuous learning and mutual support flourishes ultimately benefits educators and, by extension, the students they serve. Through these collaborative efforts, educators create an atmosphere conducive to growth, innovation, and the sustained advancement of the educational landscape.

Table 5. *Descriptive statistics of respondents' demographic profile according to teaching experience*

Teaching Experience	Frequency	Percentage (%)
21 years and above	24	22.2%
16 – 20 years	8	7.41%
11 - 15 years	28	25.9%
6 - 10 years	36	33.3%
5 years and below	12	11.1%

Table 6 shows the frequency and percentage distribution of the respondents in terms of seminars and training attended by the teacher-respondents. In the given result, teachers who attended division-level seminars and training comprised 58.33% of the total population of the respondents. It implies from this study that distribution illustrates how teachers address the need to enhance their skills and knowledge for effective teaching. Seminars and Trainings offered an avenue to help teachers update and align their teaching skills and expertise in the vast, changing educational landscape. However, few attended regional and national seminars and training; maybe because of the fewer opportunities for teachers to attend, sometimes it is costly for the teachers.

Table 6. *Descriptive statistics of respondents' demographic profile according to seminars and training attended*

Seminars and Trainings Attended	Frequency	Percentage (%)
National Level	7	6.48%
Regional Level	12	11.1%
Division Level	63	58.3%
District Level	22	20.3%
School-Based	4	3.70%

3.2 Influence of Teacher's Mindset on Teaching Performance

The findings revealed (see Table 7) that the highest-ranked item was teachers' belief in student potential (growth mindset) on student effort, with a mean score of 4.67, indicating a very high influence. This study demonstrates that teachers' positive beliefs in their students' potential significantly enhance student effort. The second most influential factor was teachers' positive classroom management, which had a mean score of 4.57 and underscored the importance of maintaining students' focus. The third factor was teachers' use of differentiated instructions, with a mean score of 4.56, highlighting the need to tailor teaching methods to meet diverse student needs. These findings imply that fostering positive relationships and effective communication is essential for minimizing adverse impacts on student outcomes. Ultimately, the overall mean score of 4.17, with a high influence interpretation, indicates that teachers' mindset is crucial to their teaching performance. While many factors demonstrated very high influence, there remains room for improvement in addressing negative aspects and reinforcing positive teaching behaviors to optimize student learning experiences and outcomes. Moreover, Dweck (2006) examined the role of teachers' mindsets in shaping student success. She found out that teachers with a growth mindset believe intelligence and abilities are not fixed traits but can be developed through effort, persistence, and learning from mistakes.

Table 7. *Influence of teacher's mindset on teaching performance*

Indicators	Mean	SD	Interpretation
Teacher's belief in student potential (growth mindset) on student effort.	4.67	0.53	Very High Influence
Teacher's belief in innate ability (fixed mindset) on student persistence.	4.43	0.61	Very High Influence
Teacher's high expectations of student achievement. Teacher's low expectations on student self-confidence.	4.25	0.71	Very High Influence
Teacher's low expectations on student self-confidence.	3.70	1.09	High Influence
Teacher's belief in student potential on student classroom engagement.	4.42	0.64	Very High Influence
Teacher's belief in student limitations on student participation.	4.07	0.85	High Influence
Teacher's teaching enthusiasm on student motivation.	4.48	0.66	Very High Influence
Teacher's use of differentiated instruction on student understanding.	4.56	0.53	Very High Influence
Teacher's positive classroom management on student on-task behavior.	4.57	0.80	Very High Influence
Teacher's negative classroom management on student anxiety.	3.86	1.14	High Influence
Teacher's use of formative assessment on student learning progress.	4.41	0.87	Very High Influence
Teacher's lack of formative assessment on student understanding of goals.	3.69	1.26	High Influence
Teacher's positive feedback on student self-efficacy.	4.29	0.81	Very High Influence
Teacher's negative feedback on student emotional well-being.	3.69	1.20	High Influence
Teacher's positive relationships with students on student academic performance.	4.31	0.83	Very High Influence
Teacher's negative relationships with students on student behavior.	3.68	1.22	High Influence
Teacher's clear communication of expectations on student task completion.	4.26	0.85	Very High Influence
Teacher's unclear communication of expectations on student frustration.	3.68	1.27	High Influence
Teacher's mindset on student test scores.	4.17	0.80	High Influence
Teacher's mindset on overall student academic performance.	4.31	0.74	Very High Influence
Grand Mean	4.17	0.87	High Influence

3.3 Influence of Ability-Based Practices on Teaching Performance

The mean scores and standard deviations (SD) consistently indicated positive ratings, reflecting excellent implementation of practices (see Table 8). The result indicates that teachers identify individual student learning needs with a mean score of 4.65, making it the most influential teaching practice and highlighting excellent implementation. This underscores the importance of tailoring instructions to meet each student's unique learning requirements, serving as the cornerstone of effective teaching. Secondly, teachers accurately use assessments to measure students' understanding, with a mean score of 4.64. This emphasizes the critical role of precise and practical assessment in guiding instruction and enhancing student learning. Additionally, the use of technology to support diverse learning needs ranked third, with a mean score of 4.62. This demonstrates the significant impact of integrating technology to accommodate various learning styles and abilities. Furthermore, the study by Torres (2017) explored the effectiveness of ability-based teaching practices among teachers in the Philippines. Ability-

based practices, such as differentiated instruction, involve tailoring teaching methods to meet student's diverse learning needs and abilities. The study found that teachers who applied these practices could create a more inclusive classroom environment where every student could succeed. Using strategies like varied learning materials, flexible grouping, and formative assessments, teachers could cater to individual learning paces and provide targeted interventions.

Table 8. *Influence of ability-based practices in teaching performance*

Indicators	Mean	SD	Interpretation
The teacher identifies individual student learning needs.	4.65	0.53	Excellent Implementation
The teacher differentiates instruction for various learning styles.	4.54	0.60	Excellent Implementation
The teacher uses diverse teaching methods for different abilities.	4.57	0.56	Excellent Implementation
The teacher allows students to learn at their own pace.	4.54	0.58	Excellent Implementation
The teacher provides individualized feedback and support.	4.59	0.58	Excellent Implementation
The teacher uses assessments to measure student understanding accurately.	4.64	0.58	Excellent Implementation
The teacher sets challenging but achievable goals for each student.	4.59	0.56	Excellent Implementation
The teacher facilitates collaboration among students of varying abilities.	4.51	0.63	Excellent Implementation
The teacher encourages risk-taking and learning from mistakes.	4.43	0.61	Excellent Implementation
The teacher creates a supportive and inclusive classroom environment.	4.47	0.58	Excellent Implementation
The teacher uses technology to support diverse learning needs.	4.62	0.54	Excellent Implementation
The teacher provides resources for students with learning difficulties.	4.51	0.59	Excellent Implementation
The teacher monitors student progress and adjusts instruction.	4.55	0.52	Excellent Implementation
The teacher encourages self-reflection and goal-setting.	4.49	0.57	Excellent Implementation
The teacher allows students to demonstrate learning in various ways.	4.56	0.52	Excellent Implementation
The teacher incorporates student choice and autonomy.	4.44	0.58	Excellent Implementation
The teacher uses formative assessment to guide instruction.	4.54	0.57	Excellent Implementation
The teacher provides clear expectations and rubrics.	4.48	0.60	Excellent Implementation
The teacher fosters a positive and motivating learning environment.	4.52	0.60	Excellent Implementation
The teacher seeks feedback from students to improve teaching.	4.58	0.64	Excellent Implementation
Grand Mean	4.54	0.58	Excellent Implementation

3.4 Influence of Adversity Quotient on Teaching Performance

The results indicate that teacher respondents demonstrated exceptional resilience during times of adversity. The highest-ranked statement, "I remain calm and focused even during stressful situations in the classroom," received a mean score of 4.56, highlighting the importance of maintaining composure under pressure. This suggests that emotional regulation is a crucial factor in teachers' resilience. The second statement, "I can effectively deal with difficult students," had a mean score of 4.52, emphasizing the necessity of effective behavior management strategies for constructively handling challenging learners. The third statement, "I keep a positive attitude even when facing setbacks," garnered a mean score of 4.51, indicating that optimism significantly contributes to a teacher's ability to overcome adversity.

Table 9. *Influence of adversity quotient on teaching performance*

Indicators	Mean	SD	Interpretation
I remain calm and focused even during stressful situations in the classroom.	4.56	0.53	Exceptional Resilience
I quickly identify and implement solutions to classroom problems.	4.45	0.63	Exceptional Resilience
I see challenges as opportunities for growth and learning.	4.47	0.55	Exceptional Resilience
I keep a positive attitude even when facing setbacks.	4.51	0.54	Exceptional Resilience
I effectively manage my time and workload to prevent feeling overwhelmed.	4.43	0.51	Exceptional Resilience
I bounce back quickly from disappointments or failures.	4.24	0.69	Exceptional Resilience
I seek support from colleagues or mentors when needed.	4.43	0.58	Exceptional Resilience
I proactively address potential problems before they escalate.	4.48	0.57	Exceptional Resilience
I can effectively manage my stress levels to prevent burnout.	4.48	0.57	Exceptional Resilience
I maintain a healthy work-life balance.	4.44	0.57	Exceptional Resilience
I adapt my teaching methods to meet the diverse needs of my students.	4.50	0.60	Exceptional Resilience
I persevere through challenging situations without giving up.	4.48	0.54	Exceptional Resilience
I learn from my mistakes and use them to improve my teaching.	4.48	0.54	Exceptional Resilience
I can effectively communicate with parents and administrators.	4.40	0.64	Exceptional Resilience
I am confident in my ability to handle unexpected events.	4.42	0.56	Exceptional Resilience
I effectively manage conflict in the classroom.	4.49	0.54	Exceptional Resilience
I can maintain a positive and encouraging classroom environment.	4.49	0.57	Exceptional Resilience
I can effectively deal with difficult students.	4.52	0.54	Exceptional Resilience
I can effectively deal with criticism.	4.42	0.68	Exceptional Resilience
I can maintain my enthusiasm for teaching despite the challenges I face.	4.44	0.68	Exceptional Resilience
Grand Mean	4.46	0.58	Exceptional Resilience

The overall grand mean of 4.46 reflects a strong exceptional resilience level across all measured indicators. However, despite the consistently high scores, the findings suggest potential areas for improvement, particularly in recovering from failure and managing criticism. Enhancing these skills could improve teaching performance by developing a more robust adversity quotient. Additionally, Stoltz (2016) examined the Adversity Quotient (AQ) concept and its influence on teachers' performance in various educational settings. His research found that teachers with a high AQ are more resilient and can maintain high levels of teaching effectiveness, even when facing personal, institutional, or student-related challenges.

3.5 Relationship Between Demographic Profile Variables and Teachers' Mindsets

The chi-square was utilized to determine the relationship between demographic profile variables and the influence of teachers' mindsets on teaching performance. The findings presented that the computed chi-square value for age was 9.32, with 16 degrees of freedom and a critical value of 26.296 at a 0.05 significance level. The null hypothesis was not rejected since the chi-square value was less than the critical value. The findings indicate that age has no significant relationship with the influence of teachers' mindsets on teaching performance. For the gender, the computed chi-square value was 2.04, with 4 degrees of freedom and a critical value of 9.488. Therefore, the null hypothesis was not rejected. This shows that gender has no significance in influencing teachers' mindsets. The computed chi-square for the civil status value was 3.53, with 12 degrees of freedom and a critical value of 21.026. The null hypothesis was not rejected, indicating no significant relationship between civil status and teachers' mindset. The computed chi-square value for educational attainment is 21.57, with 20 degrees of freedom and a critical value of 31.41. The null hypothesis was not rejected, showing no significant relationship between educational attainment and teachers' mindset. In the years of teaching experience, the computed chi-square value is 21.13, with 16 degrees of freedom and a critical value of 26.296, and the null hypothesis was not rejected. Indicating no significant relationship between teaching experience and teachers' mindset. Lastly, for the seminars and training attended, the computed chi-square value is 5.76, with 16 degrees of freedom and a critical value of 26.296. The null hypothesis was not rejected, meaning no significant relationship exists between seminars/trainings attended and teachers' mindsets. The result indicates that demographic factors, including age, sex, civil status, highest educational attainment, years of teaching experience, and seminars and training attended, do not significantly influence teachers' mindset in teaching performance. This suggests that mindset development may depend more on personal attributes, intrinsic motivation, or school environment than demographic characteristics. Educational institutions should prioritize inclusive mindset enhancement strategies for all teacher demographics, focusing on fostering growth-oriented attitudes and resilience through targeted interventions emphasizing cognitive, emotional, and professional growth for improved teaching outcomes.

Table 10. *Test of the relationship between the demographic profile and teachers' mindset*

Variables			Chi-square Value	Critical-Value	df	Level of Significance	Decision	Interpretation
Demographic Profile	Age	Teachers' Mindset	9.32	26.29	16	0.05	Fail to reject Ho	Not significant
	Gender		2.04	9.488	4		Fail to reject Ho	Not significant
	Civil Status		3.53	21.02	12		Fail to reject Ho	Not significant
	Educational Attainment		21.5	31.41	20		Fail to reject Ho	Not significant
	Years of Teaching		21.1	26.29	16		Fail to reject Ho	Not significant
	Seminar and Trainings Attended		5.76	26.29	16		Fail to reject Ho	Not significant

3.6 Relationship Between Demographic Profile Variables and Ability-Based Practices

The result (see Table 11) showed that the computed chi-square value for age was 3.01, with 16 degrees of freedom and a critical value of 26.296 at a 0.05 significance level. The null hypothesis was not rejected since the chi-square value was less than the critical value. It indicates that age does not have a significant relationship with the influence of ability-based practices in teaching performance. For the gender, the computed chi-square value was 0.15, with 4 degrees of freedom and a critical value of 9.488. Therefore, the hypothesis statement was not rejected; it indicates that gender was not significantly related to the influence of ability-based practices. For the civil status,

the computed chi-square value was 0.42, with 12 degrees of freedom and a critical value of 21.026. The null hypothesis was not rejected, indicating no significant relationship between civil status and the influence of ability-based practices. The computed chi-square value for educational attainment was 7.83, with 20 degrees of freedom and a critical value of 31.41. The null hypothesis was not rejected, indicating no significant relationship between educational attainment and the influence of ability-based practices. For the years of teaching experience, the computed chi-square value was 8.92, with 16 degrees of freedom and a critical value of 26.296. The null hypothesis was not rejected, showing no significant relationship between years of teaching experience and the influence of ability-based practices. Lastly, for the seminars and training attended, the computed chi-square value is 9.09, with 16 degrees of freedom and a critical value of 26.296. The null hypothesis was not rejected, indicating no significant relationship between seminars/training attended and the influence of ability-based practices. The findings suggested that demographic factors do not significantly influence the use of ability-based practices in teaching performance. This implies that other factors, such as professional development quality, instructional support, or intrinsic motivation influence the adoption and effectiveness of ability-based teaching strategies. Educational institutions should focus on enhancing teaching practices through targeted training and resources that address specific teaching challenges rather than relying solely on demographic characteristics to foster more effective and adaptive teaching methodologies.

Table 11. *Test of the relationship between demographic profile and ability-based practices*

Variables			Chi-square Value	Critical -Value	df	Level of Significance	Decision	Interpretation
Demographic Profile	Age	Ability-based Practices	3.01	26.29	16	0.05	Fail to reject Ho	Not significant
	Gender		0.15	9.488	4		Fail to reject Ho	Not significant
	Civil Status		0.42	21.02	12		Fail to reject Ho	Not significant
	Educational Attainment		7.83	31.41	20		Fail to reject Ho	Not significant
	Years of Teaching		8.92	26.29	16		Fail to reject Ho	Not significant
	Seminar and Trainings Attended		9.09	26.29	16		Fail to reject Ho	Not significant

3.7 Relationship Between Demographic Profile Variables and Adversity Quotient

In the given result (see Table 12), the computed chi-square value is 0.65, with 16 degrees of freedom and a critical value of 26.296 at a 0.05 significance level. Since the chi-square value was less than the critical value, therefore, the null hypothesis was not rejected. It indicates that age does not significantly relate to the adversity quotient in teaching performance. For the gender category, the computed chi-square value was 1.07, with 4 degrees of freedom and a critical value of 9.488. Therefore, the null hypothesis was not rejected; it shows that gender was not significantly related to the adversity quotient. For the civil status of the teacher-respondents, the computed chi-square value was 1.49, with 12 degrees of freedom and a critical value of 21.026. The null hypothesis was not rejected, indicating no significant relationship between civil status and the adversity quotient. The educational attainment, the computed chi-square value was 10.47, with 20 degrees of freedom and a critical value of 31.41. The null hypothesis was not rejected, meaning there was no significant relationship between educational attainment and the adversity quotient. For the years of teaching experience, the computed chi-square value was 9.3, with 16 degrees of freedom and a critical value of 26.296. Therefore, the null hypothesis was not rejected; it shows no significant relationship between teaching experience and the adversity quotient. For the seminars and training Attended, the computed chi-square value was 2.96, with 16 degrees of freedom and a critical value of 26.296. Therefore, the null hypothesis was not rejected; it indicates no significant relationship between seminars/training attended and the adversity quotient. The results revealed that demographic factors, including age, sex, civil status, educational attainment, years of teaching experience, and seminars/training attended, do not significantly affect the adversity quotient in teaching performance. The findings suggest that resilience and the ability to manage adversity are likely influenced more by personal traits, professional attitudes, or institutional support rather than demographic characteristics. Educational stakeholders should prioritize fostering a supportive work environment, offering mentorship, and providing resilience-building programs to enhance the adversity quotient among teachers across diverse backgrounds, ensuring that all educators are better equipped to handle challenges in the teaching profession.

Table 12. *Test of the relationship between the demographic profile and the adversity quotient*

Variables		Chi-square Value	Critical -Value	df	Level of Significance	Decision	Interpretation
Demographic Profile	Age	0.65	26.29	16	0.05	Fail to reject Ho	Not significant
	Gender	1.07	9.488	4		Fail to reject Ho	Not significant
	Civil Status	1.49	21.02	12		Fail to reject Ho	Not significant
	Educational Attainment	10.47	31.41	20		Fail to reject Ho	Not significant
	Years of Teaching	9.3	26.29	16		Fail to reject Ho	Not significant
	Seminar and Trainings Attended	2.96	26.29	16		Fail to reject Ho	Not significant
	Ability-based Practices						

3.8 Relationship Between Teachers' Mindset, Ability-based Practices, and Adversity Quotient

The result (see Table 13) showed that the Pearson correlation coefficient $r = 0.18$ indicates a weak positive correlation between the influences of teachers' mindset and ability-based practices in teaching performance. This suggests that as teachers' mindset influence their ability-based practices, there was a slight tendency for their teaching performance to improve, but the relationship was weak. The calculated t-statistic value of 1.88 and p-value of 0.06 indicated that the relationship was not statistically significant, as the p-value is greater than the 0.05 significance level. Therefore, the null hypothesis was not rejected, and it can be concluded that there was no significant relationship between teachers' mindset and their ability-based practices in teaching performance. The findings suggest that there is a weak positive correlation between teachers' mindset and their ability-based practices; the relationship was not statistically significant.

Table 13. *Test of the relationship between the influences of teachers' mindset and ability-based practices*

Variables	Pearson-r		Interpretation	
	t-stat value	p-Value	Decision	Interpretation
Influences of Teachers' Mind-Set and Ability-Based Practices	1.88	0.06	Fail to Reject Ho	Not Significant

This implies that factors other than mindset may play a more prominent role in determining how effectively teachers implement ability-based practices in their teaching. Investigating other potential influences, such as teaching experience, training, or institutional support, may be beneficial to understanding the key drivers of effective teaching practices. Given that the relationship was insignificant, future research could explore deeper factors that might help strengthen teachers' ability-based practices and enhance their overall teaching performance.

The Pearson correlation coefficient $r = 0.25$ indicates a weak positive correlation between the influences of teachers' mindset and their adversity quotient in teaching performance. This suggests that as teachers' mindsets improve, there is a slight tendency for their adversity quotient (resilience) to improve teaching performance. The calculated t-statistic value of 2.66 and p-value of 0.01 indicate that the relationship was statistically significant, as the p-value is less than the 0.05 significance level. Therefore, the null hypothesis was rejected, and it can be concluded that there was a significant weak positive relationship between teachers' mindset and their adversity quotient in teaching performance.

Table 14. *Test of the relationship between the influences of teachers' mindset and adversity quotient*

Variables	Pearson-r		Interpretation	
	t-stat value	p-Value	Decision	Interpretation
Influences of Teachers' Mind-Set and Adversity Quotient	2.66	0.01	Reject Ho	Significant

The findings suggested that teachers with a more positive and growth-oriented mindset tend to exhibit higher levels of resilience in facing challenges in their teaching. This indicates that fostering a positive mindset may

enhance teachers' ability to manage adversity, improving their teaching performance. Given the significant relationship, it may be beneficial for educational institutions to focus on developing and nurturing teachers' mindsets through professional development programs aimed at building resilience and a growth-oriented approach to challenges. This could contribute to better teaching outcomes and a supportive teaching environment.

The result (see Table 15) showed that the Pearson correlation coefficient $r = 0.76$ indicates a strong positive correlation between the influences of ability-based practices and adversity quotient in teaching performance. This suggests that as teachers apply more ability-based practices, their ability to handle adversity improves. The calculated t-statistic value of 12.04 and p-value of 0.00 indicates that the relationship was statistically significant, as the p-value is less than the 0.05 significance level. Therefore, the null hypothesis was rejected, and it can be concluded that there is a significant, strong positive relationship between the use of ability-based practices and the adversity quotient in teaching performance.

Table 15. *Test of the relationship between the influences of ability-based practices and adversity quotient*

Variables	Pearson-r		Interpretation	
	0.76		Strong Positive Correlation	
Influences of Ability-Based and Adversity Quotient	t-stat value	p-Value	Decision	Interpretation
	12.04	0.00	Reject Ho	Significant

The findings suggest that the more teachers implement ability-based practices, the better their ability to cope with adversity in their teaching roles. This highlights the importance of ability-based strategies in enhancing teachers' resilience, which can improve teaching performance. Given the strong and significant relationship, educational institutions and policymakers should consider incorporating ability-based practices into teacher training programs, as these practices might be key to improving teachers' ability to manage challenges effectively. Such initiatives can lead to enhanced teaching outcomes and more resilient educators equipped to handle the demands of the teaching profession.

4.0 Conclusion

Most of the teachers in the district exhibit a growth mindset and demonstrate resilience in their practices and challenges, persist in consistently applying ability-based practices and managing classroom adversities, particularly among those with lower AQ. Teachers with a high growth mindset and strong AQ are more adaptable, resilient, and effective in their teaching, contributing to better student engagement and learning outcomes. It is necessary to foster a growth mindset, improve ability-based teaching practices, and build teachers' resilience. Addressing these challenges requires a concerted effort from school administrators, policymakers, and education stakeholders to provide targeted professional development programs, emotional support, and teacher resources. Only through such a comprehensive approach can we support teachers in their professional growth and ensure that they remain effective in the face of challenges, ultimately leading to improved student outcomes in the District of Rosario.

5.0 Contributions of Authors

The authors indicate equal contribution to each section. The authors reviewed and approved the final work.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

First and foremost, the researchers would like to express utmost gratitude to the Almighty Father, the source of everything and who made this study possible. To Dr. David G. Parsons, our research adviser, who gave us unending help and research advice and guidance, and for sharing his knowledge and assistance that we needed, which helped us greatly enrich our study. To Mr. Mark Christian C. Tingzon, thank you for your continuous expertise and guidance in the computations and statistical interpretations of our data, which have contributed significantly to the improvements of the study. The researchers would also wish to express their gratitude to all the principals and school heads in the district of Rosario, who worked actively to provide us with the necessary data and other study information. To the teacher-participants of our study, we are truly grateful for the hard work and enthusiasm each of us has put into this task; without your cooperation, it would not have been possible to finish this commendable work of ours. To our family and friends, thank you for their fullest support, understanding, financial assistance, and continuous emotional and moral encouragement, which the researchers needed the most, and for encouraging and motivating the researchers to continue and finish the task.

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