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Teaching Competence and Adversity Quotient of Teachers in Alternative Learning System (ALS) and Students' Learning Engagement in The City Schools Division Offices in the Province of Laguna

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Abstract. This study attempted to determine the ALS teachers' teaching competence and adversity quotient as predictors of students' learning engagement in the city schools division offices in the Province of Laguna. Specifically, it investigated the respondents' level of teaching competence in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, community linkages and professional engagement and professional growth and professional development; respondents' level of adversity quotient and its dimensions; control, ownership, reach and endurance, and level of students' learning engagement. The findings showed that the overall weighted mean of 3.64 revealed that the ALS teachers' teaching competence was very high; while the overall weighted mean of 2.76 revealed that the respondents' AQ level was high. Moreover, the findings showed that the average weighted mean of 3.31 revealed that the level of the students' learning engagement was very high. Meanwhile, the findings showed that the relationship between the respondents' level of teaching competence and level of adversity quotient were all greater than the 0.01 significance level. Therefore, there was no significant relationship between the ALS teachers' teaching competence and their level of adversity quotient was observed. In addition, the finding showed that the relationship between the respondents' teaching competence and students' learning engagement were less than the test of significance at 0.01 leading to the rejection of the null hypotheses. This showed that there was a significant relationship between the respondents' teaching competence and student learning engagement. Lastly, the relationship between the respondents' level of adversity quotient and level of students' learning engagement were higher than the test of significance at 0.01 leading to the acceptance of the null hypotheses. This shows that there was no relationship between the respondents' level of adversity quotient and the level of student learning engagement.

Keywords. ALS, teacher competence, adversity quotient, students' learning engagement

I. Introduction

The ALS Program is a parallel learning system that offers a practical alternative to existing formal instruction for out-of-school Filipino children, youth, and adults (OSCYAs) (Antonio & Ramirez, 2022). Since the ALS classes are community-based, the teachers go to the students' homes. Classes are typically held in libraries, homes, or other learning facilities in

addition to the multipurpose hall in the barangay. Mobile teachers, district ALS Coordinators, and instructional managers make up this group of learning facilitators.

According to Baccal and Ormilla (2021) ALS teachers are expected to be highly skilled in a wide range of fields, however, most young ALS teachers depend only on the available instructional materials. Thus, they lack the necessary competence that will lead to students' success. Teacher competence is an important component in schools because it leads to teacher job satisfaction, student achievement, and overall school success (Tha Bha & Ye, 2020). Furthermore, competency has been defined as a requirement of competency-based teacher education that includes a teacher trainee's knowledge, skills, and values in order to demonstrate successful completion of a teacher education program (Canada & Osorno, 2022).

Adversity quotient (AQ) plays a crucial role in addressing these academic issues. AQ, according to Paul Stoltz, is "the ability of the person to deal with the adversities of his life. It is therefore the study of human resilience. According to Ruqoyyah and Ristiana (2020) aspiring elementary school teachers should have the adversity quotient (AQ) or the ability to overcome challenges because elementary school students deal with a variety of issues. These issues can take the form of difficult-to-manage students who require patience to deal with, students who struggle to understand the material and must therefore find solutions and put up with it, and many others. Hence, the adversity quotient application in the field of education provides information on one's poor resilience so that follow-up can be determined based on the needs of everyone in developing their abilities. According Garcines (2018), the Philippines' need for teachers who are competent, resilient, and with high standards is a problem.

Therefore, in facing diverse learners, teaching ALS students is challenging, teacher competence is required as Tha Bha and Ye (2020) explain the importance of teacher competence in the student's academic success. In addition, the study of Ruqoyyah and Ristiana (2020) presents the importance of teacher's AQ in handling challenges and issues in the learning process. Rahim (2022) also emphasized the relationship of AQ to a teacher's competence which further affects the student's learning engagement as it becomes a growing concern in the field of education nowadays (Foster, 2023).

However, despite the numerous studies that were conducted on ALS system and on the ALS mentors, no study yet had been conducted locally particularly in the City Schools Division Offices in the Province of Laguna regarding the ALS teachers' competence, adversity quotient, and level of students' learning engagement.

Hence, the researcher was motivated to determine the ALS teachers' level of teaching competence, level of adversity quotient, and the level of students' learning engagement. Also, the relationship among the variables will be determined in order to find out how to assist ALS teachers in maintaining the students' learning engagement which will lead to a successful learning experience. The study could serve as basis for planning and implementation of teacher competence enhancement programs and wellness program that will help enhance both teacher competence and AQ level.

1.1 Objective of the Study

The overall objective of this study was to determine teachers' teaching competence, adversity quotient and students' learning engagement among ALS teachers in the city schools division offices in the Province of Laguna. Specifically, the study had the following aims (1) to determine the respondents' teaching competence in terms of Content knowledge and pedagogy; Learning environment; Diversity of learners; Curriculum planning; Community linkages and professional engagement; and Professional growth and professional development, (2) to

determine the respondents' level of adversity quotient and its dimensions; Control, Ownership, Reach, and Endurance, (3) to determine the level of students' learning engagement among ALS teachers, (4) to determine the relationship between ALS teachers' teaching competence, adversity quotient, and students' learning engagement, (5) to determine how predictive are the level of teachers' teaching competence, level of adversity quotient, taken singly or in combination, of the level of students' learning engagement among ALS teachers.

II. Methods

The researcher utilized descriptive-correlational method of research with the help of survey questionnaire as the main source of data. Statistical method was utilized to give credence and reliability to the work. This is one in which information is collected without changing the environment (i.e., nothing is manipulated). It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involve range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Polka, 2018).

The study aimed at determining the teachers' level of teaching competence, level of adversity quotient, and the level of students' learning engagements of ALS teachers. The total population of the study was 51 ALS teachers in the six (6) City Schools Division Offices in the Province of Laguna. The sample size was 46 ALS teachers in the City Schools Division Offices in the Province of Laguna using the Raosoft calculator with 95% confidence level and 5% margin of error. Stratified random sampling technique was used in the study due to the limited number of ALS teachers in the City Schools Division Offices in the Province of Laguna. Respondents were the ALS teachers from SDO San Pedro City (1), SDO Biñan City (9), SDO Cabuyao City (5), SDO Sta. Rosa City (5), SDO Calamba City (12), and SDO San Pablo City (19) in the Province of Laguna. The study was conducted during Academic Year 2022-2023.

The researcher adapted questionnaires used in the previous studies. To determine the ALS teachers' teaching competence the questionnaire used in study of Pablo (2021) which was based from the DepEd Philippine Professional Standards for Teacher (PPST); the adversity quotient questionnaire was used to determine the respondents' adversity quotient which was based on Adversity Response Profile by Dr. Paul Stoltz ; and the Student Learning Engagement Questionnaire by Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler was modified to determine the level of ALS students' learning engagement. Since the questionnaire was modified, it was considered as self-made questionnaire. It was subjected to face and content validity. It was shown to the panel of experts in educational management, in statistics and in research for their comments and suggestions. First, the questionnaire was validated by the dissertation adviser to evaluate the content and appropriateness of the items. In order to ascertain that the indicators that was used in the research questionnaire are relevant to the study, the researcher sought the opinions of other experts from educational management, research and statistics. Also, the questionnaire underwent Cronbach's Alpha reliability test for thorough validation of the formulated indicators with the following results: For teaching competence: 0.956; For adversity quotient: 0.934 and for student learning: 0.957. The accomplished questionnaires were collected right after they have answered by the respondents and the gathered data were tallied, tabulated, analyzed and interpreted.

Statistical tools such as weighted mean and ranking, Pearson r, and Stepwise Multiple Regression Analysis were used for the analysis of data and interpretation of results.

III. Results and Discussion

Table 1

The Respondents' Level of Teaching Competence: Content Knowledge and Pedagogy

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am knowledgeable on the content and application of my learning areas.	3.61	Very High	4
2. I can provide research-based teaching strategies and techniques.	3.30	Very High	7
3. I am using ICT facilities, like laptop, projector, TV and the like.	3.70	Very High	2
4. I am promoting strategies in teaching literacy and numeracy.	3.72	Very High	1
5. Applying teaching strategies that could boost the critical thinking of my learners.	3.63	Very High	3
6. I am knowledgeable on Mother Tongue, Filipino and English.	3.59	Very High	5
7. I have excellent communication that can reinforce my learners and give systematic instructions.	3.57	Very High	6
Average	3.59	Very High (Distinguished)	

Table 1 presents the respondents' level of teaching competence in terms of content knowledge and pedagogy. As seen in the table indicator no. 4 "I am promoting strategies in teaching literacy and numeracy" got the weighted mean of 3.72 and was verbally interpreted as Very High ranked 1. Indicator no. 3 "I am using ICT facilities, like laptop, projector, TV and the like" got the weighted mean of 3.70 and was verbally interpreted as Very High ranked 2. Indicator no. 5. "Applying teaching strategies that could boost the critical thinking of my learners" got a weighted mean of 3.63 and was verbally interpreted as Very High ranked 3. Indicator no. 1. "I am knowledgeable on the content and application of my learning areas" got the weighted mean of 3.61 and verbally interpreted as Very High ranked 4. Indicator no. 6. "I am knowledgeable on Mother Tongue, Filipino and English" got the weighted mean of 3.59 and was verbally interpreted as Very High ranked 5. Indicator no. 7. "I have excellent communication that can reinforce my learners and give systematic instructions" got the weighted mean of 3.57 and was verbally interpreted as Very High ranked 6. Indicator no. 2. "I can provide research-based teaching strategies and techniques" got the weighted mean of 3.30 and was verbally interpreted as Very High ranked 7.

In conclusion, the average weighted mean of 3.59 revealed that the respondents' level of teaching competence in terms of content and pedagogy was Very High. This implies that ALS teachers are highly competent as they master the content and are highly skillful in terms of classroom strategies.

Table 2

The Respondents' Level of Teaching Competence: Learning Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am prioritizing the safety and security of my learners inside and outside the schools.	3.78	Very High	2
2. I am organizing activities that could benefit all my learners.	3.72	Very High	3
3. I am promoting the progress and performance of my learners	3.67	Very High	5
4. I am providing a clear, well-considered plan for managing my classroom and learners' behavior.	3.70	Very High	4
5. I am building positive relationships with my learners, parents, and stakeholders.	3.80	Very High	1
Average	3.73	Very High (Distinguished)	

Table 2 presents the respondents' level of teaching competence in terms of learning environment. As seen in the table, indicator no. 5. "I am building positive relationships with my learners, parents, and stakeholders" got the weighted mean of 3.80 and was verbally interpreted as Very High ranked 1. Indicator no. 1. "I am prioritizing the safety and security of my learners inside and outside the schools" got the weighted mean of 3.78 and was verbally interpreted as Very High ranked 2. Indicator no. 2. "I am organizing activities that could benefit all my learners" got the weighted mean of 3.72 and was verbally interpreted as Very High and was ranked 3. Indicator no. 4. "I am providing a clear, well-considered plan for managing my classroom and learners' behavior" got the weighted mean of 3.70 and was verbally interpreted as Very High ranked 4. Indicator no. 3. "I am promoting the progress and performance of my learners" got a weighted mean of 3.67 and was verbally interpreted as Very High ranked 5.

In conclusion, the average weighted mean of 3.73 revealed that the respondents' level of teaching competency in terms of learning environment was Very High. This means that the ALS teachers are highly competent in providing a conducive learning environment needed by the students.

Table 3

The Respondents' Level of Teaching Competence: Diversity of Learners

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs	3.52	Very High	5
2. I am structuring learner groups to encourage cooperative and collaborative learning rather than a girls-versus-boys competitive approach.	3.59	Very High	4

3. I am giving the importance of cultural diversity, such as values, traditions, lifestyles, and kinship structures.	3.65	Very High	2.5
4. I give learners the opportunity to set their goals.	3.76	Very High	1
5. I am raising low self-perception and increasing learning independence, through recognition of the student's positive attributes and encouraging discovery learning.	3.65	Very High	2.5
Average	3.63	Very High (Distinguished)	

Table 3 presents the respondents' teaching competence in terms of learning environment. As seen in the table, indicator no. 4. "4. I give learners the opportunity to set their goals." got a weighted mean of 3.76 and was verbally interpreted as Very High ranked 1. Both indicators no. 3 and 5. "I am giving the importance of cultural diversity, such as values, traditions, lifestyles, and kinship structures" and "I am raising low self-perception and increasing learning independence, through recognition of the student's positive attributes and encouraging discovery learning" got the weighted mean of 3.65 and was verbally interpreted as Very High ranked 2.5. Indicator no. 2. "I am structuring learner groups to encourage cooperative and collaborative learning rather than a girls-versus-boys competitive approach" got a weighted mean of 3.59 verbally interpreted as Very High ranked 4. Lastly, indicator no. 1. "I am using a gender-differentiated approach develop mathematics problem-solving activities that involve real-life application—such as planning, organizing information, and estimating costs" got a weighted mean of 3.52 and was verbally interpreted as Very High ranked 5.

In summary, the average mean of 3.63 revealed that the respondents' level of teaching competency in terms of diversity of learners was Very High. This implies that the ALS teachers are highly competent in providing learning activities and classroom environments that cater to the needs of all learners thus acknowledging and addressing individual differences.

Table 4

The Respondents' Level of Teaching Competence: Community Linkages and Professional Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I participate in the establishment of learning environments that are responsive to community contexts	3.54	Very High	3
2. I encourage the engagement of parents and the wider school community in the educative process	3.41	Very High	4
3. I practice professional ethics	3.78	Very High	1
4. I adhere to school policies and procedures	3.70	Very High	2
Average	3.61	Very High (Distinguished)	

Table 4 presents the respondents' level of teaching competence in terms of the learning environment. As seen in the table, indicator no 3 "I practice professional ethics" got the weighted mean of 3.78 and was verbally interpreted as Very High ranked 1. Indicator no. 4. "I adhere to school policies and procedures" got a weighted mean of 3.70 and was verbally interpreted as Very High ranked 2. Indicator no. 1. "I participate in the establishment of learning environments that are responsive to community contexts" got a weighted mean of 3.54 and was verbally interpreted as Very High ranked 3. Indicator no. 2. "I encourage the engagement of parents and the wider school community in the educative process" got a weighted mean of 3.42 and was verbally interpreted as Very High ranked 4.

In conclusion, the average weighted mean of 3.61 revealed that the respondents' level of teaching competence in terms of Community Linkages and Professional Engagement was Very High. This means that ALS teachers have the practice professional ethics adhere to the school rules and policies and able to collaborate with the stakeholders.

Table 5

The Respondents' Level of Teaching Competence: Curriculum and Planning

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am planning and managing well my teaching and learning process.	3.67	Very High	3
2. I am providing activities and tasks aligned with learners' learning competence	3.48	Very High	4
3. I am planning a lesson based on our different learning strands.	3.78	Very High	1.5
4. I am showing professional collaboration with my colleagues to enrich teaching practice.	3.78	Very High	1.5
Average	3.68	Very High (Distinguished)	

Table 5 presents the respondents' teaching competence in terms of the learning environment. As seen in the table, indicators 3 and 4 "I am planning a lesson based on our different learning strands" and "I am showing professional collaboration with my colleagues to enrich teaching practice." got the weighted mean of 3.78 and was verbally interpreted as Very High ranked 1.5. Indicator no. 1. "I am planning and managing well my teaching and learning process" got the weighted mean of 3.67 and was verbally interpreted as Very High ranked 3. Indicator no 2. "I am providing activities and tasks aligned with learners' learning competence" got the weighted mean of 3.48 and was verbally interpreted as Very High ranked 4.

In summary, the average mean of 3.68 revealed that the respondents' level of teaching competency in terms of curriculum and planning was Very High. This means that the ALS teachers are participating and collaborate very well with their co-teachers in planning, developing, and in modifying or improving the curriculum.

Table 6

The Respondents' Level of Teaching Competence: Personal Growth and Professional Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am building and maintaining respectful and positive relationships with our learners, colleagues and stakeholders.	3.78	Very High	1
2. I am willing and preparing to take on additional roles and responsibilities.	3.67	Very High	2
3. I am doing my tasks ahead of time before the deadline comes.	3.61	Very High	3
4. I am pursuing my masters or doctorate degree.	3.33	Very High	5
5. I am attending various training and seminars related to teaching and curriculum.	3.59	Very High	4
Average	3.60	Very High (Distinguished)	

Table 6 presents the respondents' teaching competence in terms of Personal Growth and Professional Development. As seen in the table, indicator no. 1. "I am building and maintaining respectful and positive relationships with our learners, colleagues and stakeholders" got the weighted mean of 3.78 and was verbally interpreted as high ranked 1. Indicator no. 2. "I am willing and preparing to take on additional roles and responsibilities" got the weighted mean of 3.67 and was verbally interpreted as Very High and ranked 2. Indicator no. 3. "I am doing my tasks ahead of time before the deadline comes" got the weighted mean of 3.61 and was verbally interpreted as Very High ranked 3. Indicator no. 5. "I am attending various training and seminars related to teaching and curriculum" got the weighted mean of 3.59 and was verbally interpreted as Very High. Lastly, indicator no. 4. "I am pursuing my masters or doctorate degree" got the weighted mean of 3.33 and was verbally interpreted as Very High.

In conclusion, the average weighted mean of 3.60 revealed that the respondents' level of teaching competence in terms of personal growth and professional development was very high. This implies that the ALS teachers are maintaining good relationships with the students and other teachers as they willingly accept other duties and responsibilities for personal growth and pursue their masters and doctorate degree for professional growth.

Table 7

Summary Table of the Respondents' Level of Teaching Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Content Knowledge and Pedagogy	3.59	Very High	6
2. Learning environment	3.73	Very High	1
3. Diversity of Learners	3.63	Very High	3
4. Community Linkages and Professional Engagement	3.61	Very High	4
5. Curriculum and Planning	3.68	Very High	2

6. Personal Growth and Professional Development	3.60	Very High	5
Overall Weighted Mean	3.64	Very High (Distinguished)	

Table 7 presents the summary of the respondents' level of teaching competence. As seen in the table, indicator no. 2. "Learning environment" got the weighted mean of 3.73 and was verbally interpreted as Very High ranked 1. Indicator no. 1. "Curriculum and Planning" got a weighted mean of 3.68 and was verbally interpreted as Very High ranked 2. Indicator no. 3. "Diversity of Learners" got the weighted mean of 3.63 and was verbally interpreted as Very High and ranked 3. Indicator no. 4. "Community Linkages and Professional Engagement" got a weighted mean of 3.61 and was verbally interpreted as Very High ranked 4. Indicator no. 6.

"Personal Growth and Professional Development" got a weighted mean of 3.60 and was verbally interpreted as Very High ranked 5. Indicator no. 1. "Content Knowledge and Pedagogy" got a weighted mean of 3.59 and was verbally interpreted as Very High ranked 6.

In summary, the overall weighted mean of 3.64 revealed that the ALS teachers' level of teaching competence alongside with Content Knowledge and Pedagogy; Learning environment; Diversity of Learners; Community Linkages and Professional Engagement; and Curriculum and Planning; and Personal Growth and Professional Development was Very High. This means that the ALS teachers have a very high ability to provide a meaningful learning environment, appropriate to the prepared curriculum and in accordance to the needs of the diverse learners.

Table 8

The Respondents' Level of Adversity Quotient: Control

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. You suffer a professional setback. You can completely influence this situation for better?	3.17	High	2
2. You can influence this situation positively?	3.22	High	1
3. Your personal and work obligations are out of balance. You can influence this situation favorably?	3.09	High	3
4. You are not giving your students regular tests and feedback as required even though you know this can improve their academic results. You can influence this situation positively?	2.85	High	4
5. You have registered a drop in mean score of your subject for the third time in a row. You influence this situation positively?	2.83	High	5
Average	3.03	High	

Table 8 presents the respondents' level of adversity quotient in terms of Control. As seen in the table, indicator 2. "You can influence this situation positively" got a weighted mean 3.22 and was verbally interpreted as High ranked 1. Indicator no. 1. "You suffer a professional setback. You can completely influence this situation for better?" got a weighted mean of 3.17

and was verbally interpreted as High ranked 2. Indicator no. 3. “Your personal and work obligations are out of balance. You can influence this situation favorably?” got a weighted mean of 3.09 and was verbally interpreted as High ranked 3. Indicator no. 4. “You are not giving your students regular tests and feedback as required even though you know this can improve their academic results. You can influence this situation positively?” got the weighted mean of 2.85 and was verbally interpreted as High ranked 4. Indicator no. 5. “You have registered a drop in mean score of your subject in K.C.S.E for the third time in a row. You influence this situation positively?” got the weighted mean of 2.83 and was verbally interpreted as High ranked 5.

In conclusion, the average weighted mean of 3.03 revealed that the respondents’ level of AQ in terms of control was High. This means that the ALS teachers can positively control every situation in the four corners of the classroom.

Table 9

The Respondents’ Level of Adversity Quotient: Ownership

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. You are overlooked for a promotion. You feel liable for improving the situation.	3.00	High	1
2. The principal ignores your attempt to discuss with you, your students’ low academic performance. You feel liable for improving this situation?	2.63	High	5
3. Your teaching subject is understaffed, and your big workload is affecting effective content delivery. You feel liable for improving this situation.	2.89	High	2
4. Your school is not meeting its yearly set goals/targets in mean scores and grades expected by the administration /students/ parents. You feel liable for improving this situation.	2.76	High	4
5. You have held several meetings with the school management on improving your students’ academic performance but it all seems like a waste of time. You feel responsible for improving the situation.	2.87	High	3
Average	2.83	High	

Table 9 presents the respondents’ level of adversity quotient in terms of Ownership. As seen in the table, indicator 1. “You are overlooked for a promotion. You feel liable for improving the situation” got a weighted mean of 3.00 and was verbally interpreted as High ranked 1. Indicator 3. “Your teaching subject is understaffed and your big workload is affecting effective content delivery. You feel liable for improving this situation” got a weighted mean of 2.89 and was verbally interpreted as High ranked 2. Indicator 5. “You have held several meetings with the school management on improving your students’ academic performance but it all seems like a waste of time. You feel responsible for improving the situation” got a

weighted mean of 2.87 and was verbally interpreted as High ranked 3. Indicator 4. “Your school is not meeting its yearly set goals/targets in mean scores and grades expected by the administration /students/ parents. You feel liable for improving this situation” got a weighted mean of 2.76 and was verbally interpreted as High ranked 4. Indicator 2. “The principal ignores your attempt to discuss with you, your students’ low academic performance. You feel liable for improving this situation?” got a weighted mean of 2.63 and was verbally interpreted as High ranked 5.

In conclusion, the average weighted mean of 2.83 revealed that the respondents’ level of AQ in terms of Ownership dimension was High. This implies that the ALS teachers are accepting responsibilities related to their job and are willing to take over or handle classes that need their help or expertise despite of being overlooked for a promotion.

Table 10
The Respondents’ Level of Adversity Quotient: Reach

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.. You are criticized for the school drop even though you worked as hard as you could. The consequences of this situation will be limited to this situation	2.72	High	1
2. The first time your subject records high students’ performance, your schools’ results are cancelled. The consequences of situation will be limited to this situation.	2.65	High	2
3. You meet every bad luck on your way to the next job group promotion interview. The consequences of this situation will be limited to this situation.	2.59	High	4.5
4. You miss an important appointment by your employer. The consequences of this situation will be limited to this situation.	2.59	High	4.5
5. The supervisor/head visits your class in the course of lesson delivery and at end of the lesson asks you for your teaching documents, unfortunately you have not prepared them. The consequences of this situation will be limited to this situation.	2.61	High	3
Average	2.63	High	

Table 10 presents the respondents’ level of adversity quotient in terms of Reach. As seen in the table, indicator 1. “You are criticized for the school drop even though you worked as hard as you could. The consequences of this situation will be limited to this situation” got a weighted mean of 2.72 and was verbally interpreted as High ranked 1. Indicator 2. “The first time your subject records high students’ performance, your schools’ results are cancelled. The consequences of the situation will be limited to this situation” got a weighted mean of 2.65 and was verbally interpreted as High ranked 2. Indicator 5. “The supervisor/head visits your class

in the course of lesson delivery and at end of the lesson asks you for your teaching documents, unfortunately you have not prepared them. The consequences of this situation will be limited to this situation” got a weighted mean of 2.61 and was verbally interpreted as High ranked 3. Indicators 3 and 4 “You meet every bad luck on your way to the next job group promotion interview. The consequences of this situation will be limited to this situation” and “You miss an important appointment by your employer. The consequences of this situation will be limited to this situation” got a weighted mean of 2.59 and was verbally interpreted as High ranked 4.5.

In summary, the average weighted mean of 2.63 revealed that the respondents’ level of AQ in terms of Reach was High. This implies that the ALS teachers are able to handle and limit difficulties. Their general life is not that totally bothered nor affected when things go wrong.

Table 11

The Respondents’ Level of Adversity Quotient: Endurance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. You accidentally delete students’ examination data entry for other teachers from the computer before it had been processed and the other teachers must repeat the exercise all over again. The consequences of this situation will quickly pass.	2.43	High	3.5
2. You are unable to take a much-needed leave because the principal feels that you hold the key to the subject’s performance. The consequences of this situation will quickly pass.	2.59	High	2
3. After an extensive search you cannot find your professional documents you require to take an interview to the next job group. The consequences for situation will quickly pass.	2.43	High	3.5
4. You lost your class notes which had taken you years to prepare them. The consequences of this situation will quickly pass.	2.37	High	5
5. Your salary seems not to fit your budget not matter the government’s efforts to increase teachers’ salary. The consequences of this situation will quickly pass.	2.85	High	1
Average	2.53	High	

Table 11 presents the respondents’ level of adversity quotient in terms of Endurance. As seen in the table, indicator 5 “Your salary seems not to fit your budget not matter the government’s efforts to increase teachers’ salary. The consequences of this situation will quickly pass” got a weighted mean of 2.85 and was verbally interpreted as High ranked 1. Indicator 2. “You are unable to take a much-needed leave because the principal feels that you hold the key to the subject’s performance. The consequences of this situation will quickly pass” got a weighted mean of 2.59 and was verbally interpreted as High ranked 2. Indicators 3 and 1

“After an extensive search you cannot find your professional documents you require to take an interview to the next job group. The consequences for situation will quickly pass” and “You accidentally delete students’ examination data entry for other teachers from the computer before it had been processed and the other teachers must repeat the exercise all over again. The consequences of this situation will quickly pass.” got a weighted mean of 2.43 and was verbally interpreted as High ranked 3.5. Indicator 4. “You lost your class notes which had taken you years to prepare them. The consequences of this situation will quickly pass” got a weighted mean of 2.37 and was verbally interpreted as High ranked 5.

The average weighted mean of 2.53 revealed that the respondents’ AQ level in terms of Endurance was High. This means that the ALS teachers have the ability to overcome difficulties and believe that problems shall pass and everything will be fine.

Table 12

Summary Table of the Respondents’ Level of Adversity Quotient

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Control	3.03	High	1
2. Ownership	2.83	High	2
3. Reach	2.63	High	3
4. Endurance	2.53	High	4
Overall Weighted Mean	2.76	High	

Table 12 presents the summary table of the respondents’ level of adversity quotient. As seen in the table, dimension 1. “Control” got a weighted mean of 3.03 and was verbally interpreted as high ranked 1. Dimension 2. “Ownership” got a weighted mean of 2.83 and was verbally interpreted as high ranked 2. Dimension 3 “Reach” got a weighted mean of 2.63 and was verbally interpreted as high ranked 3. Finally, dimension 4 “Endurance” got the weighted mean of 2.53 verbally interpreted as high ranked 4.

In conclusion, the overall weighted mean of 2.76 revealed that the respondents’ AQ level was high. This means that the ALS teachers had that high ability to turn obstacles to opportunities, they can control difficult situations, and they believe that everything will eventually turn out fine.

Table 13

The Level of Students’ Learning Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Students raise their hands before answering during recitation.	3.39	Very High	6
2. Students participate actively in small group discussions.	3.50	Very High	1
3. Students are asking questions when I don’t understand the instructor	3.43	Very High	3.5
4. Students are doing all homework problems.	3.13	High	19
5. Students are coming to class every day	2.74	High	20

6. Students approach ALS teachers to review assignments or tests, or to ask questions	3.33	Very High	1.5
7. Students are thinking about the course between class meetings	3.28	Very High	14.5
8. Students find ways to make the course interesting to me.	3.26	Very High	16.5
9. Students take good notes in class	3.30	Very High	12.5
10. Students look over class notes between classes to make sure they understand the lessons	3.30	Very High	12.5
11. Students desire to learn the material	3.39	Very High	6
12. Students are confident that I can learn and do well in the class	3.33	Very High	10.5
13. Students put forth effort	3.35	Very High	9
14. Students are organized	3.24	Very High	18
15. Students are getting a good grade	3.28	Very High	14.5
16. Students are doing well on the tests	3.26	Very High	16.5
17. Students help fellow students.	3.46	Very High	2
18. Students are having fun in class	3.43	Very High	3.5
19. Students make sure to study on a regular basis.	3.37	Very High	8
20. Listen carefully in class.	3.39	Very High	6
Average	3.31	Very High	

Table 13 presents the level of students' learning engagement. As seen in the table, indicator 2. "Students participate actively in small group discussions" got a weighted mean of 3.50 and was verbally interpreted as very high ranked 1. Indicator 17. "Students help fellow students" got a weighted mean of 3.46 and was verbally interpreted as Very High ranked 2. Indicators 3 and 18 "Students are asking questions when I don't understand the instructor" and "Students are having fun in class" got a weighted mean of 3.43 and was verbally interpreted as Very High both ranked 3.5. Indicator 1. "Students raise their hands before answering during recitation"; indicator 11. "Students desire to learn the material"; and indicator 20. "Listen carefully in class" got a weighted mean of 3.39 and was verbally interpreted as Very high ranked 6.

Moreover, indicators 7 and 15 "Students are thinking about the course between class meetings" and "Students are getting a good grade" got a weighted mean of 3.28 and was verbally interpreted as Very High ranked 14.5. Both indicators 8 and 16 "Students find ways to make the course interesting to me" and "Students are doing well on the tests" got a weighted mean of 3.26 and was verbally interpreted as Very High ranked 16.5. Indicator 14. "Students are organized" got a weighted mean of 3.24 and was verbally interpreted as Very High ranked 18. Indicator 4. "Students are doing all homework problems" got a weighted mean of 3.13 and was verbally interpreted as High ranked 19. Lastly indicator 5. "Students are coming to class every day" got a weighted mean of 2.74 and was verbally interpreted as High ranked 20.

In summary, the average weighted mean of 3.31 revealed that the level of the students' learning engagement was very high. This means that the ALS students were active in the class

discussion, during recitation, they also help fellow students and they agree that they are having fun while learning.

Table 14
Relationship between the Respondents' Level of Teaching Competence and Level of Adversity Quotient

Teaching Competence	Adversity Quotient			
	Control	Ownership	Reach	Endurance
Content Knowledge and Pedagogy	r=0.250 Low correlation p=0.094	r=-0.065 Negligible correlation p=0.665	r=-0.130 Low correlation p=0.387	r=-0.093 Negligible correlation p=0.540
Learning environment	r=0.074 Negligible correlation p=0.623	r=0.099 Negligible correlation p=0.512	r=-0.175 Low correlation p=0.246	r=-0.146 Low correlation p=0.332
Diversity of Learners	r=0.324* Low correlation p=0.028	r=0.102 Low correlation p=0.498	r=-0.155 Low correlation p=0.304	r=-0.164 Low correlation p=0.275
Community Linkages and Professional Engagement	r=0.267 Low correlation p=0.073	r=0.138 Low correlation p=0.361	r=0.013 Negligible correlation p=0.931	r=-0.114 Low correlation p=0.449
Curriculum and Planning	r=0.192 Low correlation p=0.201	r=0.157 Low correlation p=0.297	r=-0.083 Negligible correlation p=0.582	r=-0.113 Low correlation p=0.455
Personal Growth and Professional Development	r=0.189 Low correlation p=0.209	r=0.099 Negligible correlation p=0.514	r=0.096 Negligible correlation p=0.527	r=0.039 Negligible correlation p=0.814

***Significant @ 0.05**

As shown in Table 14 Relationship between the respondents' level of Teaching Competence and level of adversity quotient, the results revealed that the respondents' teaching competence in terms of Content Knowledge and Pedagogy had significantly low correlation with Control and Reach dimensions of AQ with a computed p value of 0.094 with $r=-0.250$ and p value of 0.387 with $r=130$ respectively. On the other hand, it is a negligible correlation with Ownership and Endurance with a computed p value of 0.665 with $r=0.065$ and p value of 0.540 with $r=-0.093$ respectively. Similarly, in terms of the Learning environment, there was a negligible correlation between Control and Ownership with a computed p value of $r=0.623$ with $r=0.074$ and a computed p value of 0.512 with $r=0.099$ respectively. However, it significantly had low correlation with Reach dimensions of AQ with a computed p value of 0.246 and 0.332 respectively with a computed $r = 0.175$ and 0.146. Subsequently, the Diversity of Learners had a significant low correlation with Control, Ownership, Reach, and Endurance with a computed

value of 0.028, 0.498, 0.304, and 0.275 with $r=0.324$; $r=0.102$; $r=-0.155$; and $r=-0.146$ respectively. Nevertheless, the Community Linkages and Professional Engagement had negligible correlation with Reach, Ownership, and Endurance and low correlation with Reach with a computed value p value of 0.073, 0.361, 0.931, and 0.449 with corresponding $r=-0.267$, $r=0.138$, $r=0.114$, and $r=0.013$ respectively. and a low correlation with Core, Ownership, and Endurance with a value of $r=0.267$, $r=0.138$. Similarly, Curriculum and Planning significantly had a negligible correlation with Reach and low correlation with Control, Owner, and Endurance with a computed p value of 0.201, 0.297, 0.455, and 0.582 respectively with its corresponding $r=-0.192$, 0.157, 0.113, and 0.083 respectively. Lastly, Personal Growth and Professional Development significantly had low correlation only to Control dimension of AQ and had negligible correlation to Owner, Reach, and Endurance with a corresponding p value of 0.209, 0.514, 0.527, and 0.814 respectively with computed $r=0.189$, $r=0.099$, $r=0.096$, and $r=0.039$ respectively.

The table implies that based on the probability values were negligible and low correlation coefficient value may signal an unsubstantial relationship between two variables; however, there is an evidential bases proving the strength of the fitness existing between the ALS teachers' teaching competence and their level of adversity quotient, the correlation can be supported significant relationship.

This means that the higher the teachers' level of teaching competence in terms of Content Knowledge and Pedagogy, Learning environment, Diversity of Learners Community Linkages, and Professional Engagement. Curriculum and Planning Personal Growth and Professional Development, the higher the level of their AQ alongside its four dimensions- Control, Ownership, Reach, and Endurance.

Table 15

Relationship between the Respondents' Level of Teaching Competence and Level of Students' Learning Engagement

Teaching Competence	Pearson r	p-value	Interpretation
Content Knowledge and Pedagogy	0.388** Low correlation	0.008	Significant
Learning environment	0.488** Moderate correlation	0.001	Significant
Diversity of Learners	0.551** Moderate correlation	0.000	Significant
Community Linkages and Professional Engagement	0.494** Moderate correlation	0.000	Significant
Curriculum and Planning	0.540** Moderate correlation	0.000	Significant
Personal Growth and Professional Development	0.459** Moderate correlation	0.001	Significant
**Significant @ 0.01			

Table 15 indicates the correlation analysis for showing the relationship between the respondents' Teaching Competence and Students' Learning Engagement Finding revealed that Teaching Competence in relation to Learning Environment, Diversity of Learning, Community Linkages and Professional Engagement, Curriculum and Planning , and personal Growth and Professional Development of the teacher has moderate correlation to the students' learning engagement with a computed Pearson r value of 0.488, 0.551, 0.494, 0.540 and 0.459 with a corresponding p-value of 0.001, 0.000, 0.000, 0.000, and 0.001 respectively. However, it has low correlation with Content Knowledge and Pedagogy with a computed correlation of 0.388 and p value of 0.008.

Based on the results, it implies that all the probability p values were less than the test of significance at 0.01 level of significance. The result implies to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a), since the computed value of 0.388, .488, 0.551, 0.494, 0.540 and 0.459 is greater than the tabular value of at 0.01 level of significance. Therefore, the respondents' teaching competence has significant relationship in the students learning engagement.

This shows that there was a significant relationship between the respondents' Teaching Competence and Students' Learning Engagement. This means that the higher the level of teachers' teaching competence, the higher the level of students' learning engagement.

Table 16

Relationship between the Teachers' Level of Adversity Quotient and Level of Students' Learning Engagement

Adversity Quotient	Pearson r	p-value	Interpretation
Control	0.215 Low correlation	0.151	Not Significant
Ownership	0.103 Low correlation	0.496	Not Significant
Reach	-0.182 Low correlation	0.227	Not Significant
Endurance	0.041 Negligible correlation	0.786	Not Significant
**Significant @ 0.01			

Table 16 shows the summary of computations of Pearson r. Data revealed that there was a low and negligible correlation between the two variables involved relationship between the respondents' adversity quotient and level of students' learning Engagement. This belief that a Pearson r-value of 0.215 and p-value of 0.151 were obtained in Control dimension of AQ. Meanwhile, the Ownership dimension, a Pearson r-value of 0.103 and a p-value of 0.496 were obtained. For the Reach dimension, a Pearson r-value of -0.182 and a p-value of 0.227 were obtained. Lastly, in terms of Endurance a Pearson r-value of 0.041 and p-value of 0.786 were obtained. All the probability values were higher than the test of significance at 0.01 leading to the acceptance of the null hypotheses. This shows that there was no relationship between the respondents' level of adversity quotient and the level of student learning engagement. This means that ALS teachers' level of adversity quotient had nothing to do with the level of student learning engagement.

Table 17

Stepwise Regression between the Respondents' Teaching Competence and adversity quotient taken singly or in combination of the Level of Students' Learning Engagement

Predictor	Dependent Variable	R ²	F	p-value	B	T	p-value
Content Knowledge and Pedagogy	Level of Students' Learning Engagement	0.512	3.679	0.002	-0.204	-0.911	0.368
Learning environment					0.160	0.677	0.503
Diversity of Learners					0.092	0.315	0.755
Community Linkages and Professional Engagement					0.223	0.966	0.341
Curriculum and Planning					0.098	0.349	0.729
Personal Growth and Professional Development					0.292	1.377	0.177
Control					0.602	2.818	0.008*
Ownership					0.580	2.576	0.014*
Endurance					0.820	3.298	0.002*
Overall adversity quotient					-1.930	-3.246	0.003*

***Significant @ 0.05**

As shown in Table 17, there was multiple correlations between the respondents' level of teaching competence, level of adversity quotient, and level of students' learning engagement. A value of 0.002 indicates a high level of prediction of the dependent variable (level of students' learning engagement) The obtained R square of 0.512 shows that independent variable (teachers' teaching competence) explains the variability of the dependent variable (level of students' learning engagement). Further, the ANOVA shows that the independent variable, diversity of learners statistically significantly predicted the dependent variable level of students' learning engagement with an F-value of 3.679 and a probability value of 0.002 which is less than the 0.05 significance level. This implies that the independent variables teachers' teaching competence with its indicator - diversity of learners, and the adversity quotient with its dimensions – Control, Ownership, and Endurance are drivers of level of the students learning engagement, which further means that the ALS teachers' genuine desire to teach efficiently and effectively regardless of the challenges they encounter along the way, as well as the emotional connection they feel towards the organization, students and co-workers.

IV. Conclusion and Recommendation

Based on the findings of the study, the study conclusions were drawn: The teachers' level of teaching competence was very high. Therefore, ALS teachers have a very high ability to provide a meaningful learning environment, appropriate to the prepared curriculum and in accordance to the needs of the diverse learners. The teachers have a high level of adversity

quotient. Therefore, ALS teachers had the high ability to turn obstacles to opportunities, they can control difficult situations, and they believe that everything will eventually turn out fine. The level of students' learning engagement was very high. Therefore, ALS students were active in class discussion, during recitation, they also help fellow students and they agree that they are having fun while learning. The higher the teachers' level of teaching competence in terms of Content Knowledge and Pedagogy, Learning environment, Diversity of Learners, Community Linkages, and Professional Engagement, Curriculum and Planning, Personal Growth and Professional Development, the higher the level of their AQ alongside its four dimensions- Control, Ownership, Reach, and Endurance. The higher the level of teachers' teaching competence, the higher the level of students' learning engagement. ALS teachers' level of adversity quotient had nothing to do with the level of student learning engagement. The independent variables- teachers' teaching competence alongside, Diversity of Learners, and the adversity quotient with its dimensions – Control, Ownership, and Endurance are drivers of level of the students' learning engagement.

Recommendations

The following recommendations are hereby endorsed: ALS teachers must continue enhancing their teaching competence by attending seminar-workshops such as re-skilling and up-skilling of ALS teachers, capability training in handling diverse learners, and inclusivity in education that will keep them abreast of the latest trend in teaching and be able to apply recent teaching strategies in providing meaningful learning experiences to the students. ALS teachers must acknowledge their AQ and be more resilient on how they handle and manage their current situation. In doing this, effective managing and handling of problems for better performance in school and prevention of health problems are to be expected. ALS students must show cooperation and collaboration with the teachers and the administration by being active in class and aiming for academic success. It is important that they give honest feedback on which teaching strategy or learning activities they find more interesting that they will engage in. The Education Program Specialist II-ALS (EPS II-ALS) should provide wellness programs like mental health awareness and leadership training program, or spiritual activities like recollections and retreats that will help teachers in enhancing their AQ level and at the same time, to know their self-worth. EPS II-ALS must continuously support the teachers in their effort in delivering quality education to the students by acknowledging the individual needs of students, attending education-related seminars in teaching pedagogies and development program for professional and personal growth. Future researchers may replicate the investigation considering other variables such as leadership skills, work-life balance, and appreciative intelligence.

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