JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 2, No. 12, pp. 92-111, December 2024

Adversity Quotient, Leadership Resilience, and Mentoring and Coaching Strategies of Instructional Leaders

Mary Jane D. Tipolo
Department of Education - Iloilo City National High School, Iloilo City, Philippines

Author Email: maryjane.tipolo@deped.gov.ph

Date received: September 18, 2024
Date revised: October 15, 2024
Date accepted: October 31, 2024

Originality: 95%
Grammarly Score: 99%
Similarity: 5%

Recommended citation:
Tipolo, M.J. (2024). Adversity quotient, leadership resiliency, and mentoring and coaching strategies of instructional leaders. *Journal of Interdisciplinary Perspectives*, 2(12), 92-111. https://doi.org/10.69569/jip.2024.0507

Abstract. To improve the technical assistance strategy, this study evaluated the adversity quotient, leadership resilience, and mentoring and coaching techniques of instructional leaders. Respondents of this study were the 138 public secondary instructional leaders composed of department heads and master teachers chosen randomly from the 210 total population of department heads and master teachers in SDO, Iloilo City. Ethical factors were considered to achieve this overall goal. Respondents were informed of the study's objective, benefits, and risks before being requested for consent to participate as respondents in the survey. The 2012 Data Privacy Act maintained the confidentiality of the respondent's identity. A descriptive research design with stratified random sampling examined demographic variables such as sex, designation, educational attainment, and length of service. The sample showed a notable sex disproportion, with most respondents being Master Teachers I, holding advanced degrees, and having over ten years of experience. Regarding sex, designation/position, and educational attainment of instructional leaders, there was no significant difference in the level of AQ® among respondents. However, there is a significant difference in the AQ® level of the respondents when grouped by their length of service. Additionally, AQ® analysis revealed "below average" levels for males and females, with significant differences across designations but not by educational attainment. Respondents with less experience showed "higher" resilience than those with longer tenures, while leadership resilience remained consistently high across all demographics. No significant differences were found in mentoring and coaching strategies based on the demographic profile. The findings suggest a need for targeted interventions to improve resilience among more experienced leaders and support more effective mentoring and coaching strategies. These insights inform the creation of a technical assistance plan to enhance instructional leadership.

Keywords: Instructional leaders; Adversity quotient; Leadership resilience; Mentoring; Coaching.

1.0 Introduction

The rapid and constant changes in society necessitate adaptive strategies that can foster the development of knowledge, skills, and practical applications. In response, the education sector must continually evolve to cultivate lifelong learners who can meet the demands of an ever-changing environment. Central to this adaptive process is the role of instructional leadership, which plays a crucial part in shaping teaching practices and improving educational outcomes. Instructional leadership is not merely the domain of school principals; it extends to department heads and master teachers, whose influence is equally significant in ensuring effective teaching practices and student success (Magnaye et al., 2023).

A growing body of literature underscores the pivotal role that instructional leaders play in fostering academic improvement. Dania and Andriani (in Magnaye et al., 2023) assert that instructional leadership is critical in enhancing school and student performance. While much attention has traditionally focused on school principals as the primary instructional leaders, more recent studies highlight the essential contributions of department heads and master teachers. These individuals often engage more directly with teachers, providing hands-on guidance and support that directly influences classroom instruction. San Miguel and Pascual (2021) emphasize that the educational sector relies heavily on these instructional leaders to steer their schools through challenges, particularly in times of adversity. Instructional leaders, particularly those in department head and master teacher roles, are tasked with ensuring that teachers remain effective and resilient amidst the growing pressures and responsibilities associated with modern education. These pressures have only intensified with implementing policies such as DepEd Order No. 012, s. 2020 calls for instructional leaders to prioritize their staff's safety, well-being, and adaptability.

Numerous meetings, seminars, conferences, administrative or school paperwork, community extension activities, and sports events, for example, necessitate the involvement and presence of teachers. Thus, the teachers' physical and mental health and, specifically, the quality of education are at stake and must be addressed. Their emotional and physical health is frequently compromised. However, when faced with hardship, other leaders in similar circumstances bounce back and strengthen. They have a "can do" mindset and see obstacles as possibilities. They exhibit the fortitude of a leader (Reed, 2018).

In the Philippines, the Department of Education (DepEd) has also recognized the need for resilient instructional leaders as a response to these evolving challenges. Initiatives like the MATATAG agenda aim to address long-standing issues in basic education by fostering resilience and adaptability among educators (DepEd Memorandum No. 35, s. 2016; DepEd Order No. 42, s. 2020). This directive places considerable responsibility on instructional leaders, especially department heads and master teachers, to navigate these expectations while also guiding their teachers in meeting the high standards set by the Results-Based Performance Management System - Philippine Professional Standards for Teachers (RPMS-PPST). The demands of this system, combined with other administrative and instructional responsibilities, have resulted in increased workload and stress for teachers and instructional leaders.

Regarding the current condition in the Schools Division (SDO) of Iloilo City, instructional leaders, specifically department heads and master teachers, are expected to show resilience in carrying out many of their responsibilities, one of which is assisting their teachers in achieving the high levels of proficiency demanded by the Results-Based Performance Management System- Philippine Professional Standards for Teachers (RPMS-PPST) tool of the Department of Education (DepEd).

Several studies have documented the growing burdens placed on educators. Dibbon (2004, as cited in Pacaol, 2021) highlights the extensive concealed work that teachers must manage in addition to their visible tasks, a burden that often leads to stress and overwork. Tancinco (2016, as cited in Pacaol, 2021) further elaborates on the complexities of these ancillary duties, noting that many teachers are compelled to bring their work home due to the sheer volume of tasks they must complete. The strain on teachers inevitably trickles down to the instructional leaders supporting them, further underscoring the need for resilience and effective leadership strategies in educational settings.

Furthermore, based on the author's experience as a mentor in the teaching profession, even with training, teachers may struggle to be effective if they lack needed resources such as updated teaching materials, technology, or school administration support. Additionally, the author observes that the broader culture of schools and the educational system can influence teacher effectiveness. Lack of collaboration among teachers, inadequate feedback channels, and resistance to change can all make it challenging to execute innovative strategies learned in training. Thus, mentoring programs should be vigorously implemented nationwide to strengthen teachers' instructional skills. According to Freedman (2009), as cited by Sandner (2023), mentoring programs across the country of Arizona, USA, have been considered a successful technique for improving the teaching practices of early career teachers. Current research asserted that systematic mentoring programs increased teacher self-efficacy and skill

(Wexler, 2020), as posited by Sandner (2023), explicitly using some aspects of mentoring: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback.

Concerning coaching, Professional Development (PD) is frequently employed to implement teacher transformation. As a result, a substantial body of literature is devoted to improving the implementation of professional development. According to Wei et al. (2009), as mentioned by Morris (2023), one evidence-based strategy for better supporting professional learning is the use of instructional coaches, such as department heads and master teachers in this study, who facilitate a continual cycle of improvement for teachers at the school site.

Both mentoring and coaching models have historically been described as one-to-one relationships, frequently with the mentor or coach holding a position of more excellent expertise, knowledge, experience, and power (Fletcher, 2012; Mullen, 2012; and Smith, 2017); cited by (O'Doherty, 2022). However, alternative conceptualizations of both mentoring and coaching intentionally shift power dynamics and describe collective, collaborative, and co-learning. Instructional leaders, including department heads and master teachers, are responsible for coaching and mentoring teachers within the school community but must ensure they possess the necessary knowledge and qualities.

Given these challenges, there is a clear gap in the literature regarding how instructional leaders, particularly in the context of the Schools Division of Iloilo City, can be better equipped to manage their multifaceted roles. While existing studies emphasize the importance of instructional leadership in educational improvement, few have explored specific strategies that can enhance the resilience and effectiveness of department heads and master teachers. Moreover, limited research integrates concepts such as Adversity Quotient®, leadership resilience, and mentoring and coaching strategies into a comprehensive framework for improving instructional leadership in the Philippines.

To address these gaps, the present study aims to develop an enhanced technical assistance plan that empowers instructional leaders in Iloilo City. The study focuses on key areas such as adversity quotient, leadership resiliency, and mentoring and coaching strategies. It seeks to provide instructional leaders with the tools and frameworks necessary to support their teachers effectively and enhance student outcomes. The significance of this research lies in its potential to contribute to the ongoing discourse on instructional leadership by offering practical, evidence-based solutions that can be implemented at the local level. Ultimately, this research hopes to strengthen the capacity of instructional leaders to navigate the complex demands of their roles and, in doing so, foster a more resilient and effective educational system.

2.0 Methodology

2.1 Research Design

This study adopted a descriptive research design to explore and document the current conditions, relationships, and trends related to instructional leadership in public secondary schools. Descriptive research, according to Fanollera (2000) and as further cited by Salinas (2017), involves collecting data to address research questions and hypotheses regarding present circumstances. This approach allows for a systematic examination of current relationships, attitudes, processes, and implications. It seeks to answer key questions about who, what, where, and how in the context of instructional leadership, resiliency, and coaching strategies.

2.2 Research Participants

The participants in this study were 138 public secondary school instructional leaders, comprising department heads and master teachers. These respondents were randomly selected from a total population of 210 instructional leaders within the Division of Iloilo City. The sample size was determined using Cochran's formula, with a margin of error set at 0.05. A stratified random sampling technique was employed specifically the proportional allocation method. According to Deauna (2011) and Salinas (2017), stratified random sampling ensures that participants are selected proportionally from each subgroup (stratum), providing a more accurate representation of the population. Key demographic variables such as sex, designation/position, educational attainment, length of service, and school population were considered when determining the number of participants.

2.3 Research Instruments

The study utilized a combination of adapted, researcher-developed and adopted questionnaires. The survey instrument was divided into two sections. Part I collected demographic data from the respondents, including optional name disclosure, sex, educational attainment, designation/position, and length of service. Part II comprised items designed to assess two main constructs: leadership resiliency and coaching strategies. Leadership resiliency was measured across five subcategories: self-efficacy, adaptability, optimism, self-sufficiency, and persistence. Coaching strategies were measured using five subcategories adapted from the Multi-Year Guidelines on the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (DM 008, s. 2023).

The questionnaire underwent content validation and was subsequently tested for reliability using Cronbach's alpha. A pilot test involving 30 department heads and master teachers yielded a Cronbach's alpha of 0.973 for leadership resiliency and 0.955 for mentoring and coaching strategies, indicating high reliability. According to Fraenkel & Wallen (2007), as cited in Salinas (2017), a reliability coefficient of 0.70 or higher is deemed acceptable for research instruments. Consequently, the instruments used in this study were considered highly reliable.

In addition to the questionnaire, the adversity quotient (AQ) was assessed using the AQ Profile® tool, a web-based instrument developed by Dr. Paul G. Stoltz and provided by PEAK Learning Inc. The AQ Profile® consists of an interactive questionnaire designed to measure respondents' typical responses to adverse situations. It evaluates four CORE dimensions: Control, Ownership, Reach, and Endurance, collectively constituting an individual's AQ®. Respondents rated items on a 10-point Likert scale. A formal agreement with PEAK Learning Inc. was secured to utilize the AQ Profile® tool, and a unique URL link was provided to respondents for online completion of the questionnaire.

2.4 Data Gathering Procedures

A structured schedule was followed to distribute the survey instruments and collect responses. Respondents completed the questionnaires related to demographic profiles, leadership resiliency, and coaching strategies through Microsoft Forms. Additionally, the Adversity Quotient® was measured via a unique URL link provided to respondents for the AQ Profile® tool. The data collection process was monitored to ensure compliance with the research timeline, and proper follow-up was conducted to maximize response rates.

2.5 Data Analysis

This study employed both descriptive and inferential statistical techniques. Descriptive statistics were used to summarize and interpret the data, including mean, frequency distribution, standard deviation, and percentage. For inferential statistics, tests such as the t-test, Kruskal-Wallis test, and one-way ANOVA were utilized to determine significant differences between groups and test hypotheses. These analyses were conducted using appropriate statistical software to ensure accuracy and rigor in interpreting the data.

2.6 Ethical Considerations

Ethical guidelines for research involving human participants were strictly adhered to throughout the study. Formal permission was sought from the Schools Division Superintendent, followed by written consent from school principals in the Division of Iloilo City, ensuring that institutional approval was in place before data collection. Participants were fully informed about the study's objectives, benefits, and potential risks, and informed consent was obtained before their participation. The study complied with the provisions of the Data Privacy Act of 2012, ensuring the confidentiality and anonymity of the respondents. No personally identifiable information was disclosed, and all collected data was anonymized to prevent linkage to individual participants. Access to the data was restricted to the researcher, and no external parties had access to the information. Furthermore, respondents were not provided financial compensation for their participation, ensuring participation was voluntary.

3.0 Results and Discussion

3.1 Demographic Profile of the Respondents

Table 1 summarizes the demographic profile of the respondents in terms of sex, designation/position, educational attainment, and length of service.

Table 1. Descriptives of the demographic profile of the respondents

Variable	Frequency	Percentage (%)
Sex		
Male	40	29.0
Female	98	71.0
Designation/Position		
Head Teacher I	7	5.10
Head Teacher II	1	0.70
Head Teacher III	20	14.5
Head Teacher IV	20	14.5
Head Teacher V	5	3.60
Master Teacher I	68	49.3
Master Teacher II	17	12.3
Educational Attainment		
Bachelor's Degree	43	31.2
Master's Degree	81	58.7
Doctorate Degree	14	10.1
Length of Service		
Shorter (10 Years and Below)	19	13.8
Longer (Above 10 Years)	119	86.2

As presented in Table 1, the distribution of respondents by Sex shows a notable sex disproportion, with 71.00% of the total 138 respondents being female, while males account for 29.00%. This imbalance sheds light on the representation of genders within the sample group. For designation/position, the majority of respondents hold advanced degrees, with 58.70% possessing a master's degree, followed by 31.20% holding a Bachelor's Degree and 10.10% with a Doctorate Degree. This highlights the high level of academic qualification among the respondents, indicating a potentially solid knowledge base within the sample group. The respondents perform various roles within the educational framework. Regarding educational attainment, Master Teacher I emerges as the most prevalent designation, encompassing 49.30% of the respondents, followed by Head Teachers III and IV, each comprising 14.50%. Regarding length of service, most respondents, accounting for 86.20%, have served for more than 10 years. In contrast, only 13.80% have a shorter tenure of 10 years or less. This distribution underscores the significant level of experience among the respondents, suggesting a wealth of practical knowledge and expertise accumulated over their years of service.

3.2 Level of Adversity Quotient

As presented in Table 2, the mean adversity quotient across all respondents is 120.40, with a standard deviation of 13.05. This indicates a "below average" level of AQ® within the sampled population, which ranges from 112 to 124.

Table 2. Descriptives of the level of adversity quotient

Variable	SD	M	Description
As a Whole	13.05	120.40	Below Average
Sex			
Male	16.03	120.33	Below Average
Female	11.06	120.43	Below Average
Designation/Position			
Head Teacher I	7.72	123.43	Below Average
Head Teacher II	0	140.00	Average
Head Teacher III	11.21	120.45	Below Average
Head Teacher IV	12.23	119.10	Below Average
Head Teacher V	30.77	129.20	Average
Master Teacher I	12.67	120.31	Below Average
Master Teacher II	11.66	117.24	Below Average
Educational Attainment			
Bachelor's Degree	11.46	120.60	Below Average
Master's Degree	14.11	120.64	Below Average
Doctorate Degree	11.89	118.36	Below Average
Length of Service			
Shorter (10 Years and Below)	12.37	126.31	Average
Longer (Above 10 Years)	12.96	119.45	Below Average

This suggests a tendency towards underutilizing potential and struggling with adversity, potentially leading to feelings of hopelessness and powerlessness, and escape from this state is possible by raising the AQ® (Stoltz, 2000; Okorji & Epetuku, 2019). These findings suggest that teachers face various unnecessary challenges and engage in negative, often unreasonable internal conversations that confine individuals in the psychological enclosures they unintentionally create. Because of this negative mindset, they could not take action to remedy the situation. By understanding the factors influencing resilience levels, organizations can implement strategies to cultivate a resilient workforce capable of effectively navigating challenges and achieving success in both personal and professional domains (Napire, 2019).

Transformational leadership theory suggests effective leadership involves navigating challenges and inspiring others to overcome adversity (Burns, 1978; Napire, 2019). The below-average AQ® scores among instructional leaders underscore the importance of cultivating resilience to promote effective leadership. Across all categories, instructional leaders typically possess an AQ® that falls within the below-average to average range. This suggests that they manage well when things are going smoothly. However, they may struggle more than necessary during significant setbacks or when faced with life's challenges. The result of this study is not far from the study conducted by Bińas and Siason (2023). Their analysis showed that teachers' AQs were low, ranging from 40 to 111. These findings suggest that teachers face various unnecessary challenges and engage in negative, often unreasonable internal conversations that confine individuals to the psychological enclosures they unintentionally create. Because of this negative mindset, they could not take action to remedy the situation. In contrast, those with an above-average adversity quotient demonstrate a commendable ability to persist through challenges and regularly tap into their growth potential (Stoltz, 2000; Okorji & Epetuku, 2019). The Psychological resilience theory highlights the need for individuals to develop adaptive coping strategies to thrive in challenging environments (Luthans, 2002; Moore, 2019). The findings suggest that instructional leaders may benefit from resilience-building interventions to enhance their AQ® regardless of demographic factors.

3.3 Level of Leadership Resiliency

Table 3 presents the summary of the leadership resiliency of respondents.

Table 3. Descriptives of the level of leadership resiliency

Variable	SD	M	Description
As a Whole	0.63	4.08	Very Highly Resilient
Sex			
Male	0.67	3.99	Highly Resilient
Female	0.61	4.12	Very Highly Resilient
Designation/Position			
Head Teacher I	0.62	3.57	Highly Resilient
Head Teacher II	0	4.88	Very Highly Resilient
Head Teacher III	0.63	4.31	Very Highly Resilient
Head Teacher IV	0.54	4.14	Very Highly Resilient
Head Teacher V	0.48	4.32	Very Highly Resilient
Master Teacher I	0.60	4.02	Very Highly Resilient
Master Teacher II	0.76	4.08	Very Highly Resilient
Educational Attainment			
Bachelor's Degree	0.59	4.06	Very Highly Resilient
Master's Degree	0.62	4.09	Very Highly Resilient
Doctorate Degree	0.78	4.10	Very Highly Resilient
Length of Service			
Shorter (10 Years and Below)	0.69	4.12	Very Highly Resilient
Longer (Above 10 Years)	0.62	4.08	Very Highly Resilient

The study reveals that respondents exhibit high resilience (M=4.08, SD=0.63) concerning their leadership resiliency. The findings indicate a consistently high level of leadership resiliency among respondents. It indicates that instructional leaders of SDO-Iloilo City exhibit resilience, adaptability, and determination, demonstrating skills in emotional management, empathy, risk-taking, and innovative approaches, making them inspirational and transformational leaders. Meanwhile, the relatively low standard deviation across different demographic variables suggests a uniformity in leadership resiliency levels among the sample population. This highlights the importance of fostering leadership resiliency in education, regardless of sex, designation/ position, educational attainment, or length of service, to effectively navigate challenges and promote positive outcomes within

educational institutions. Leadership resiliency is a cornerstone for organizational success, as it empowers leaders to navigate dynamic environments and inspire their teams toward shared goals (Eliot, 2020).

Relative to this, the Psychological resilience theory suggests that resilience is a dynamic process influenced by individual and collective factors (Luthans, 2002; Moore, 2019). The findings suggest that leadership resiliency is not significantly influenced by demographic factors, highlighting the importance of individual attributes and coping mechanisms. Influential instructional leaders are tasked with a dual responsibility: demonstrating instructional leadership prowess while also mastering organizational management skills, thereby steering schools toward excellence (Sebastian et al., 2019). These findings underscore the importance of these qualities and affirm their critical role in driving positive outcomes within educational institutions. Transformational leadership theory emphasizes the role of leaders in fostering leadership resiliency and promoting positive outcomes within organizations (Burns, 1978; Napire, 2019). The consistently high levels of leadership resiliency among instructional leaders underscore their effectiveness in navigating challenges and promoting organizational success.

3.4 Level of Coaching Strategies

As seen in Table 4, the respondents demonstrated exemplary mentoring and coaching strategies, with a mean score of 4.20 (SD = 0.57).

Table 4. Descriptives of the level of coaching strategies

Variable	SD	M	Description
As a Whole	0.57	4.20	Exemplary Strategies
Sex			
Male	0.53	4.10	Exemplary Strategies
Female	0.59	4.24	Exemplary Strategies
Designation/Position			
Head Teacher I	0.56	3.88	Advanced Strategies
Head Teacher II	0	4.47	Exemplary Strategies
Head Teacher III	0.58	4.39	Exemplary Strategies
Head Teacher IV	0.58	4.27	Exemplary Strategies
Head Teacher V	0.32	4.28	Exemplary Strategies
Master Teacher I	0.59	4.11	Exemplary Strategies
Master Teacher II	0.54	4.29	Exemplary Strategies
Educational Attainment			
Bachelor's Degree	0.53	4.29	Exemplary Strategies
Master's Degree	0.56	4.16	Exemplary Strategies
Doctorate Degree	0.74	4.08	Exemplary Strategies
Length of Service			
Shorter (10 Years and Below)	0.68	4.16	Exemplary Strategies
Longer (Above 10 Years)	0.56	4.20	Exemplary Strategies

This indicates that SDO-Iloilo City Instructional Leaders employed advanced mentoring and coaching strategies to understand individual teacher needs and develop transformative plans. They inspire teachers to grow, innovate, and achieve exceptional results, creating a collaborative learning culture. This aligns with research indicating that mentoring and coaching provide vital support and guidance to educators throughout their careers (Cornelius et al., 2020; Yan, 2021), as cited by Masalimova et al. (2023). Mentoring stimulates personal and professional development, job satisfaction, and collaboration (Hathazi, 2020; Pandey & Sharma, 2022), as Masalimova et al. (2023) further cites.

The Psychological resilience theory suggests effective coaching and mentoring can contribute to resilience-building and professional development (Luthans, 2002; Moore, 2019). The findings underscore the universal applicability of mentoring programs in supporting educators at different career stages. Transformational leadership theory emphasizes leaders' role in supporting others' professional growth and development (Burns, 1978; Napire, 2019). The findings suggest that instructional leaders demonstrate proficiency in mentoring and coaching strategies, regardless of demographic factors.

3.5 Coaching Strategies

Table 5 highlights the respondents' mentoring and coaching strategies. As enumerated, instructional leaders implement various mentoring and coaching strategies to enhance teachers' effectiveness. Results reveal that the

instructional leaders advise and guide colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives (PPST 4.5.3) (SD=0.72, M=4.29). They demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture (SD=0.73, M=4.29). Instructional leaders have formulated and used efficient teaching strategies to collaborate with colleagues to foster critical and creative thinking and other higher-order thinking abilities (PPST 1.5.3) (SD=0.68, M=4.28).

Table 5. Descriptives of the level of coaching strategies

Mentoring and Coaching Strategy		SD	Mean
KRA	**Statement**		
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3)	0.72	4.29
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.73	4.29
Content Knowledge and Pedagogy	Formulated and used efficient teaching strategies to collaborate with colleagues to foster critical and creative thinking and other higher-order thinking abilities. (PPST 1.5.3)	0.68	4.28

This dedication to mentoring and coaching aligns with the literature on professional development as a strategy for teacher transformation. Wei et al. (2009), cited by Morris (2023), emphasize the importance of instructional coaches, such as department heads and master teachers, in facilitating continual improvement among teachers. They are crucial in guiding teachers through professional learning experiences, including in-service training, to enhance their expertise in specific areas. Similarly, Desimone and Pak (2017; Morris, 2023)) highlight how instructional leaders enhance teachers' progress by utilizing active learning strategies, fostering a sense-making process, and contributing to positive workplace cultures.

Research conducted by Goleman (2012) and Grant and Hartley (2014), as cited by Peláez, Zuberbuhler, and Matinez (2020), underscores the necessity for instructional leaders to possess strong coaching skills. These skills are vital for providing teachers with comprehensive feedback and modification recommendations, ultimately leading to improved instruction and student learning outcomes. In their role as coaches, instructional leaders guide teachers not only in subject matter expertise and pedagogy but also in areas such as learning development, curriculum planning, and personal and professional development, as outlined in designated duties (DM 008, s., 2023).

Grouped by Sex

Table 6. Descriptives of the level of coaching strategies when grouped by sex

Mentoring and Coaching Strategy		SD	Mean
KRA	**Statement**		
Males			
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to teaching-learning.	0.67	4.25
Learning Development & Diversity of Learners	Demonstrated with colleagues the efficient methods for creating learning environments that value fairness, respect, and care.	0.55	4.18
Learning Development & Diversity of Learners	Collaborated with colleagues to share effective methods for maintaining nurturing learning environments, encouraging students to participate, cooperate with, and contribute to ongoing learning.	0.59	4.18
Females			
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.70	4.37
Curriculum and Planning	Collaborated with colleagues in developing and applying effective strategies in the planning and managing developmentally sequenced teaching and learning processes to meet the curriculum requirements and varied teaching contexts. (PPST 4.1.3)	0.75	4.34
Content Knowledge and Pedagogy	Modeled with colleagues the effective integration of subject-matter expertise throughout the curriculum's teaching domains. PPST 1.1.3)	0.67	4.33

As seen in Table 6 in terms of sex, the mentoring and coaching strategies employed by both male and female respondents in educational leadership roles are robust. Male instructional leaders advise and guide colleagues in various related works/activities contributing to the teaching-learning process (SD=0.67, M=4.25). The relatively low standard deviation suggests considerable consistency among male instructional leaders in this aspect of educational leadership. Female instructional leaders showcase their expertise in mentoring and coaching strategies by advising and guiding colleagues in the selection, organization, development, and use of suitable teaching and learning resources, including ICT, to address specific learning objectives (PPST 4.5.3) (SD=0.70, M=4.37). This suggests a high level of proficiency and consistency in this area among female leaders. The relatively low standard deviations across various strategies for both male and female instructional leaders suggest uniformity in their approaches, underscoring the importance of these strategies in promoting professional growth and enhancing the teaching-learning process within educational institutions (Morris, 2023). These findings emphasize the significance of effective mentoring and coaching strategies in educational leadership, highlighting the need for consistent implementation to achieve positive outcomes.

Grouped by Designation

Concerning designation, as seen in Table 7, fourteen (14) mentoring and coaching strategies of the Head Teacher I respondents, with a mean of 4.00, were found to have been applied as instructional leaders. The proficiency demonstrated by Head Teacher I respondents in various mentoring and coaching strategies across multiple domains, including content knowledge and pedagogy, learning development, diversity of learners, curriculum planning, and personal growth and professional development, underscores the pivotal role of Head Teacher I positions in providing comprehensive support to teachers (Morris, 2023). As instructional leaders, Head Teacher I roles extend beyond curriculum oversight to encompass effective coaching and mentoring, aligning with the concept that instructional leaders play a crucial role in facilitating continuous teacher improvement through ongoing professional learning cycles (Wei et al., 2009; Desimone & Pak, 2017) as cited by Morris (2023).

Table 7. Descriptives of the level of coaching strategies when grouped by designation

KRA	Mentoring and Coaching Strategy Statement	SD	Mean
Head Teacher I			
Content Knowledge and Pedagogy	Assessed with colleagues the efficiency of instructional strategies that encourage literacy and numeracy learning. (PPST 1.4.3.	0.58	4.00
Content Knowledge and Pedagogy	Demonstrated with colleagues a wide range of effective verbal and nonverbal communication strategies in the classroom to encourage student learning, participation, engagement, and success.	0.58	4.00
Content Knowledge and Pedagogy	Formulated and used efficient teaching strategies to collaborate with colleagues to foster critical and creative thinking and other higher-order thinking abilities. (PPST 1.5.3)	0.58	4.00
Learning Development & Diversity of Learners	Modeled effective approaches for giving quick, precise, and helpful feedback to colleagues to motivate each student to evaluate and enhance diverse learning.	0.58	4.00
Learning Development & Diversity of Learners	Demonstrated with colleagues the efficient methods for creating learning environments that value fairness, respect, and care.	0.58	4.00
Learning Development & Diversity of Learners	Exemplified excellent strategies and assisted colleagues in promoting learning environments that effectively encourage students to work productively by taking ownership of their learning.	0.58	4.00
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.82	4.00
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.82	4.00
Personal Growth & Professional Development	Guided and encouraged colleagues to improve connections with parents, guardians, and the larger school community to increase their participation in the educational process.	1.00	4.00
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to the teaching-learning process.	0.58	4.00
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.58	4.00

Personal Growth & Professional Development	Demonstrated a learner-centered teaching philosophy in several practice-related areas. Assisted colleagues in developing their learner-centered teaching philosophies. (PPST 7.1.3)	0.58	4.00
Personal Growth & Professional Development	Planned professional development goals and offered guidance and support to colleagues in setting and accomplishing their goals by reflecting on the Philippine Professional Standards for Teachers. (PPST 7.5.3).	0.58	4.00
Personal Growth & Professional Development	Guide and encourage colleagues to regularly review the current codes, laws, and rules pertaining to the teaching profession and their obligations under the Code of Ethics for Professional Teachers. (PPST 6.3.4).	0.58	4.00
Head Teacher II			
	The respondents employed all mentoring and coaching strategies.	0	4.00
Head Teacher III			
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.58	4.68
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.59	4.65
Curriculum and Planning	Collaborated with colleagues in developing and applying effective strategies in the planning and managing developmentally sequenced teaching and learning processes to meet the curriculum requirements and varied teaching contexts. (PPST 4.1.3).	0.68	4.60
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to the teaching-learning process.	0.68	4.60
Head Teacher IV			
Curriculum and Planning	Collaborated with colleagues in developing and applying effective strategies in the planning and managing developmentally sequenced teaching and learning processes to meet the curriculum requirements and varied teaching contexts. (PPST 4.1.3).	0.51	4.55
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.51	4.50
Learning Development & Diversity of Learners	Collaborated with colleagues to share effective methods for maintaining nurturing learning environments encouraging students to participate, cooperate with, and contribute to ongoing learning.	0.51	4.45
Curriculum and Planning	Reviewed feedback from colleagues, teachers, and learners' feedback to plan, facilitate, and enrich teaching practice. (PPST 4.4.3).	0.60	4.45
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.60	4.45
Head Teacher V			
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.55	4.60
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to the teaching-learning process.	0.55	4.60
Learning Development & Diversity of Learners	Provide strategy among colleagues and create a learner-centered teaching environment that promotes achievement by adapting instruction to students' linguistic, cultural, socioeconomic, and religious backgrounds.	0.55	4.40
Learning Development & Diversity of Learners	Showed colleagues how to consistently execute policies, guidelines, and procedures to create a secure and safe learning environment that will improve diverse learning.	0.55	4.40
Curriculum and Planning	Reviewed feedback from colleagues, teachers, and learners' feedback to plan, facilitate, and enrich teaching practice. (PPST 4.4.3).	0.89	4.40
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.55	4.40

Assessment and Reporting	Monitoring and assessment of attainment data were collectively evaluated with colleagues to help in the development and success of learners. (PPST 5.2.3).	0.55	4.40
Personal Growth & Professional Development	Guided and encouraged colleagues to improve connections with parents, guardians, and the larger school community to increase their participation in the educational process.	0.55	4.40
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.55	4.40
Personal Growth & Professional Development	Demonstrated a learner-centered teaching philosophy in several practice-related areas. Assisted colleagues in developing their learner-centered teaching philosophies. (PPST 7.1.3).	0.55	4.40
Personal Growth & Professional Development	Guide and encourage colleagues to regularly review the current codes, laws, and rules pertaining to the teaching profession and their obligations under the Code of Ethics for Professional Teachers. (PPST 6.3.4).	0.55	4.40
Master Teacher I			
Content Knowledge and Pedagogy	Assessed with colleagues the efficiency of instructional strategies that encourage literacy and numeracy learning. (PPST 1.4.3).	0.64	4.22
Content Knowledge and Pedagogy	Demonstrated with colleagues a wide range of effective verbal and nonverbal communication strategies in the classroom to encourage student learning, participation, engagement, and success.	0.69	4.22
Personal Growth and Professional Development	Advised and guided colleagues in various related works/activities contributing to the teaching-learning process.	0.70	4.21
Master Teacher II			
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.51	4.47
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.71	4.41
Personal Growth & Professional Development	Actively engaged in professional networks within and between institutions to advance practice and knowledge.	0.51	4.41
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to the teaching-learning process.	0.62	4.41
Personal Growth & Professional Development	Demonstrated a learner-centered teaching philosophy in several practice-related areas. Assisted colleagues in developing their learner-centered teaching philosophies. (PPST 7.1.3).	0.62	4.41
Personal Growth & Professional Development	Planned professional development goals and offered guidance and support to colleagues in setting and accomplishing their goals by reflecting on the Philippine Professional Standards for Teachers. (PPST 7.5.3).	0.62	4.41

The Head Teacher II respondents have exhibited notable consistency in considering all mentoring and coaching strategies, as evidenced by their uniform ratings of 4.00 with a standard deviation of 0. This consistency across various strategies indicates a high level of competency and a thorough application of these approaches (Morris, 2023). Such uniformity in ratings suggests that those in Head Teacher II positions effectively execute their duties as instructional leaders, offering consistent support and guidance to teachers. This consistency is instrumental in creating and maintaining a positive learning environment conducive to student success (Garbacz et al., 2015).

Head Teacher III respondents excelled in mentoring and coaching strategies related to personal growth and professional development, curriculum planning, and collaborative Planning (Morris, 2023). These findings highlight the importance of Head Teacher III's roles in providing targeted support for teacher development and curriculum implementation, crucial for enhancing teacher effectiveness and student learning outcomes (Goleman, 2012; Grant et al., 2014) as cited by Peláez et al., (2020).

Head Teacher IV respondents demonstrated proficiency in mentoring and coaching strategies related to curriculum planning, resource utilization, collaborative planning, and feedback (Morris, 2023). It implies that those Head Teacher IV positions are critical in promoting instructional excellence and supporting teachers in addressing diverse learning needs, thereby contributing to overall school improvement (Louis et al., 2010; Moore, 2015).

Head Teacher V respondents exhibited expertise in mentoring and coaching strategies related to curriculum planning, resource utilization, personal growth and professional development, and feedback (Morris, 2023). These findings underscore the significance of Head Teacher V's roles in promoting instructional innovation and improving student learning outcomes, which are essential for school effectiveness and teacher professional growth (O'Keefe, 2017; Morris, 2023).

Master Teacher I respondents displayed proficiency in mentoring and coaching strategies related to content knowledge and pedagogy, as well as personal growth and professional development (Morris, 2023). It implies that those in Master Teacher I positions are crucial in providing subject-specific support and fostering teacher growth, contributing to overall school improvement and teacher effectiveness (Ellinger et al., 2011; Stehlik et al., 2014).

Master teacher II respondents demonstrated expertise in mentoring and coaching strategies related to personal growth and professional development, curriculum planning, resource utilization, and collaboration (Morris, 2023). These findings suggest that those in Master Teacher II positions support teacher growth and promote instructional innovation through effective coaching and mentoring (Smith Jr., 2015; Peláez et al., 2020).

Grouped by Educational Attainment

Table 8. Descriptives of the level of coaching strategies when grouped by educational attainment

Mentoring and Coaching Strategy		SD	Mean
KRA	**Statement**		
Bachelor's Degree			
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.67	4.44
Learning Development and Diversity of Learners	Applied positive and non-violent punishment to maintain learning-focused environments by demonstrating competent and constructive behavior management abilities among colleagues. (PPST 2.6.3).	0.58	4.40
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.73	4.40
Personal Growth and Professional Development	Advised and guided colleagues in various related works/activities contributing to teaching-learning.	0.62	4.40
Master's Degree			
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to teaching-learning.	0.85	4.28
Content Knowledge and Pedagogy	Demonstrated with colleagues a wide range of effective verbal and nonverbal communication strategies in the classroom to encourage student learning, participation, engagement, and success.	0.71	4.27
Content Knowledge and Pedagogy	Formulated and used efficient teaching strategies to collaborate with colleagues to foster critical and creative thinking and other higher-order thinking abilities. (PPST 1.5.3).	0.63	4.26
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.69	4.26
Doctorate Degree			
Learning Development and Diversity of Learners	Collaborated with colleagues to share effective methods for maintaining nurturing learning environments, encouraging students to participate, cooperate with, and contribute to ongoing learning.	0.71	4.21
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.80	4.21
Personal Growth & Professional Development	Assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice.	0.80	4.21

Regarding Educational Attainment, as seen in Table 8, respondents who are Bachelor's Degree holders have agreed to the following mentoring and coaching strategies: (1) advised and guided colleagues in the selection, organization, development, and use of suitable teaching and learning resources, including ICT, to address specific

learning objectives(SD=0.67, M=4.44); (2) applied positive and non-violent punishment to maintain learning-focused environments by demonstrating competent and constructive behavior management abilities among colleagues(SD=0.58, M=4.40); (3) demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture (SD=0.73, M=4.40); and (4) advised and guided colleagues in various related works/activities contributing to the teaching-learning process (SD=0.62, M=4.40). Bachelor's Degree holders demonstrated proficiency in mentoring and coaching strategies related to resource selection, behavior management, setting attainable learning objectives, and contributing to teaching-learning (Morris, 2023). This indicates a strong foundation in instructional support and collaboration among teachers with undergraduate qualifications.

Respondents who are Master's Degree holders agreed to implement the following mentoring and coaching strategies: (1) advised and guided colleagues in performing various related works/activities that contribute to the teaching-learning process (SD=0.85, M=4.28); (2) demonstrated with colleagues a wide range of effective verbal and nonverbal communication strategies in the classroom to encourage student learning, participation, engagement, and success (SD=0.71, M=4.27); (3) formulated and used efficient teaching strategies to collaborate with colleagues to foster critical and creative thinking, as well as other higher-order thinking abilities (SD=0.63, M=4.26); (4) advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives(SD=0.69, M=4.26). Master's Degree holders exhibited competence in mentoring and coaching strategies encompassing communication techniques, collaborative teaching strategies, and resource utilization (Morris, 2023). Their advanced qualifications are reflected in their ability to support colleagues across various aspects of teaching and learning.

Doctorate Degree holders implement the following mentoring and coaching strategies: (1) collaborated with colleagues to share practical methods for maintaining nurturing learning environments, encouraging students to participate in, cooperate with, and contribute to ongoing learning (SD=0.71, M=4.21); (2) assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice (SD=0.80, M=4.21); (3) assisted and supported learning opportunities with colleagues and started professional reflections to enhance practice (SD=0.80, M=4.21). Doctorate Degree holders emphasize collaboration, support for learning opportunities, and professional reflection as key mentoring and coaching strategies (Morris, 2023). Their doctoral-level expertise positions them as valuable resources for guiding educational research and innovation colleagues.

The results suggest the importance of designing professional development programs that address the diverse needs of teachers based on their educational backgrounds. Instructional leaders should prioritize providing tailored support and guidance to teachers at different stages of their careers, fostering a culture of continuous improvement and enhancing overall teaching quality. Additionally, ongoing professional development opportunities should be offered to instructional leaders themselves to strengthen their coaching skills and leadership capabilities, ultimately benefiting the entire school community (Garbacz et al., 2015; O'Keefe, 2017).

Grouped by Length of Service

About the Length of Service of respondents, as seen in Table 9, instructional leaders with shorter experience with below 10 years of tenure have implemented the following mentoring and coaching strategies: (1) demonstrated with colleagues the efficient methods for creating learning environments that value fairness, respect, and care (SD=0.75, M=4.42); (2) modeled with colleagues the practical approaches for giving quick, precise, and helpful feedback to motivate each student to evaluate and enhance diverse learning (M=0.67, M=4.32; (3) showed colleagues how to execute policies, guidelines, and procedures consistently to create a secure and safe learning environment that will improve diverse learning (SD=0.75, M=4.32); and (4) collaborated with colleagues to share practical methods for maintaining nurturing learning environments that encourage students to take part in, cooperate with, and contribute to ongoing learning (SD=0.58, M=4.32).

Instructional leaders with shorter experience demonstrated proficiency in creating inclusive learning environments, providing effective feedback, ensuring consistency in policy implementation, and fostering collaboration among colleagues (Morris, 2023). These strategies emphasize the importance of establishing a supportive and conducive atmosphere for teaching and learning. Instructional leaders with more extended experience as instructional leaders with 10 years and above of tenure have implemented the following mentoring

and coaching strategies: (1) advised and guided colleagues in performing various related works/activities that contribute to the teaching-learning process (SD=0.80, M=4.30); (2) advised and guided colleagues in the selection, organization, development, and use of suitable teaching and learning resources, including ICT, to address specific learning objectives(SD=0.72, M=4.29); and (3) demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote excellence-oriented culture (SD=0.73, M=4.29).

Table 9. Descriptives of the level of coaching strategies when grouped by length of service

Mentoring and Coaching Strategy		SD	Mean
KRA	**Statement**		
Shorter (Below 10 years)			
Learning Development & Diversity of Learners	Demonstrated with colleagues the efficient methods for creating learning environments that value fairness, respect, and care.	0.75	4.42
Learning Development & Diversity of Learners	Modeled effective approaches for giving quick, precise, and helpful feedback to colleagues to motivate each student to evaluate and enhance diverse learning.	0.67	4.32
Learning Development & Diversity of Learners	Showed colleagues how to consistently execute policies, guidelines, and procedures to create a secure and safe learning environment that will improve diverse learning.	0.75	4.32
Learning Development & Diversity of Learners	Collaborated with colleagues to share effective methods for maintaining nurturing learning environments, encouraging students to participate, cooperate with, and contribute to ongoing learning.	0.58	4.32
Longer (10 Years & Above)			
Personal Growth & Professional Development	Advised and guided colleagues in various related works/activities contributing to teaching-learning.	0.80	4.30
Curriculum and Planning	Advised and guided colleagues in selecting, organizing, developing, and using suitable teaching and learning resources, including ICT, to address specific learning objectives. (PPST 4.5.3).	0.72	4.29
Curriculum and Planning	Demonstrated to colleagues how to create learning objectives that are both hard and attainable and that are in line with learning abilities to promote an excellence-oriented culture.	0.73	4.29

Instructional leaders with extended experience exhibited proficiency in guiding colleagues in various teaching-learning activities, selecting appropriate resources, and setting challenging yet attainable learning objectives (Morris, 2023). Their expertise lies in providing comprehensive support and guidance to teachers across different aspects of instruction. Garbacz et al. (2015), as cited by Morris (2023), advocate for instructional leaders to introduce new strategies before engaging in coaching cycles, allowing teachers sufficient time for practice and reflection. While the duration of coaching interactions may vary (O'Keefe, 2017; Morris, 2023), it suggests that more time is generally preferable to less, emphasizing the importance of sustained support and assistance for teachers in their journey toward becoming highly proficient teachers.

The requirement for classroom observations, as outlined in DM No.008, s.2023, provides instructional leaders with opportunities to identify areas for improvement in teachers' performance. By observing both proficient and highly proficient teachers, instructional leaders can tailor their coaching strategies to address specific needs and gaps in instructional practices, ultimately contributing to continuous teachers' improvement and enhanced student learning experiences. These findings underscore the importance of arming instructional leaders with adept coaching skills and establishing continuous support and feedback mechanisms to foster teacher growth and development within the educational sphere. They illuminate the pivotal role of professional development in catalyzing teacher transformations, particularly accentuating the shift of professional development towards professional learning. This evolution is emphasized by Wei et al. (2009), as cited by Morris (2023).

3.6 Difference in the Level of Adversity Quotient When Grouped According to Profile

Table 10 indicates that the p-value obtained from comparing the adversity quotient by sex groups was significantly higher than the alpha value set at 0.05 (t=-0.04, p=0.97, α=0.05). Consequently, the null hypothesis was accepted.

Table 10. Independent t-test result of the level of adversity quotient when grouped by sex

Variable	t-value	p-value	Decision
Sex	-0.04	0.97	Accept Null Hypothesis

The statistical analysis indicates no significant difference when grouped by sex. The results of this study supported those of studies by Priya (2016) and Boroa (2015), which indicated no significant differences in AQ® between males and females. The study states that a teacher's sex will not impact their capacity to handle challenging circumstances (Baog & Cagape, 2022). Regardless of sex, individuals exhibit similar levels of resilience and ability to overcome challenges (Stoltz & Weihenmayer, as cited by Amparo, 2015). This understanding is crucial for instructional leaders as they work with diverse groups of teachers and students, recognizing that everyone may respond differently to adversity.

Table 11. Kruskal-Wallis test result of the level of adversity quotient when grouped by designation

Variable	H-value	p-value	Decision
Designation/Position	5.70	0.46	Accept the Null Hypothesis

Regarding the respondents' designation, Table 11 indicates that the p-value exceeds the predetermined alpha level of 0.05, indicating no statistical significance. Utilizing the H-test, the decision was made to accept the null hypothesis when examining the adversity quotient of respondents grouped by their designation or position ($H=5.70$, $p=0.46$, $\alpha=0.05$). Thus, there is no significant difference in the respondents' Adversity Quotient level when grouped by designation/position. This supported the study's findings that teachers' Adversity Quotient® was unaffected by their designation/ position at the institution. This suggests that a teacher's designation/position does not necessarily indicate how well-equipped they will be to handle challenging situations in their personal lives (Banog & Cagape, 2022).

Moreover, these findings aligned with adversity as a universal experience that individuals encounter regardless of their roles or positions in life. As Stoltz and Weihenmayer (cited in Amparo, 2015) describe Adversity as a potent force that shapes individuals' personalities and determines their responses to life's challenges. Adversity is pervasive in both personal and professional domains. Napire (2019) notes that workplace challenges, such as internal conflicts and resource constraints, can contribute to the adversity of instructional leaders. These challenges may hinder their ability to perform their duties and provide high-quality education effectively. DepEd must prioritize strategies that support individuals in developing resilience and coping mechanisms to thrive in dynamic and challenging environments (Stoltz & Weihenmayer, as cited by Amparo, 2015).

Meanwhile, Table 12 shows the ANOVA F-Test result of the respondents' level of adversity quotient when grouped by educational attainment. The quotient was compared across different educational attainment levels, namely bachelor, master, and doctorate degrees.

Table 12. ANOVA F-Test result of the level of adversity quotient when grouped by educational attainment

Variable	F-value	p-value	Decision
Educational Attainment	0.19	0.83	Accept the null Hypothesis

As regards Educational Attainment, the calculated F-value through analysis of variance (ANOVA) has a p-value of 0.83, greater than the alpha value ($\alpha=0.05$). This indicates a lack of statistical significance. The decision was made to accept the null hypothesis ($F=0.19$), suggesting that there is no significant difference in the level of adversity quotient among respondents when grouped and compared by their educational attainment. This finding was corroborated by Priya (2016) and Shen and Ven (2014) as cited by Priya (2016). Their study findings on Educational Attainment showed no significant difference in the total adversity quotient among graduate teachers, post-graduate teachers, and teachers with PhD. This result confirms the study findings of Bińas & Season (2023) that teachers' Adversity Quotient® is not affected by their length of service and educational attainment; instead, these factors may operate as a stabilizing force as they navigate various challenges.

These findings underscore that adversity is pervasive in individuals' lives, shaping their personalities and influencing their paths. As discussed by Stoltz and Weihenmayer (as cited in Amparo, 2015), the (AQ) plays a crucial role in determining whether individuals succumb to adversity or emerge resilient. While instructional leaders' educational attainment may vary, the findings suggest that their AQ remains consistent across different academic levels. Understanding and addressing adversity within the academic context is crucial for fostering resilience and enhancing leadership effectiveness.

Finally, Table 13 reveals the independent t-test result of the respondents' level of adversity quotient when grouped by length of service.

Table 13. Independent t-test result of the level of adversity quotient when grouped by length of service

Variable	t-value	p-value	Decision
Length of Service	2.16	0.03*	Reject Null Hypothesis

For the Length of Service, Table 13 presents the p-value less than the alpha value (p=0.03, α=0.05). Consequently, the decision was made to reject the null hypothesis. The AQ of the respondents was measured and compared by their length of service through inferential analysis using an independent sample T-test (t=2.16). Thus, there is a significant difference in the respondents' adversity quotient level when grouped by their length of service. This finding was confirmed by the study of Priya (2016); however, it was denied by study findings of R. Olila (2012, quoted by Rafols, 2015), Bautista (2015), and Boroa (2015).

The significant difference in adversity quotient based on length of service underscores the dynamic nature of individuals' responses to adversity. This affirmed Stoltz and Weihenmayer's notion (as cited in Amparo, 2015) that adversity catalyzes growth and resilience, prompting individuals to adapt and thrive in the face of challenges. Understanding and addressing adversity within the educational context is crucial for promoting resilience and enhancing leadership effectiveness. Napire (2019) added that embracing adversity and cultivating resilience is essential for navigating the evolving landscape of education.

3.7 Difference in the Level of Leadership Resiliency When Grouped According to Profile

Table 14. Independent t-test result of the level of leadership resiliency when grouped by sex

Variable	t-value	p-value	Decision
Sex	-1.16	0.25	Accept Null Hypothesis

Concerning the respondents' sex, the p-value exceeds the alpha value (p=0.25, α=0.05). The leadership resiliency of the respondents was measured and compared by their sex. The comparison was conducted using an independent sample T-test (t=-1.16). Thus, there is no significant difference in the respondents' leadership resiliency level when grouped by sex. This finding affirmed the research findings by Reed (2018), which was contrary to that of Marzo et al. (2022) and found a significant difference in resilience across healthcare personnel who were males and females.

These results also aligned with the literature's definition of leadership resiliency. Reed (2018) asserts that under challenging circumstances, leaders who face hardship can demonstrate resilience by resisting giving in to pressure or growing stronger instead. According to Reed et al. (2009, quoted by Reed, 2018), resilient leaders can overcome adversity and see it as a chance for personal development. Leadership resiliency is not contingent on sex but rather on individual and collective attributes (Widya et al., 2022). Resilient leaders can effectively manage resources, maintain facilities, and navigate complex challenges in educational settings (Sebastian et al., 2019; Atasoy, 2020).

Table 15. Kruskal-Wallis test result of the level of leadership resiliency when grouped by designation

Variable	X^2	p-value	Decision
Designation/Position	10.71	0.06	Accept the Null Hypothesis

Meanwhile, regarding the Designation/Position, as seen in Table 15, the calculated X^2 value of the Kruskal Wallis H-Test has a p-value of 0.06, more significant than the alpha value (α=0.05). The comparison of leadership resiliency among respondents based on their designation/ position, including Head Teachers I, II, III, IV, and Master Teachers I and II, revealed no significant difference. Therefore, the decision was not to reject the null hypothesis, indicating no significant difference in the respondents' leadership resiliency level when grouped and compared by their designation/position. While the study did not find significant differences in leadership resiliency based on designation/position, the implications for educational leadership are far-reaching. By leveraging these findings to inform targeted support initiatives, leadership development programs, and organizational practices, academic institutions can cultivate a resilient leadership culture that promotes success and well-being across the board (Northouse, 2016).

Table 16. ANOVA F-Test result of the level of leadership resiliency when grouped by educational attainment

Variable	F-value	p-value	Decision
Educational Attainment	0.03	0.97	Accept the null Hypothesis

As seen in Table 16 on the Educational Attainment of respondents, the calculated F-value through analysis of variance (ANOVA) with a p-value of 0.97 was more significant than the alpha value (α=0.05). The respondents' leadership resiliency level was compared by their educational attainment: bachelor's, master's, and doctorate degrees. The decision was to accept the null hypothesis (F=0.03). Thus, there is no significant difference in the respondents ' leadership resiliency level when grouped and compared by their educational attainment.

This finding confirmed the result of the study conducted by Marzo et al. (2021) that there was no statistically significant difference between the educational attainment or level of education among healthcare workers. Furthermore, the affirmation of Northouse's (2016) concept of leadership, which defines it as the ability to persuade a group of individuals to collaborate towards a shared goal, underscores the importance of cohesive teamwork in achieving organizational objectives. While the statistical analysis did not reveal significant variations in leadership resiliency linked to educational attainment, it highlights the universality of resilience as a crucial trait for effective leadership across all educational positions (Northouse, 2016). Despite the lack of statistical differentiation, institutions can play a pivotal role in nurturing resilient leaders capable of navigating complexities and fostering positive transformations within their organizations (Kotok et al., 2021; Darling-Hammond & DePaoli, 2020).

Table 17. Independent t-test result of the level of leadership resiliency when grouped by length of service

Variable	t-value	p-value	Decision
Sex	0.32	0.75	Accept Null Hypothesis

Regarding the Length of Service, as seen in Table 17, the p-value is greater than the alpha value (p=0.25, α=0.05). The respondents' leadership resiliency was measured and compared by their length of service through inferential analysis using an independent sample T-test (t=-1.16). Thus, there is no significant difference in the respondents' leadership resiliency when grouped by their length of service. The findings of this study contribute to the understanding of leadership resiliency, indicating that length of service only significantly influences the level of resilience among educational leaders. Instructional leaders play a crucial role in fostering resilience within their organizations. By demonstrating resilience, instructional leaders inspire and motivate their colleagues to navigate challenges effectively (Eliot, 2020). Self-efficacy, adaptability, optimism, self-sufficiency, and perseverance are essential factors in developing and enhancing resilience among leaders (Batey, 1999; Sharma & Marwaha, 2020; Napire, 2019; Wahyuni et al., 2019).

3.8 Difference in Coaching Strategies When Grouped According to Profile

Table 18. Independent t-test result of the level of coaching strategies when grouped by sex

Variable	t-value	p-value	Decision
Sex	-1.29	0.20	Accept Null Hypothesis

Table 18 shows the independent sample t-test result for mentoring and coaching strategies when grouped by sex. Concerning respondents' sex, the p-value is greater than the alpha value (p=0.20, α=0.05). The mentoring and coaching strategies of the respondents were measured and compared by their sex. The comparison was conducted using an independent sample T-test (t=-1.29). Thus, there is no significant difference in the coaching and mentoring strategies of the respondents when grouped by their sex. This implies that both sexes have almost similar coaching and mentoring strategies. An Instructional leader engages in various pieces of training to prepare them as instructional coaches who cascade what they have learned to their fellow teachers without gender division. Desimone and Pak (2017; Morris, 2023) stated that instructional coaches enhance teacher progress by utilizing active learning strategies and fostering a sense-making process. Training and programs to improve instructional leaders' skills are inclusive and undivided. However, this finding contrasted with the findings of Laureano H. B.'s (2023) investigation. The respondents who are master teachers' levels of coaching and mentoring differed according to sex.

Table 19. Kruskal-Wallis test result of the level of coaching strategies when grouped by designation

Variable	X^2	p-value	Decision
Designation/Position	7.72	0.17	Accept the Null Hypothesis

In addition, the comparison of mentoring and coaching strategies among respondents based on their designation or position, including Head Teacher I, II, III, IV, V, and Master Teacher I and II, was also computed. As seen in Table 19 regarding the Designation/ Position of respondents, the calculated X^2 The Kruskal Wallis H-Test's p-value is 0.17, greater than the alpha value (α=0.05). The findings revealed no significant difference. Therefore, the null hypothesis was accepted, indicating no significant difference in the respondents' coaching and mentoring strategies when grouped and compared by their educational attainment.

This implies that the SDO-Iloilo City has encouraged equal opportunity for all. Instructional leaders with any designation or position have been given equal opportunity to attend seminars and training and improve to make significant changes as professionals. Desimone and Pak (2017; Morris, 2023) state that instructional coaches enhance teacher progress by utilizing active learning strategies and fostering a sense-making process

Table 20 shows the calculated F-value for the respondents' educational attainment through analysis of variance (ANOVA). The table shows a p-value of 0.36 was more significant than the alpha value (α=0.05). The coaching and mentoring strategies of the respondents were compared by their educational attainment: bachelor's, master's, and doctorate degrees. The decision was not to reject the null hypothesis (F=1.04). Thus, there is no significant difference in the mentoring and coaching strategies of the respondents when grouped and compared by their educational attainment.

Table 20. ANOVA F-Test result of the level of coaching strategies when grouped by educational attainment

Variable	F-value	p-value	Decision
Educational Attainment	1.04	0.36	Accept the null Hypothesis

The findings imply that the instructional leaders' mean mentoring and coaching strategy levels were almost identical. Bachelor's degree holders actively engage as master's degree and doctorate holders instructional leaders. They were all competent in the same phase. According to Goleman (2012) and Grant and Hartley (2014), quoted by Peláez, Zuberbuhler, and Matinez (2020), research increasingly demonstrates that being an effective instructional leader also requires being an excellent coach. As Peláez et al. (2020) proceeded to cite Ellinger et al. (2011) and Stehlik et al. (2014), successful leadership and positive workplace cultures are thus becoming increasingly dependent on having strong coaching skills.

Finally, Table 21 presents the independent sample t-test result for mentoring and coaching strategies when grouped by length of service.

Table 21. Independent t-test result of the level of coaching strategies when grouped by length of service

Variable	t-value	p-value	Decision
Sex	-0.28	0.78	Accept Null Hypothesis

As seen in Table 21, when the respondents are grouped according to their length of service, the p-value is greater than the alpha value (p=0.78, α=0.05). The coaching and mentoring strategy of the respondents was measured and compared by their length of service through inferential analysis using an independent sample T-test (t=0.28). Thus, there is no significant difference in the respondents' level of coaching and mentoring strategy when grouped by their length of service. Consequently, the decision was made not to reject the null hypothesis. The findings imply that instructional leaders with shorter or longer experiences yield the same coaching and mentoring strategy. It should be noted that instructional leaders should introduce new strategies before going through a coaching cycle to provide the teacher time to practice and reflect (Garbacz et al., 2015), as cited by Morris (2023). Morris quoted O'Keefe (2017) and stated that while there is no standard amount of time a coach should spend with a teacher, most would concur that more time is preferable to less. The important thing is that the teacher gets assistance throughout time to enable change in practice and becomes a highly proficient teacher.

4.0 Conclusion

The study revealed key insights into the demographic and professional composition of the sample, with a significant sex disproportion and a predominance of Master Teachers I, who hold advanced degrees and possess

over a decade of experience. The adversity quotient analysis highlighted "below average" resilience levels for both males and females, with significant differences noted based on designation but not on educational attainment. Interestingly, those with less experience demonstrated higher resilience compared to more experienced counterparts, although leadership resilience was consistently high across all groups. Despite these resilience patterns, there were no notable differences in mentoring and coaching strategies across the demographic profile, suggesting a uniform approach. However, the findings emphasize the need for targeted interventions to bolster resilience among more experienced leaders and refine mentoring and coaching practices.

5.0 Contribution of Authors

The author indicates the only contribution to each section. The finished product was examined and approved by the author.

6.0 Funding

No funding agency specifically awarded a grant for this work.

7.0 Conflict of Interest

The author discloses no conflicts of interest regarding the publishing of this paper.

8.0 Acknowledgment

The researcher would like to express her sincere gratitude and appreciation to the following people whose assistance, time, support, and expert advice greatly influenced the completion of this study: Dr. Paul Stoltz, CEO of PEAK Learning, Inc., for allowing her to carry out this research; and Ms. Allison Elliott, who assisted her in the gathering of data and for providing all the needed information on the adversity quotient questionnaire; Dr. Joana Paula B. Bińas, her adviser, for her unwavering support, excellent advice, and motivation to keep working, motivated her to complete this research study despite the hectic schedule. Her research background has motivated the researcher to keep going in this challenging professional growth; Dr. Ma. Luz Delos Reyes, Schools Division Superintendent, for the approval of her request to conduct the study in SDO-Iloilo City and to obtain all the information required for the research study; Alpha A. Java, Principal IV of her present station, Iloilo City National High School, for approving the letter requests and other documents required to carry out this investigation; Dr. Stephen Raymund T. Jinon, Dr. Sunny G. Gabinete, Dr. Jerry M. Lego, and Dr. Etchel B. Palma, as panel members who offered their time and effort, despite having a tight schedule, to go over this study and for providing meaningful comments, and ideas, affirmations, and feedback for its development and improvement; Dr. Rosen Anthony S. Marquez, for his assistance in understanding and interpreting the data, for his statistical expertise in this work, and for his further input in completing this study; To her beloved husband, Mr. Gilbert B. Tipolo, for his unfailing moral and financial support. Her beloved children, Gianne Mae, John Gilbert, and Gayle Marie, for the inspiration. Above all, the Almighty God for providing the enduring grace of forbearance, persistence, and determination to complete this study despite time limits and challenges.

9.0 References

Amparo, M. (2015). The Level of Adversity Quotient® and Social Skills of Student Leaders at De La Salle Lipa (Thesis). De La Salle Lipa, Philippines

Atasoy, R. (2020). The relationship between school principals' leadership styles, school culture, and organizational change. International Journal of Progressive Education, 16(5), 256– 274. https://doi.org/10.29329/ijpe.2020.277.16

Baog, I., & Cagape, W. (2022). Adversity quotient and work commitment among public secondary school teachers in Davao city. Asian Journal of Education and Social Studies, 29(2), 25–45. https://doi.org/10.9734/ajess/2022/v29i230695

Bautista, M. J. (2015). Adversity Quotient and Teaching Performance of Faculty Members. International Journal of Scientific and Research Publications, 5(3), 1-6. https://www.ijsrp.org/research-paper-0315.php?rp=P393810

Bińas, J.P., & Siason, N. (2023). Science Behind Educational Resilience: Managing Teachers' Adversity Quotient Towards the Academic Success in a Philippine Schools District. United International Journal for Research & Technology, 4(6), 77-83. https://uijrt.com/articles/v4/i6/UIJRTV4I60008.pdf

Boroa, E. (2015). Adversity Quotient® and Leadership Skills of School Administrators: Basis for Leadership Enhancement Program (Thesis). Philippine Normal University Visayas, Philippines

Darling-Hammond, L., & DePaoli, J. (2020). Why school climate matters and what can be done to improve it. State Education Standard, 20(2), 7–11. https://files.eric.ed.gov/fulltext/EJ1257654.pdf

Eliot, J. (2020). Resilient Leadership: The Impact of a Servant Leader on the Resilience of their Followers. Advances in Developing Human Resources, 22(4), 404-418. https://doi.org/10.1177/1523422320945237

Kotok, S., DiMartino, C., & DeMatthews, D. (2021). Principals and district leaders navigating the marketplace: Lessons from Texas, New York, and Pennsylvania. Journal of School Leadership, 31(5), 373–395. https://doi.org/10.1177.1052684620916219

Laureano, H. (2023). Coaching and Mentoring Practices of Master Teachers. International Journal of Advanced Multidisciplinary Studies, 3(7), 333-358. https://tinyurl.com/t6admbnf

Magnaye, L. (2023). Master Teachers and Department Heads as Science Instructional Leaders: A Case Study on Their Role as Instructional Programme Managers. SEAQIS Journal of Science Education, 3(1), 27-34. https://doi.org/10.58249/sjse.v3i01.91

Marzo, R. R., ElSherif, M., Abdullah, M. S. A. M. B., Thew, H. Z., Chong, C., Soh, S. Y., Siau, C. S., Chauhan, S., & Lin, Y. (2022). Demographic and work-related factors associated with burnout, resilience, and quality of life among healthcare workers during the COVID-19 pandemic: A cross sectional study from Malaysia. *Frontiers in Public Health*, *10*, 1021495. https://doi.org/10.3389/fpubh.2022.1021495

Masalimova, A. R., Kabardov, M. K., Kosheleva, Y. P., Omarova, L. B., Zamaraeva, E. I., Dobrokhotov, D. A., & Fattakhova, S. F. (2024). Research on mentoring in science education: A bibliometric analysis. Eurasia Journal of Mathematics, Science and Technology Education, 20(1), em2391. https://doi.org/10.29333/ejmste/14122

Moore, C. (2019). Resilience Theory: A Summary of the Research. Retrieved from https://tinyurl.com/mupaek3c

Moore, D.R. (2015). Master Teachers as Instructional Leaders: An Instrumental Case Study (Dissertation). Liberty University

Morris, A.M., (2023). Personalized Professional Learning Through Instructional Coaching: A Case Study of One School District (Dissertation). George Washington University

Napire, J. (2019). Adversity Quotient and Management Skills of School Principals: Their Influence on Institutional Performance (Dissertation). Naga College Foundation, Inc., Philippines

Northouse, Peter G. (2016). Leadership theory and practice (7th Edition). Thousand Oaks, CA: Sage Publications.

Okorji , P., & Epetuku, F., (2019). Relationship Between Principals' Adversity Quotient and Leadership Styles in Secondary Schools in Delta State, Nigeria. International Journal of Scientific and Research Publications, 9(7), 938-945. http://dx.doi.org/10.29322/IJSRP.9.07.2019.p91123

Pacaol, N. (2021). Teacher's workload intensification: A qualitative case study of its implications on teaching quality. International Online Journal of Education and Teaching, 8(1). 43-60. https://files.eric.ed.gov/fulltext/EJ1286549.pdf.

Peláez Zuberbuhler, M. J., Salanova, M., & Martínez, I. M. (2020). Coaching-based leadership intervention program: A controlled trial study. Frontiers in Psychology, 10, 3066. https://doi.org/10.3389/fpsyg.2019.03066

Priya A.H., (2016). Psychological Correlates of Adversity Quotient In Teachers (Dissertation). University of Madras

Rafols, J. C., (2015). Profile, Adversity Quotient®, and Multifactor Leadership Characteristics of Student Affairs and Services Administrators: Towards A Leadership Management Training Design (Dissertation). Siliman University

Reed, D. (2018). Resilient Educational Leaders in Turbulent Times: Applying the Leader Resilience Profile to Assess Resiliency in Relationship to Gender and Age. Periferia, 10(2), 119-134. https://www.redalyc.org/journal/5521/552157626008/html/

Salinas, J. (2017). The Influence of Improvisation, Instrumentation and Teachers 'Competence on Students' Physics Performance (Master's Thesis). University of Iloilo, Philippines

San Miguel, N., & Pascual, E. (2021). School leaders' resilience amidst pandemic in the division of Laguna, Philippines. International Journal of Research Publications, 88(1), 67-88. https://doi.org/10.47119/ijrp1008811120212390

Sebastian, J., Allensworth, E., Wiedermann, W., Hochbein, C., & Cunningham, M. (2019). Principal leadership and school performance: An examination of instructional leadership and organizational management. Leadership and Policy in Schools, 18(4), 591–613. https://doi.org/10.1080/15700763.2018.1513151

Smith, D.E. (2015). The Superintendent as Instructional Leader: A Qualitative Study of Rural District Superintendents in Washington State, USA (Dissertation). Washington State University

Widya, P., Danang, S., Widakdo, J. (2022). The Effect of Soft Skills on Organizational Performance: The Mediating Role of Resilient Leadership. Global Business & Finance Review, 27(4), 17-26. https://doi.org/17549/gbfr.2022.27.4.17