

## Adversity Quotient® of Elementary School Heads, Stakeholders' Collaborative Practices and Achievements

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### Abstract

Resilience in overcoming various adversities is crucial for school heads navigating the challenges of the K to 12 agenda, and Adversity Quotient ® (AQ) serves as a key measure of their ability to respond effectively to obstacles and uncertainties (Pino et al., 2021). This study examined the adversity quotient of school heads, stakeholders' collaborative practices, and achievements in nine schools. A descriptive-correlational design was employed, and survey questionnaires were administered to 9 school heads, 101 teachers, and 63 PTA officers. The results revealed that school heads possess high levels of adversity quotient, with 3 school heads exhibiting the highest levels. Stakeholders' collaborative practices were high, with the domain of accountability and continuous improvement receiving the highest rating. The achievements of school heads were also high, with the WASH in School, Reading Program, School-based Feeding Program, Gulayan sa Paaralan and Brigada Eskwela Program in School receiving the highest means. However, the study found no statistically significant correlation between the adversity quotient of school heads and stakeholders' collaborative practices and between the adversity quotient and achievements of school heads. The findings also highlighted significant differences in stakeholders' collaborative practices across schools. The study recommends that the localization of instructional materials and addressing curriculum gaps may be emphasized to benefit from deeper involvement or further focus to ensure that all practices meet a very high standard. The school head can improve these areas by fostering greater community engagement and providing additional resources to stakeholders involved in curriculum development.

Keywords: adversity quotient®; stakeholders' collaborative practices; achievements; school heads

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### I. INTRODUCTION

**Introduction:** In every endeavour of school heads facing the new K to 12 agenda, resilience in various adversities is indispensable. The adversity quotient is a way to determine the response in overcoming obstacles or problems. Barriers experienced and the ability to overcome these obstacles vary in each person. For the school heads, the adversity quotient is important in facing the challenges and obstacles in the rise of uncertainties.

The Adversity Quotient ® (AQ) assesses an individual's ability to cope with and respond to

challenges (Tansiongco & Ibarra, 2020). Those who persist despite difficulties are more likely to achieve their goals in life. In a study conducted by Stoltz (2010), individuals with higher AQ scores were found to outperform those with lower scores by up to 22% in productivity and performance in both academic and professional settings, indicating a strong link between adversity quotient and success. Some individuals can effectively manage stress even when faced with overwhelming obstacles (Napire, 2019). In the Philippines, particularly in Cebu, school heads often encounter criticism, lack of support, and complaints from

stakeholders, which can impact their performance and motivation (Fuentes & Rodriguez, 2024). School leaders with a lower adversity quotient struggle with resilience compared to those who feel encouraged and confident in their roles (Pino et al., 2021). At present, school heads have adversity quotient due to various challenges, such as poor student academic performance, which affects the school's overall standing (Valenzuela & Buenvinida, 2021). However, there is a lack of studies in local contexts that examine the adversity quotient of school heads and its connection to stakeholder collaboration. Limited local research on how school heads' resilience influences stakeholder collaboration.

Several studies noted that school heads have low tolerance because of taxing responsibilities that often overlap with their time (Alea et al., 2020). Interpersonal relations with the stakeholders play a crucial role in their ability to counter adverse events (Keating, 2021). School heads struggled to deal with the stakeholders, such as the administrators, parents, and local government (Perez et al., 2021).

This study determined the school heads' Adversity Quotient® (AQ), stakeholders' collaborative practices, and corresponding achievements. Specifically, it examined the AQ of school heads in terms of the CORE dimensions: Control, Ownership, Reach, and Endurance. It also focused on the level of stakeholders' collaborative practices in the areas of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. Moreover, the study assessed the school heads' level of achievement based on key performance indicators, including Gulayan sa Paaralan, WASH in Schools, the Reading Program, the School-Based Feeding Program, and the Brigada Eskwela Program. The research further explored the relationship between the school heads' AQ and stakeholders' collaborative practices, as well as the correlation between their AQ and achievement levels. It also analyzed whether significant differences existed in AQ and collaborative practices across schools. Finally, the study investigated the prevailing issues and concerns faced by school heads in fostering stakeholder collaboration within their respective institutions.

**Theoretical and Conceptual Framework:** The Adversity Quotient® (AQ) predicts an individual's ability to endure and overcome challenges while also anticipating potential outcomes in a given situation (Pino et al., 2021). People frequently encounter various adversities, whether real or perceived, self-inflicted, or caused by external factors (Baroa, 2015). In this study, AQ® serves as a measure of school heads' resilience in addressing school-related issues and challenges, particularly in collaboration with stakeholders.

Stoltz's theory of AQ® is structured around the CORE model, which outlines key dimensions influencing responses to adversity: Control, Ownership, Reach, and Endurance (Pino et al., 2021). These elements define how individuals perceive and manage difficulties.

This theory is particularly relevant to school leaders, as it provides a framework for assessing their resilience and ability to navigate obstacles. It underscores the idea that confronting adversities is essential for developing strength, accountability, persistence, and control over decisions, emotions, and challenges.

The Stakeholder Theory suggests that schools must consider the interests and needs of all stakeholders in their administration. Within an educational setting, stakeholders include students, parents, teachers, administrators, local communities, government agencies, and future employers. The theory highlights the importance of engaging these groups in decision-making to align school policies with the broader educational needs of the community (Bloetner, 2023).

Furthermore, the participation and collaboration of various stakeholders enhance the effectiveness of school leadership (Burns et al., 2015). Strong partnerships between schools and community members contribute to institutional improvement (Ice et al., 2015). The active involvement of students, parents, community members, and school leaders in planning and implementing school initiatives fosters a more resilient approach to adversity. According to Obias (2023), when stakeholders take an active role in developing improvement plans, the likelihood of successful implementation increases.

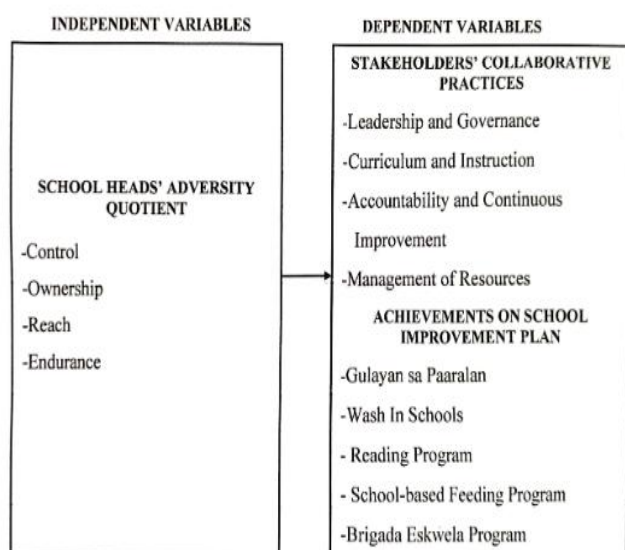


Figure 1. Conceptual Framework of the Study

**Scope and Limitation:** This study focused on school heads' adversity quotient, stakeholders' collaborative practices, and achievements. The adversity quotient includes the control, ownership, reach, and endurance. The stakeholders' collaborative practices were assessed based on leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management.

Moreover, the achievements of school heads were assessed based on key performance indicators, which include Gulayan sa Paaralan, WASH in Schools, the Reading Program, the School-Based Feeding Program, and Brigada Eskwela. Additionally, the scope of the report was limited to identifying the issues and concerns of school heads regarding stakeholders' collaborative practices within their respective schools.

The study's respondents were school heads, teachers and PTA officers. It was conducted among the nine (9) schools of the Esperanza II district during the School Year 2024-2025.

## II. METHODOLOGY

**Research Design:** The researcher employed quantitative data specifically the descriptive-correlational method. Descriptive were employed to obtain the trends on the stakeholders' collaborative practices, and school heads' adversity quotient. Further, correlational method was applied to determine the association between the stakeholders' collaborative practices and the level of the school heads' adversity quotient and the significant

difference in the stakeholders' collaborative practices and school heads' adversity quotient by school.

**Locale of the Study:** The research was conducted in Esperanza District II, Sultan Kudarat Philippines. The researcher considered the area's population, topography, and the distance of the schools from each other. The district has nine (9) schools are located adjacent to or approximately 3 to 5 km away from each other. The district has access to the internet, though connectivity is occasionally affected by signal issues due to distance. It also has a functional information and communication technology (ICT) facility. The district is recognized as a practitioner of School-Based Management (SBM). This approach empowers schools to take greater responsibility for decision-making, resource management, and stakeholder engagement. As such, school heads play a vital role in fostering collaboration and ensuring the effective implementation of various school programs and initiatives.

The stakeholders involved are anchored on Sustainable Development Goal 17 (SDG 17), which is to strengthen the means of implementation and revitalize the global partnership for sustainable development (DepEd, 2023).

**Respondents of the study:** The researcher included nine (9) school heads, one-hundred-one (101) teachers, and sixty-three (63) parent association officers in all schools of the Esperanza II district. School heads included in the study must be holding a permanent position and have served in their respective schools for at least one year to ensure familiarity with school operations and stakeholder collaboration. Teachers must be currently teaching in any grade level within the schools of Esperanza II District and have at least one year of teaching experience in the same school. Parent-Teacher Association (PTA) officers included in the study must be duly elected or appointed representatives actively serving during the current school year. All participants were selected from public elementary schools within the Esperanza II District.

**Sampling Technique:** This study employed total population sampling, a type of purposive sampling, to determine the number of respondents among school heads, teachers, and PTA officers. This approach involves examining the entire population

of these groups based on specific characteristics relevant to the study. As noted by Canonizado (2020), total population sampling is used when the population possessing the desired characteristics is relatively small. Excluding even a few individuals from such a study could result in missing crucial insights into the issue being investigated.

**Data Gathering Instruments:** This study utilized a modified version of Stoltz's (1997) survey questionnaire to better align with the educational context and the specific roles and responsibilities of school heads in the Philippine public school system. Stoltz's Adversity Response Profile® (ARP) (2010) is a self-rating questionnaire that measures an individual's response style to adverse situations. The ARP® describes 14 scenarios. The data was gathered through an online form, and the link to the survey questionnaire was sent to the respondents. The researcher sought the author's approval to use the ARP.

Moreover, each scenario represents a hypothetical event, which can be answered on a 10-point bipolar scale (1-not at to 10-completely responsible). The four dimensions of the adversity quotient are control, ownership, reach, and endurance. Although these dimensions may correlate, they measure many aspects of the Adversity Quotient. Each scenario measures four dimensions.

The School-Based Management-The Philippine Accreditation System for Basic Education (SBM-PASBE) Assessment Tool (DepEd, 2013; Bustamante, 2022) obtained the questionnaire for stakeholders' collaborative practices. However, the researcher revised all items to make it simple for the readers and respondents.

The researcher developed a self-conceptualized survey questionnaire to assess school heads' achievements, drawing from key performance indicators identified in literature and previous studies (Bilbar, 2020; Garcia, 2021). The development process involved reviewing relevant documents, synthesizing key themes, and formulating context-specific items aligned with the local school setting. The questionnaire includes five indicators: Gulayan sa Paaralan, WASH in School, Reading, Feeding Program, and Brigada Eskwela. Each indicator consists of five statements highlighting its significance.

**Statistical Treatment:** The collected data were promptly encoded, processed, and analyzed using appropriate statistical tools. Frequency and AQ® profile scores were utilized to assess the level of adversity quotient (AQ®). Mean and standard deviation were applied to evaluate the extent of collaboration practices and the achievement of school heads.

Spearman's Rho was employed to examine the relationship between stakeholders' collaborative practices and school heads' adversity quotient, as well as the link between adversity quotient and school heads' achievement (Obilor & Amadi, 2018). Additionally, Analysis of Variance (ANOVA) was used to determine significant differences in the adversity quotient across schools (Al-Kassab, 2023). Furthermore, ranking was applied to analyze the key issues and concerns of school heads regarding stakeholders' collaborative practices.

### III. RESULTS AND DISCUSSION

**School Heads' Adversity Quotient®:** The results indicate that school A manifests the highest AQ® level among school heads (173). When taken singly, reach (41) is high while control (44), ownership (46), and endurance (42) are rated above average. Continually, New Panay ES possesses a high AQ® level (172). The four dimensions of ownership (50) and endurance (49) were also rated high, while control (37) average and reach dimension (36) are above average.

Table 1.  
School Heads' Adversity Quotient

| Schools       | Control | Ownership | Reach | Endurance | AQ Score | Remarks    |
|---------------|---------|-----------|-------|-----------|----------|------------|
| Ala Cs        | 26      | 49        | 47    | 47        | 169      | High       |
| Guimalia Es   | 44      | 44        | 34    | 42        | 164      | Above Avg. |
| Kangkong Es   | 42      | 46        | 28    | 50        | 166      | Above Avg. |
| Laguinding Es | 30      | 37        | 35    | 33        | 135      | Average    |
| Magsaysay Es  | 31      | 30        | 33    | 39        | 133      | Average    |
| Malok Is      | 35      | 42        | 43    | 32        | 152      | Above Avg  |
| New Panay Es  | 37      | 50        | 36    | 49        | 172      | High       |
| Romulo L.     | 44      | 46        | 41    | 42        | 173      | High       |
| Latog Sr. Es  |         |           |       |           |          |            |
| Salabaca Es   | 40      | 50        | 10    | 33        | 133      | Average    |

The result means that these three school heads possess a high level of AQ® in facing challenges through their control, ownership, endurance, and reach. The result implies that school heads manifest a person's strength and ability to deal with harm, challenges, and problems. It checks how well school heads can handle tough situations and get

back on their feet, showing emotional intelligence, adaptability, and tenacity.

On the other hand, the school head of School B possesses an average AQ® (133), which reflects the lowest score among the school heads. Furthermore, reach (33) and endurance (39) dimensions rated above average while control (31) and ownership (30). A high AQ® score indicates above average capacity for challenges, difficulties, setbacks, and demands.

The result indicates that three (3) school heads possess average AQ®. They have above-average AQ® in terms of reach and endurance. The school heads possess moderate AQ® in facing challenges through the manifestation of their control, ownership, endurance, and reach. This means the school heads have better averages in dealing with problems, setbacks, challenges, and expectations at work and in their personal lives.

#### **Level of Stakeholders' Collaborative Practices:**

The stakeholders' collaborative practices has an overall mean score of 3.90 which was interpreted as "High," indicating that stakeholders' collaboration in school meets quality standards and frequently involves helping the school achieve its goals and objectives. This indicates that stakeholders are important as partners in the school's welfare of the learners.

Accountability and continuous improvement received the highest mean rating ( $M = 3.94$ ,  $SD = 0.55$ ), indicating that stakeholder collaboration promotes effective accountability and ongoing school improvement across districts, while other domains such as leadership and governance ( $M = 3.92$ ,  $SD = 0.52$ ) and resource management ( $M = 3.90$ ,  $SD = 0.54$ ) were also rated highly.”)

Meanwhile, the lowest rating is observed on curriculum and instruction ( $M=3.85$ ,  $SD=0.51$ ). The results suggest that collaborative practices are high across different schools. However, curriculum and instruction on the part of the stakeholders only support financial and coordination because the core of curriculum implementation is the practice initiated by both the school head and teachers.

In leadership and governance, the highest-rated aspect is stakeholders performing leadership roles in enhancing school development ( $Mean = 4.12$ ,  $SD = 0.62$ ), suggesting that they actively guide school improvements. This aligns with the "High" verbal description, indicating that leadership contributions

meet quality expectations but may require additional reinforcement for full participation. On the other hand, the lower mean scores were observed in stakeholder ensuring access to financial resources ( $Mean = 3.73$ ,  $SD = 0.81$ ). However, both still fall under the "High" category. Since these areas remain crucial to effective leadership and governance, stakeholders should be further empowered with knowledge, training, and clearer role definitions to enhance their contributions.

The data implies that while stakeholders play a vital role in leadership and governance, their participation could be further strengthened. Schools may implement strategies to elevate engagement from "High" to "Very High," where stakeholders are meeting quality standards and fully integrated into decision-making and policy development. This could be achieved through capacity-building programs, more inclusive financial planning strategies, and clearer governance structures. By doing so, stakeholder participation can shift from merely satisfying quality standards to demonstrating a fully participatory approach, leading to more sustainable and effective school governance.

The overall mean score of 3.85 signifies that the stakeholders' practices in this area are rated "High," indicating that they meet quality standards per the provided legend. The data reflects strong collaboration in various aspects related to curriculum enhancement and learning improvements.

In curriculum and instruction, one of the highest-rated practices is stakeholders' initiation of support for partnerships to create community-driven projects that can transform the community into a learning laboratory ( $Mean = 4.01$ ,  $SD = 0.64$ ). This involvement is considered "High," suggesting that stakeholders actively form strategic partnerships with the community to enrich the educational experience. On the contrary, stakeholders' involvement in addressing curriculum gaps across different learning areas ( $Mean = 3.65$ ,  $SD = 0.70$ ) received the lowest score among the evaluated practices. Although still rated as "High," this score suggests that while stakeholders are engaged in addressing curriculum gaps, there might still be areas where their involvement could be expanded for more comprehensive curriculum development.

This implies that high level of stakeholder collaboration in enhancing the curriculum and

instruction processes. However, some areas, such as localizing instructional materials and addressing curriculum gaps, could benefit from deeper involvement or further focus to ensure that all practices meet the "Very High" standard. Schools could improve these areas by fostering greater community engagement and providing additional resources to stakeholders involved in curriculum development.

The level of stakeholders' collaborative practices in Accountability and Continuous Improvement indicates that stakeholders play a significant role in ensuring transparency, participation, and quality enhancement in school governance. Among the six evaluated aspects, the highest-rated practice is stakeholder participation in improving the school's physical and virtual learning environments (Mean = 4.07, SD = 0.79). This "High" rating signifies that stakeholders actively contribute to enhancing classroom settings, infrastructure, and digital learning spaces, making education more inclusive and adaptable to different learning modalities. However, the lowest-rated aspect is stakeholders' continuous review of accountability systems, processes, and mechanisms (Mean = 3.71, SD = 0.75). This indicates that while stakeholders actively engage in accountability measures, greater emphasis should be placed on reviewing and refining these systems to ensure sustained effectiveness.

The findings imply that stakeholders are strongly engaged in ensuring accountability and continuous improvement, with particular strengths in learning environment enhancements, performance assessment, and participatory decision-making. Schools can benefit from developing more structured review processes, increasing transparency in accountability measures, and fostering deeper stakeholder engagement to elevate these practices to a "Very High" level, where stakeholder participation fully integrates into decision-making and improvement strategies.

In the management of resources, that stakeholder involvement in resource management meets quality standards but still has potential for improvement. This suggests that stakeholders play a significant role in resource allocation, strategic planning, and implementation to effectively support school operations.

The highest-rated aspect is stakeholders engaging in a collaborative process to make

decisions on resource allocation by developing systematic resource inventories (Mean = 3.97, SD = 0.62). This "High" rating signifies that stakeholders actively plan and organize school resources, ensuring that allocation is systematic and well-documented. The relatively low SD (0.62) suggests that this practice is consistently applied across different schools. The lowest-rated aspect is stakeholders implementing collaboratively developed monitoring, evaluation, and reporting systems for resource management (Mean = 3.84, SD = 0.71). While still "High," this denotes that stakeholders' role in monitoring and evaluating resource utilization could be strengthened. Schools might need to develop more structured reporting mechanisms and training programs to enhance stakeholder capacity in assessing resource effectiveness.

The result implies that stakeholders actively manage school resources, particularly in strategic planning, allocation, and utilization. However, improving stakeholder involvement in monitoring and evaluation could further enhance the effectiveness and sustainability of resource management. Schools could benefit from capacity-building initiatives that empower stakeholders with skills in financial monitoring, data-driven decision-making, and long-term resource sustainability strategies. Strengthening these areas could elevate stakeholder participation to a "Very High" level, where they are fully integrated into the systematic governance of school resources.

The overall result implies that key stakeholders in school communities should be empowered to actively participate in the continuous empowerment of schools towards attaining higher pupil/student learning outcomes. The level of practice indicates a participatory approach from the stakeholders.

Table 2.  
Summary of Stakeholders' Collaborative Practices

| Indicators                                | Mean | SD   | Verbal Description |
|-------------------------------------------|------|------|--------------------|
| Leadership and governance                 | 3.92 | 0.52 | High               |
| Curriculum and instruction                | 3.85 | 0.51 | High               |
| Accountability and continuous improvement | 3.94 | 0.55 | High               |
| Management of resources                   | 3.90 | 0.54 | High               |
| Overall Mean                              | 3.90 | 0.53 | High               |

**Level of Achievement of School Heads:** The achievements of school heads are high, with a mean overall mean of 4.09 (SD=0.52), which indicates the level of success of achievements the school heads received on the school programs and initiatives in the implementation of there is high.

Likewise, the highest mean was for the Brigada Eskwela Program, with a mean of 4.26 (SD=0.50), which indicates that the school heads' achievements are very high. A high level of achievement was observed for the following: WASH in School (Mean=4.11, SD=0.51), Reading Program in School (Mean=4.08, SD=0.57), and School-Based Feeding Program (Mean=4.08, SD=0.51). The lowest mean was observed on gulayan sa paaralan (Mean=3.90, SD=0.52). This means that the school heads have success indicators of their achievements regarding the brigada Eskwela.

In *Gulayan sa Paaralan*, the performance is categorized as "High," meaning that the school heads' achievements in implementing the program meet quality standards but are not yet at the "Very High" level, which would indicate exceptional performance.

Among the evaluated indicators, the highest-rated achievement is the school heads' role in inculcating the importance of Gulayan sa Paaralan among learners and the community (Mean = 4.02, SD = 0.70). This "High" rating suggests that school heads effectively promote awareness about sustainable gardening, food security, and environmental conservation among students and local stakeholders. The lowest-rated aspect, though still "High," is the school heads' role in establishing and maintaining a school garden as a food basket/source of vegetables for supplementary feeding (Mean = 3.82, SD = 0.63). The result indicates that the initiative is well-implemented,

some schools may face challenges in maintaining resources, securing funding, or ensuring the long-term sustainability of the gardens.

The findings conclude that school heads play an active and effective role in the Gulayan sa Paaralan program, particularly in promoting awareness, fostering community partnerships, and instilling agricultural values among students. However, to elevate their achievement level from "High" to "Very High," there is a need to strengthen sustainability measures, improve resource management, and enhance stakeholder involvement in school gardens. Schools can benefit from increased funding, technical training, and stronger partnerships with agricultural agencies to expand food production and improve program sustainability.

Moreover, in WASH in School, the performance of school heads is categorized as "High," indicating that their efforts in implementing the WASH program meet quality standards but have not yet reached the "Very High" level, which would reflect exceptional achievement.

Among the specific indicators, the highest-rated achievement is the school heads' role in securing the support and participation of the community, PTAs, and local government units (LGUs) (Mean = 4.17, SD = 0.74). This "High" rating suggests that school heads actively engage stakeholders in sustaining and strengthening WASH initiatives. Collaboration with LGUs and PTAs ensures funding, policy reinforcement, and long-term sustainability of school hygiene and sanitation programs. The lowest-rated aspect, though still "High," is leading the school's participation in the search for the WASH three-star award (Mean = 4.00, SD = 0.68). The results indicate that school heads are engaged in improving WASH standards to achieve recognition, the slightly lower mean score implies that some schools may not be fully competitive in achieving higher WASH ratings. This could be due to resource constraints, varying levels of stakeholder participation, or differences in program execution.

The results of the study infer that school heads effectively implement WASH programs, particularly in engaging communities, enforcing policies, and collaborating with key partners. However, to elevate their achievement level from "High" to "Very High," there is a need to strengthen resource allocation, enhance monitoring and evaluation processes, and improve participation in

national WASH recognition programs. Schools could benefit from increased funding, infrastructure development, and technical training for staff to further enhance hygiene education, sanitation facilities, and clean water access. Strengthening these areas can contribute to better health outcomes, reduced absenteeism, and a safer learning environment, ultimately ensuring that WASH in Schools is fully institutionalized as a sustainable and impactful initiative.

Seemingly, in the Reading Program in Schools, the performance of school heads is categorized as "High," indicating that their efforts in implementing the Reading Program meet quality standards but have not yet reached the "Very High" level, which would signify exceptional execution and impact.

Among the key indicators, the highest-rated achievement is the school head's role as a technical assistance provider, coach, mentor, and resource provider (Mean = 4.23, SD = 0.60). This "Very High" rating suggests that school heads effectively support teacher capacity-building efforts by providing guidance, instructional materials, and professional development opportunities. Although still "High," the lowest-rated aspect is the school heads' monitoring of reading program implementation using localized and generic tools (Mean = 4.00, SD = 0.75). This indicates that while school heads are engaged in tracking and evaluating reading program success, there may be inconsistencies in monitoring approaches across different schools.

The findings imply that school heads play an active and effective role in implementing, sustaining, and monitoring reading programs. Their strengths lie in teacher support, stakeholder collaboration, and instructional leadership, all of which contribute to the effectiveness of reading initiatives. Additionally, schools could expand access to technology and digital literacy resources to modernize reading instruction and engage students more effectively. Strengthening these areas can lead to higher literacy rates, improved student reading competencies, and a more sustainable reading culture within schools and communities.

Likewise, the School-Based Feeding Program, the performance of school heads is categorized as "High," indicating that their efforts in implementing the School-Based Feeding Program meet quality standards but have not yet reached the "Very High"

level, which indicates exceptional execution and impact.

Among the key indicators, the highest-rated achievement is motivating parents and guardians to send their children to school (Mean = 4.36, SD = 0.65), which is classified as "Very High." This suggests that school heads are highly effective in engaging parents and encouraging school attendance, a crucial factor in ensuring the success of feeding programs, particularly for learners from marginalized backgrounds.

Furthermore, school heads' efforts in gaining district or division-level recognition for program effectiveness (Mean = 3.75, SD = 0.84), though still "High," have the lowest mean score, implying that while some schools receive awards, not all have been able to achieve notable recognition for their implementation efforts.

The findings confirm that school heads effectively lead the School-Based Feeding Program, particularly in parent engagement, awareness-building, and infrastructure provision. Their strengths lie in motivating parents, involving stakeholders, and promoting the program's benefits to ensure student participation and improved health outcomes. Strengthening these areas maximizes student well-being, reduces absenteeism, and contributes to better academic performance, ensuring that the School-Based Feeding Program is effective and sustainable in the long run.

Seemingly, the achievements of school head in the key performance indicators (KPIs) for the School-Based Brigada Eskwela Program further emphasizes the high level of achievement by school heads in promoting and managing the program.

The highest mean score (4.32, SD = 0.58) is for the school head's leadership in promoting public awareness and encouraging stakeholder involvement in the Brigada Eskwela program. This indicates that school heads effectively lead efforts to raise awareness and engage stakeholders in supporting the program. On the other hand, the school head's encouragement of stakeholder involvement and acknowledgment of donations (Mean = 4.20, SD = 0.70) shows a solid commitment to ensuring broad community participation, with a slight increase in variability in responses, indicating some differences in how stakeholders perceive this activity.

The results imply that school heads are excelling in their leadership and management of the Brigada

Eskwela program. Their ability to encourage stakeholder involvement and strategic delegation of responsibilities are clear strengths. School heads could consider further refining their communication and delegation strategies to ensure even more consistent engagement and participation, perhaps by offering more tailored approaches for different stakeholder groups.

In overall, the result implies that the achievements focused on how well school heads have done in marketing and running the program, making sure it meets quality standards, especially when it comes to involving communities, following rules, and working with important partners. It also concludes that most of the achievements were performed high because it used to practice and collaborate with stakeholders as partners in keeping the school on track.

The high level of achievement among school heads in the implementation of various school programs implies a strong foundation of leadership and management skills at the school level. This suggests that school heads are well-equipped to translate national and regional educational policies into practical actions that address the specific needs of their learners and communities. Their success in programs such as Brigada Eskwela and WASH in Schools highlights their capability to lead with a vision, foster stakeholder collaboration, and create inclusive, well-maintained learning environments.

Moreover, the consistently high achievement ratings across multiple programs indicate that school heads are not only fulfilling administrative functions but are also actively engaging in instructional and transformational leadership. This reinforces the importance of providing continuous capacity-building opportunities for school leaders, particularly in areas related to program management, resource mobilization, and community partnership development. Sustained professional development will ensure that school heads remain effective in adapting to evolving educational demands and sustaining program success over time.

The relatively lower achievement is the Gulayan sa Paaralan Program, while still within a high range, points to the need for more targeted support in areas that may be constrained by external factors such as land availability or climate conditions. This highlights the importance of contextualized program implementation and the need for localized

strategies that consider the unique challenges of each school. Strengthening inter-agency collaboration, particularly with agricultural and environmental offices, can enhance the sustainability of such programs and further empower school heads to innovate solutions tailored to their communities.

Table 3.  
Summary of the Achievements of School Heads

| Indicators                   | Mean | SD   | Verbal Description |
|------------------------------|------|------|--------------------|
| Gulayan sa Paaralan          | 3.90 | 0.52 | High               |
| WASH in School               | 4.11 | 0.51 | High               |
| Reading Program in School    | 4.08 | 0.57 | High               |
| School Based Feeding Program | 4.08 | 0.51 | High               |
| Brigada Eskwela Program      | 4.26 | 0.50 | Very High          |
| Overall Mean                 | 4.09 | 0.52 | High               |

#### Adversity Quotient of School Heads and Stakeholders' Collaborative Practices:

The results of Spearman's rank correlation analysis reveal an extremely weak positive relationship between the adversity quotient (AQ) of school heads and stakeholders' collaborative practices, with a correlation coefficient of 0.041. Since this value is very close to zero, it suggests that AQ has little to no impact on the level of stakeholder collaboration. Additionally, the p-value of 0.594 exceeds the standard significance threshold of 0.05, indicating that this relationship is not statistically significant. Thus, the findings do not provide sufficient evidence to support the idea that school heads' resilience, as measured by AQ®, significantly affects stakeholder collaboration.

These findings suggest that other factors may have a more substantial influence on stakeholder collaboration. Elements such as leadership styles, communication strategies, school culture, and support from external partners could play a more pivotal role in fostering collaborative practices. Given the absence of a significant relationship between AQ® and stakeholder collaboration, future research could focus on these other factors to gain a deeper understanding of what drives effective school collaboration. Overall, the results indicate that resilience alone is not enough to explain or predict stakeholder collaboration, highlighting the

need for a broader perspective on leadership and organizational dynamics.

The absence of a significant relationship implies that increasing the adversity quotient of school heads alone may not be sufficient to enhance stakeholder collaboration. Therefore, professional development efforts should include not just resilience-building, but also targeted training on communication, networking, and partnership management. These competencies are essential for school heads to actively and effectively engage stakeholders in the school community.

Furthermore, this finding suggests that stakeholder collaboration is a multifaceted construct that may depend more on organizational culture, shared goals, and participatory leadership approaches than on personal traits alone. This highlights the need for school systems to institutionalize collaborative frameworks—such as school governing councils and stakeholder engagement policies—that ensure participation regardless of leadership styles or individual differences among school heads.

Finally, school heads may benefit from structured opportunities to reflect on how their responses to adversity influence their external leadership behaviors. Integrating coaching or mentoring programs that bridge internal leadership traits with outward-facing collaborative practices may help align personal resilience with proactive stakeholder engagement, ultimately contributing to more cohesive and effective school communities.

Table 4.  
Relationship between the Adversity Quotient of School Heads and Stakeholders' Collaborative Practices

| Indicators                            | Spearman |                    |
|---------------------------------------|----------|--------------------|
|                                       | rho      | p-value            |
| Stakeholders' Collaborative Practices | .041     | .594 <sup>ns</sup> |
| Adversity Quotient                    | .041     | .594 <sup>ns</sup> |

Relationship between the Adversity Quotient of School Heads and Their Achievements. The

Spearman's rank correlation analysis reveals a very weak positive relationship between the adversity quotient rank of school heads and their achievements, with a correlation coefficient of 0.096.

These findings suggest that the adversity quotient, which measures resilience and the ability to handle adversity, is not linked with the overall achievements of the school heads. The results suggest that other factors, beyond resilience, may play a more significant role in shaping the achievements of school heads. Given these findings, it is important to consider that while Adversity Quotient is an important leadership trait, it may not be the primary driver of success in this context.

Moreover, these areas are more likely to contribute directly to measurable achievements, such as effective program implementation, learner performance, and school improvement initiatives. Mentoring and peer collaboration can also help school heads acquire practical leadership techniques that go beyond managing adversity.

The study of Urlanda (2024) is consistently relevant to the present findings, which denotes that the forerunners of adversity quotient, leadership and management skills, and demographic characteristics have nothing to do with school performance. Although correlation analysis showed a negative link between the adversity quotient, leadership and management skills, and school performance, the forerunners can continuously engage in professional development to enhance their adversity quotient, leadership, and management skills (Pestaño & Pestaño, 2023).

Table 5.  
Relationship between the Adversity Quotient of School Heads and Achievements

| Indicators                   | Spearman |                    |
|------------------------------|----------|--------------------|
|                              | rho      | p-value            |
| Achievements of School Heads | .096     | .211 <sup>ns</sup> |
| Adversity Quotient           | .096     | .211 <sup>ns</sup> |

Difference in the Stakeholders' Collaborative Practices and School Heads' Adversity Quotient®

The ANOVA test results indicate a significant difference in stakeholders' collaborative practices

across schools, as evidenced by an F-value of 7.121 and a p-value of 0.000. This finding suggests that the level of collaboration between stakeholders and school heads varies considerably from one school to another.

This variation may be influenced by factors such as school leadership, community involvement, and institutional policies. Schools with higher levels of stakeholder collaboration likely promote better communication, shared decision-making, and collective problem-solving, ultimately creating a more supportive and effective educational environment.

Table 6.  
Significant Difference in the Stakeholders' Collaborative Practices and School Heads' Adversity Quotient as grouped according to Schools

|                                       |                | Sum of Square | df  | Mean | F    | Sig. |
|---------------------------------------|----------------|---------------|-----|------|------|------|
| Stakeholders' Collaborative Practices | Between Groups | 9.98          | 8   | 3.90 | 7.12 | .000 |
|                                       | Within Groups  | 28.74         | 164 |      |      |      |
|                                       | Total          | 38.72         | 172 |      |      |      |
| Adversity Quotient-Rank               | Between Groups | 118.02        | 8   | 139  |      |      |
|                                       | Within Groups  | .000          | 164 |      |      |      |
|                                       | Total          | 118.02        | 172 |      |      |      |

The post-hoc Tukey HSD test further emphasizes these differences, grouping schools such as School A, B, and C into one subset, indicating similar levels of stakeholder collaboration. Meanwhile, other schools, including School D, E, and F, demonstrate varying levels of collaboration. This suggests the need to identify specific factors driving these differences, which may include leadership style, communication strategies, or resource availability. Enhancing these aspects could foster stronger collaboration among stakeholders.

On the other hand, the adversity quotient (AQ®) rankings show no significant variation, as the F-value for this variable could not be calculated due to zero variance within groups. This indicates that school heads' resilience remains relatively consistent across all schools and does not appear to be a determining factor in stakeholder collaboration.

While AQ® may influence how school heads respond to collaboration; it is not the primary driver of differences in stakeholder engagement. Instead, improving collaboration may require focusing on other factors, such as school heads' accountability, leadership responsibilities, and school-specific organizational dynamics.

In conclusion, while school heads exhibit similar levels of adversity quotient, stakeholder collaboration varies significantly across schools. This highlights the importance of addressing school-specific factors, such as leadership approaches, communication practices, and resource allocation, to enhance collaboration. Future efforts should focus on understanding and improving these unique school dynamics rather than solely emphasizing the resilience of school heads.

Baog and Cagape (2024) highlighted that school heads' change management practices mediate the relationship between teachers' AQ and organizational commitment, showing that adaptable leadership fosters teacher resilience. Corcoran (2025) stresses the importance of inclusive decision-making, advocating for active participation from teachers, parents, and the community to create a supportive learning environment. Tansiongco and Ibarra (2020) found that school heads with a high degree of control—a key dimension of AQ—perform better in instructional leadership and maintaining quality standards.

Table 7.  
Post-hoc Tukey HSD

| SCHOOL   | N  | Subset for alpha = 0.05 |      |       |
|----------|----|-------------------------|------|-------|
|          |    | 1                       | 2    | 3     |
| School A | 15 | 3.57                    |      |       |
| School B | 15 | 3.64                    |      |       |
| School C | 21 | 3.73                    |      |       |
| School D | 15 | 3.82                    |      |       |
| School E | 24 | 3.83                    | 3.83 |       |
| School F | 20 | 3.86                    | 3.86 |       |
| School G | 19 | 3.88                    | 3.88 |       |
| School H | 23 |                         | 4.26 | 4.26  |
| School I | 21 |                         |      | 4.31  |
| Sig.     |    | .370                    | .059 | 1.000 |

**Issues and Concerns of School Heads on the Stakeholders' Collaboration in School:** The

issues and concerns raised by school heads regarding stakeholders' collaboration, based on respondents' feedback, reveal several key challenges. The most prominent issue across schools is the inadequate financial support from the PTA, suggesting that funding from the PTA plays a crucial role in augmenting the school's financial resources.

The second issue pertains to the lack of stakeholder participation in school-initiated programs, projects, and activities (PPAs). The third issue highlights stakeholders' limited involvement in or influence over school-based events, projects, and programs. These challenges point to a communication gap that hinders greater commitment and participation in school activities.

Other concerns include insufficient communication of project details to school management and unclear presentations of project reports to the school leadership. Additionally, stakeholders' resistance to educational innovations and new programs, as well as their interference in the school head's leadership, were identified as problems. However, the least mentioned issue was the involvement of other stakeholders and parents against the school management.

Overall, these findings suggest that schools primarily struggle with inadequate financial support from the PTA and low stakeholder participation in school-run programs, projects, and activities. The communication gap and lack of involvement in decision-making processes are also significant challenges, affecting the overall effectiveness of collaboration.

#### IV. CONCLUSIONS

It was found out that school heads possessed high adversity quotient. Other school heads can enhance their resilience by focusing on the control and ownership dimensions of the adversity quotient, which can help them manage challenges more effectively and turn adversities into opportunities. The stakeholders' collaborative practices, particularly in areas of leadership, governance, curriculum, accountability, and resource management, are all at a high level. The school heads' resilience, measured through their adversity quotient, does not influence stakeholder collaboration, other factors may have a more significant impact on the level of collaboration. The analysis showed no strong evidence that higher

adversity quotients directly correlate with greater achievement among school heads. Moreover, the achievements focused on how well school heads have done in marketing and running the program, making sure it meets quality standards, especially when it comes to involving communities, following rules, and working with important partners. It also concludes that most of the achievements were performed high because it used to practice and collaborate with stakeholders as partners in keeping the school on track.

Additionally, the level of collaborative engagement between stakeholders and school heads varies significantly across schools. This variation can be attributed to factors like leadership styles, community involvement, and school policies. Identifying the specific factors that contribute to these differences is essential for understanding and enhancing collaboration within schools. The school heads' adversity quotient, does not significantly influence the level of collaboration with stakeholders.

The level of collaborative engagement among stakeholders shows significant variation across schools. Factors such as school leadership, community involvement, and institutional policies likely influence these differences. Schools with more active collaboration tend to promote better communication, shared decision-making, and collective problem-solving, which ultimately enhances the overall educational environment.

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