

Research Article

Spiritual Quotient, Adversity Quotient, and Coping Skills of Christian Private Schools' Key Personnel in the Philippines

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Abstract: This study examines the interplay among spiritual quotient, adversity quotient, and coping skills within key personnel of small Christian private schools in the Philippines. Through purposive sampling, seventeen (17) Christian private schools participated with a total of seventy (70) school key personnel. The data-gathering instrument used in this study was a 4-part online questionnaire converted comprehensively into parts through a website-based application called Google Forms, the participants answered the questionnaire online. To examine the strength and direction of the relationship between two or more continuous variables, Pearson Correlation Coefficient if the data were normally distributed; and Spearman's Rank Correlation if the data were not normally distributed were used. There was a positive correlation between the spiritual quotient and adversity quotient of the key personnel of Christian private schools, $r(68) = .428, p < .001$. There was also a positive correlation between the spiritual quotient and coping scores of the key personnel of Christian private schools, $r(68) = .266, p = .026$ and between adversity quotient and coping scores of key personnel of Christian private schools, $r(68) = .392, p = .001$. spiritual quotient, adversity quotient, and coping are interrelated among Christian private school's key personnel in the Philippines.

Keywords: Christian private schools; spiritual quotient; adversity quotient

1. Introduction

Christian private schools in the Philippines aim to provide holistic education that integrates faith and learning. They have distinctive characteristics and significant roles in the local communities by offering values-based education (Li, 2021). School key personnel such as principals play multiple roles in small Christian private schools because of their versatile leadership. They overcome many obstacles and challenges to sustain school operations such as resource limitations, student enrollment, and maintenance of educational quality. Key personnel should be adaptable in navigating challenges while maintaining their school's spiritual and educational missions for they have a vital role in fostering a positive and nurturing school environment that aligns with Christian values while fostering strong partnerships with parents, local churches, and community organizations (Harrison, 2012). Interest in spiritual quotient and Leadership effectiveness among key personnel in various Christian schools has been growing (Kreitzer, 2012) because spiritual quotient moderates the relationship between job stress and job performance among Christian private school key personnel (Kulshrestha & Singhal, 2017). It has been found that there is a significant positive correlation between high levels of spiritual quotient and effective leadership practices. Administrators with higher spiritual quotients showed that they were better at resolving conflicts positively and fostering a constructive school environment (Harrison, 2012). Recent studies have also focused on the impact of adversity quotient to the resilience of teachers in schools that are faith-based. Despite challenges, teachers with a higher adversity quotient showed resilience and are more likely to have job satisfaction. A high adversity quotient was closely linked to continuous professional growth and a proactive approach to teaching profession challenges (Howard et al., 2023). Key personnel would utilize more positive coping strategies. Lately, effective coping strategies that helped in maintaining stability and positive outcomes during crises are subjects of research of Bondarchuk, Balakhtar, Pinchuk, Pustovalov, and Pavlenok (2024), especially the role of spiritual practices that enhance the

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well-being of educators in religious schools. The latter aspect was examined by Harrison (2012) in details.

Previous studies have not examined the in-depth relationship among the spiritual quotient, adversity quotient, and coping of school leaders. The spiritual quotient refers to the ability to understand deep spiritual questions and inner insights which is the highest level of the quotient (Abdollahzadeh et al., 2009) while the adversity quotient is the person's capacity to conquer challenges and make them into opportunities and life-changing advantages for greater success (Queano, 2021). It is indicated that school heads with doctoral degrees tend to perform better than those with lesser qualifications specifically in the areas of instructional leadership, school projects, and related academic and community programs (Tansiongco & Ibarra, 2020). When the teachers were grouped according to age, teaching experience, and educational attainment, younger teachers, baccalaureate degree holders, and those with shorter teaching experienced a higher extent of stress than their counterparts. The higher the extent of stress experienced by teachers, the higher is the extent of their engagement with coping strategies (Lagos & Magallanes, 2020). Regardless of the profile of the school leaders and the level of stress, they must apply stress-coping mechanisms. Moreover, research studies addressing these stressors are well recommended to be studied further. These questions include: How do we address the stressors that school key personnel experience? And how can we attend to their social and emotional needs? By focusing on these school leaders' needs, we can ensure that we are also developing a positive school climate for students to flourish (Mahfouz, 2018).

The relationships among purpose, health, and spirituality have been well documented in navigating adversity, spirituality was an important and vital aspect of managing hardship (Kreitzer, 2012). It served as a powerful tool and resource that promoted resilience and protected the subjective well-being of these individuals. Spirituality as a "forgotten factor" needs to continue at the forefront in promoting successful aging and interventions, that incorporate spirituality, can be an opportunity for growth (Manning et al., 2019). One should give training on how to deal with stress and solve problems and equip them with skills to handle stress well, which can make them better at solving problems and more resilient when facing different stressors. It's about giving them tools to navigate challenges with confidence. (Ellovido & Quirap, 2024). This study aims to determine the relationship of adversity quotient, spiritual quotient, and coping of school key personnel in Christian private schools. This research will provide valuable insights to enhance development programs, promoting the well-being of school personnel and ultimately improving the overall health of the school system. By developing higher spiritual quotient and adversity quotients, along with coping strategies in school leaders, we can contribute to the goals of sustainable development, particularly in the context of giving quality education and excellent institutional leadership.

The research aims to determine the relationship of spiritual intelligence, adversity quotient and coping strategies of school key personnel in Christian private schools. Specifically, the researcher aims to determine: What is the level of school key personnel in Christian private schools in (a) spiritual intelligence, (b) adversity quotient, (c) coping skills? And is there significant relationship in Spiritual Intelligence, adversity quotient, and coping skills of school personnel in Christian private schools?

2. Materials and Methods

Through purposive sampling, seventeen (17) Christian private schools participated with a total of seventy (70) school key personnel. Participants of the study included any school key personnel, teaching and non-teaching, performing vital roles in the daily operation of the school. The data-gathering instrument used in this study was a 4-part online questionnaire converted comprehensively into parts through a website-based application called Google Forms, the participants answered the questionnaire online. Part 1 included the demographic profile of the participant including name, age, sex, civil status, educational attainment, years of teaching, and school position. Part 2 included the 29-item spiritual quotient. This test was normalized by Abdollahzadeh, Bagherpoor, Mehrabi, and Lotfi (2009) with the collaboration of Mahdieh Kashmiri and Fatemeh Arabameri on students. Part 3 included the adversity quotient and online questionnaire by Dr. Paul Stoltz. The reliability of the test in the initial phase was 0.87 by the alpha method. Part 4 included the coping strategies by coping scale (Hamby et al., 2015). This coping questionnaire assessed cognitive, emotional, and behavioral methods of dealing with problems.

Using related literature of similar studies, spiritual quotient was interpreted by the

following:

(1) for females: Very High = more than 137, High = 129 to 136, Average 111 to 128, Low 94 to 110, Very Low = less than 93;

(2) for males: Very High = More than 137, High = 124 to 134; Average = 106 to 123; Low = 86 to 105, Very Low = Less than 85.

Adversity quotient was interpreted using the interpretation of the study conducted by Amparo, 2015. High = 176 to 200, Average = 158 to 175, Average = 136 – 157, Below Average 119 – 135, Low 40 -118.

Coping skills were interpreted using the coping scale (Hamby et al., 2015). Researchers categorized coping skills into low (<22, medium 22-32.99 and high (>33).

Approval from school heads of Christian private schools was sought to conduct survey questions. Upon approval, the researcher sent the link to the online survey containing the cover letter, the purpose of the research, and the questionnaire. The research was explained thoroughly in a conversational, noncoercive manner in a letter to prospective participants in the English language. Participation was voluntary. Neither monetary benefits nor sanctions were given to participating and nonparticipating individuals. Participants answered an online administration of the standardized survey encoded in the Google form from July to August 2024. The preliminary part of the survey included a brief introduction, the purpose of the study, and the rights of the participants to voluntary participation, privacy, and confidentiality.

The data collected was processed and analyzed using SPSS version 23. For categorical data, statistical tools such as frequency and percentage were used. For continuous data, mean, median, and standard deviation were used accordingly. To examine the strength and direction of the relationship between two or more continuous variables, Pearson Correlation Coefficient if the data were normally distributed; and Spearman's Rank Correlation if the data were not normally distributed were used.

Strict confidentiality was maintained all throughout the study. An informed consent form was signed voluntarily by the participants. Data collected and processed followed the National Data Privacy Act of 2012.

3. Results and Discussion

There were 70 participants who participated in the survey. The results of the survey were presented according to the demographic profile, level of spiritual intelligence, adversity quotient and coping skills scores.

The respondents of this study were the key personnel of Christian private schools. Their demographic profile is presented in table 1. More than half of these personnel were below 30 years old dominantly composed of females (83.9%) and with college degrees (88.6%). Though 58.6% of the personnel were into teaching, 57.1% of them have multiple roles. Both of their work experience (44.3%) and number of years affiliated with the school (45.7%) were 3 years and below but 65.7% of them were Christian for more than 20 years.

Table 1. Demographic profile of the key personnel of Christian private schools.

| | | f | % |
|-------------------------------------|--------------------------------|----|------|
| Age | Below 30 yrs old | 36 | 51.4 |
| | 30 - 39 yrs old | 10 | 14.3 |
| | 40 - 49 yrs old | 12 | 17.1 |
| | 50 - 59 yrs old | 7 | 10 |
| | 60 yrs old & above | 5 | 7.1 |
| Sex | Female | 58 | 82.9 |
| | Male | 12 | 17.1 |
| Highest educational attainment | College Graduate | 62 | 88.6 |
| | Master Degree | 7 | 10 |
| | Doctoral Degree | 1 | 1.4 |
| Role in school | Both Teaching and Non-teaching | 17 | 24.3 |
| | Non-teaching personnel | 12 | 17.1 |
| | Teaching personnel | 41 | 58.6 |
| Multiple roles in school | No | 30 | 42.9 |
| | Yes | 40 | 57.1 |
| Years of teaching / Work experience | 3 yrs and below | 31 | 44.3 |
| | 4 - 10 yrs | 16 | 22.9 |

| | | | |
|------------------------------|-----------------|----|------|
| Years affiliated with school | 11 - 20 yrs | 6 | 8.6 |
| | > 20 yrs | 17 | 24.3 |
| | 3 yrs and below | 32 | 45.7 |
| | 4 - 10 yrs | 18 | 25.7 |
| | 11 - 20 yrs | 7 | 10 |
| Years of being a Christian | > 20 yrs | 13 | 18.6 |
| | 3 yrs and below | 3 | 4.3 |
| | 4 - 10 yrs | 7 | 10 |
| | 11 - 20 yrs | 14 | 20 |
| | > 20 yrs | 46 | 65.7 |
| Total | | 70 | 100 |

The spiritual quotient of school key personnel in Christian private schools was high (M=133, SD = 9.9), adversity quotient is average (M = 139.4, SD 26.5), and coping is M 41.5, SD = 5.4. table 2 shows spiritual quotient, adversity quotient, and coping of private school personnel.

Table 2. Spiritual quotient, adversity quotient, and coping of private school personnel.

| | M | SD | Description |
|--------------------|-------|------|-------------|
| Spiritual quotient | 133 | 9.9 | High |
| Adversity quotient | 139.4 | 26.5 | Average |
| Coping skills | 41.5 | 5.4 | High |

Further, the relationship between spiritual quotient, adversity quotient, and coping of Christian private schools key personnel was examined (table 3). There was a positive correlation between the spiritual quotient and adversity quotient of the key personnel of Christian private schools, $r(68) = .428, p < .001$. There was also a positive correlation between the spiritual quotient and coping scores of the key personnel of Christian private schools, $r(68) = .266, p = .026$ and between adversity quotient and coping scores of key personnel of Christian private schools, $r(68) = .392, p = .001$

Table 3. Spearman Rank Correlation on adversity quotient, coping Score, and spiritual quotient.

| | Adversity quotient | Coping score | Spiritual Intelligence |
|--------------------|--------------------|--------------|------------------------|
| Adversity quotient | --- | | |
| Coping score | .392** | --- | |
| Spiritual quotient | .428** | .266* | --- |

* Correlation is significant at the 0.05 level (2-tailed).

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

This study determined the key school personnel's spiritual quotient, adversity quotient and coping. It was discovered that they have a High spiritual quotient and cope with an average adversity quotient. Likewise, positive correlation existed among these variables. Spiritual well-being is likely to experience reduced symptoms of burnout. It can serve as a preventive strategy against burnout among teachers with strong interpersonal relationships, inner meaning, and connection to a higher power (Pong, 2022).

There is a link between spiritual quotient and leadership effectiveness in Christian schools. A higher spiritual quotient correlated with improved conflict resolution and a constructive school environment (Harrison, 2012). Greater spiritual quotient mitigates stress and enhances performance (Kulshrestha & Singhal, 2017). Teachers with higher adversity quotients were more resilient despite facing challenges in faith-based schools. Teachers with higher adversity quotients seek proactive approaches to educational challenges showing a link between adversity quotient and professional growth (Howard et al., 2023). Key personnel in school utilize positive coping strategies that give stability and improve outcomes during crises (Bondarchuk et al., 2024). Spiritual practices in religious schools significantly enhance educator's well-being (Kulshrestha & Singhal, 2017).

School heads with doctoral degrees tend to perform better particularly in leadership and school programs (Tansiongco & Ibarra, 2020). The majority of the participants in this study (90%) finished their bachelor's degree while the remaining 10% were Master Degree holders and Doctoral Degree holders. The comparative levels of spiritual quotient, adversity quotient

and coping were not explored in this study.

Younger teachers with less teaching experience have more stress. This increases their engagement with coping strategies (Lagos & Magallanes, 2020). In this research, majority (51.6%) of participants were thirty years old and younger.

A similar study conducted by Pino and Merin (2021) examined the adversity quotient of educators during the pandemic. Their roles were challenged during the numerous challenges. The study revealed that educators have moderate adversity quotient overall. It involves four dimensions. First, control refers to how much influence an individual feels over adverse situations. Second, ownership reflects an individual's accountability for their actions and decisions. Third, reach measures how far adversity affects areas of a person's life. Lastly, endurance is about how long an individual perceives adversity to last. The educators scored highest in control. Educators were overwhelmed by the demands of distance learning and mastering new technology. This study highlighted the need for educators to have programs to improve adversity quotient and support. Improving the adversity quotient can help educators navigate challenges.

Regardless of stress levels, school leaders must employ effective stress-coping mechanisms to maintain function (Harrison, 2012). There is an interconnection of purpose, health, and spirituality which highlights spirituality's role in successful aging and resilience (Kreitzer, 2012). Spirituality should be promoted in personal growth and well-being and should not be a forgotten factor in resilience (Manning et al., 2019). Enhancement of problem-solving skills and stress management skills are crucial for resilience in the face of educational stressors (Ellovido & Quirap, 2024). Addressing socio-emotional needs for school leaders, especially in stress mitigation should be supported in schools (Mahfouz, 2018).

In a study conducted by Mahfouz (2018), school administrators face various stressors related to jobs. They feel isolated in their positions. Challenges include changes in policies, accountability demands, and management of various relationships. Key coping strategies cited in their study included spending quality time with loved ones to alleviate stress outside work. They also engaged in several hobbies. Support from partners and friends helps principals cope with the daily demands. It was pointed out that administrators had tendencies to neglect self-care due to busy schedules which resulted in health issues and burnout (Mahfouz, 2018).

The study of Akhtar and Naureen (2024) emphasizes the constructive interplay between Spiritual intelligence, adversity quotient, and coping strategies. There is a mediating role of spirituality between coping and resilience. It enhances the ability of individuals to manage challenges effectively. There is a strong positive correlation among spiritual intelligence, adversity quotient, and coping skills indicating that enhancing one can benefit others. A higher level of spirituality tends to show better resilience, improved coping strategies, and greater emotional well-being. Spiritual intelligence provides a framework for individuals to navigate challenges.

Christian private schools play a unique role in providing values-based education in the community. It has an impact on community values (Li, 2021). They face various challenges thereby emphasizing the need for versatile leadership to maintain school operations (Harrison, 2012). Challenges including limited resources and the need for adaptability are some of the obstacles school leaders in Christian private schools face Christian schools need to up-hold their spiritual and educational missions in the face of challenges while school leaders play a vital role in fostering environments that are aligned with their Christian values while maintaining strong community partnerships (Harrison, 2012).

As Christian private schools implement development programs, their focus is on cultivating the spiritual quotient and adversity quotient of the school's key personnel and will equip them with effective coping strategies. For further studies, it is recommended to explore the long-term effects of spiritual quotient and adversity quotient on long-term school outcomes such as teacher retention, student academic performance, and overall school climate.

Therefore, identifying the unique needs and contextual challenges faced by school key personnel in different demographic groups if further explored may bring deeper insights into how these factors interconnect and contribute to sustainable education in Christian private schools.

4. Conclusions

There is a positive correlation between spiritual intelligence, adversity quotient, and coping skills among key personnel in Christian private schools. Spiritual quotient, adversity

quotient, and coping are interrelated among Christian private schools' key personnel in the Philippines. Personnel with higher spiritual quotient possess high adversity quotient and can employ effective coping strategies when faced with difficulties. Promoting spiritual health is a vital resource for improving adversity quotient and resilience as these factors interrelate with each other. School key personnel enhance their leadership by focusing on spiritual and emotional well-being, they can improve their stress management skills, and create a supportive school environment towards achieving the goal of providing holistic education.

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Conflicts of Interest: The authors declare no conflict of interest.

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