



Adversity Quotient and Teaching Performance of B.ED. Student Teachers

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Abstract

The COVID-19 pandemic has a great impact on students, who have had to face new and challenging adversities, including breaks in their education, having to adapt to online education system, and uncertainty looming with respect to their future careers. The COVID 19 pandemic led to the discovery of an education system which otherwise people would have laughed at and never accept it. The shift from offline to online mode just happened like fairy-tale which seems to be simply imaginary. There was a short set back and Higher education was no exception from the situation. The present paper focusses on how the student teachers from the bachelor of Education College (B.ED.) accepted the adverse conditions and continued with the course without a single drop out. The following study was conducted to find out the relationship between Adversity Quotient and Teaching Performance among the Student Teachers in Mumbai.

The major findings of the study showed that there is a significant positive relationship between adversity quotient and teaching performance. Thus, we can conclude from the study that the adversity quotient of the student teachers needs to be nurtured properly so that they can face adverse and challenging situations with courage and determination without affecting their teaching performance.

Introduction

Society frequently judges an individual with regard to his or her intellectual capacity and cognitive abilities. Intelligence is indeed an essential part of excellence. But success is not only determined by one's achievements, but is also dependent upon how capable an individual is to persist in epochs of adversities. Life is unmatched at times and we may come across several challenges in our journey towards our accomplishment. COVID-19 pandemic had a great impact on the students' life. They had to face new and challenging adversities, including breaks in experimental work, having to adapt to online education system, and uncertainty looming with respect to their future careers. Many found it extremely difficult to adapt the situations. They had to be strong mentally and physically so that they could continue their education without taking a break because the fear of losing out on one academic year was too much for them to handle. Thus, it is necessary to develop skills that enable us to overcome these challenges and to grow out of it. This ability of individuals to overcome hardships is characterized as the adversity quotient. Challenges, disappointments, sadness, despair and hopelessness are difficult parts of life, making people respond

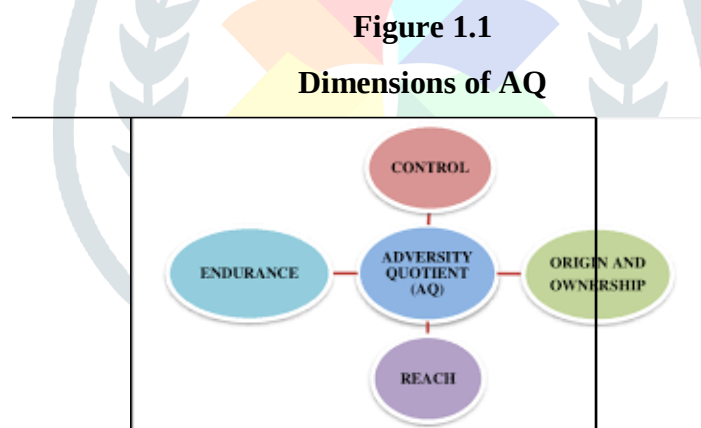
to in strange ways to get over these. Each person's happiness, growth and success depend largely on his or her responses to the difficulties of life. The generation today needs to manage time for multitasking in order to meet unrealistic deadlines. The pressure of performance demands to develop in the students the strength so that they can handle problems and difficulties effectively. In order to deal with the academic problems, Adversity Quotient (AQ) comes into pivotal play. AQ that is owned by each student will determine the level of success of learning and managing difficult times.

Concept of Adversity Quotient

Adversity Quotient (AQ) was developed by Dr. Paul Stoltz as a result of 19 years of research and 10 years of application. It was a major breakthrough in understanding what it takes to succeed in any given situation. In 1997 it was first introduced in his book 'Adversity Quotient: Turning Obstacles into Opportunities.'

The dictionary meaning of adversity is a state of hardship and affliction; misfortune; a calamitous event; distress or an unfortunate event or incident.

Paul Stoltz (1997) defined adversity quotient as the capacity of the person to deal with the adversities of his life. According to him it is the science of human resilience, a measure of how people act in response from daily situations to countless difficulties they experience in life. AQ defines how well persons can face any adversity they come across and how well they overcome it. According to Stoltz AQ predicts who gives up and who prevails. Psychologists approve that a person's career success depends on their intelligence quotient (IQ), emotional quotient (EQ) and adversity quotient (AQ). Researches have proved that when IQ is held constant, AQ plays a key role in achieving success. The four dimensions that measure the AQ of an individual are Control, Ownership, Reach, and Endurance embodied in the acronym C.O.R.E.



Control is the degree to which one perceives can influence whatever happens next. It influences the direction of action, amount of effort, level of perseverance and determines resilience, health, and tenacity. People who get a high score on this dimension will always have a better control of any adverse situation in comparison to the low scorer.

Ownership is about one's accountability to improve the adverse situation. This determines accountability, responsibility, action and engagement. People scoring high on this dimension will feel accountable of the situation they are in and will take responsibility, learn from that experience and change the strategy to try a new route and take action.

Reach is the degree to which one perceives how an adversity will affect other aspects of their life. It regulates the factors like burden and stress and tends to have a cumulative effect. People scoring high on this dimension see the adverse situations in a different view.

Endurance is the perception of time over which good or bad events and their consequences will last. It determines hope, optimism, and willingness to persevere. People who score high on this dimension believe that adversities are temporary and there is always a solution to overcome the adverse situation.

According to Stoltz basically people can be categorized into three types based on their level of adversity quotient namely Quitters, Campers, and Climbers. Quitters are individuals who lead a compromised life. They are easily shattered by negative actions and lose hope about their success. They rapidly quit from every effort to overcome the block and will never try to solve the problem and finally lead a miserable life. Campers are ready to fight till an extent but even they are not determined in their efforts. They always choose a comfortable life and any negative experience makes them petrified. For them happiness means a smooth life without any ups and downs. Climbers are the real achievers because they are ready to fight till, they achieve success irrespective of the encounters they face. They will never give up until they achieve their goal. Nothing in life can defeat them. They are self-motivated and consistent with their efforts. They are highly optimistic and never lose hope irrespective of the difficulties they face.

Elizabeth Le Thi (2007) described how performance of individuals in workplace will be affected according to which of the above categories they belong to. Quitters are less ambitious people and never take up any complex responsibilities. Thus, they are never an asset for their organization. Campers are willing to put a minimal amount of effort but they also are average workers so that the organization may not be able to achieve the best from them. Climbers, as the researcher said, will be the ideal workforce of an organization as they are highly motivated and committed as well as have an intention to grow and excel in life.

Characteristics of individuals with different levels of AQ:

Table 1.1
Levels of AQ

Low AQ Score	High AQ Score
Easily gives up in the face of adversity	Resilient in the face of adversity
Overwhelmed with the situation	Sustain high performance
Depressed	Optimistic
Does not harness one’s full potential	Takes necessary risks
Feels helpless	Prosperes on change
Wek Health	Healthy, Energetic and Dynamic
Avoids to take up difficult and complex challenges	Takes up difficult and complex challenges
Gets delayed in problem solving	Perseverance
Does not explore new and good ideas	Agile problem solver, thinker and

According to Stoltz (2010) there are five main reasons why an individual needs to improve his ability and maintain high adversity quotient to deal with difficulties:

- (1) AQ is a benchmark that can be measured validly and reliably and is tracked against performance or other important variables.
- (2) AQ is not permanent, can be changed and strengthened continuously.
- (3) AQ is not an addition to current learning, performance, assessment and change initiatives but is a natural enhancer.
- (4) AQ is not a program, but a technology that can adapt.
- (5) AQ has been studied for 37 years and 10 years of organizational / institutional and industrial application, although few people are aware of it, but it cannot be denied that we all have it.

Adversity Quotient is an individual's ability to deal with adversities in life. It is also believed that it can bridge the learners with the expected high academic achievement (Stoltz, 1997, 2010).

Also, since adversity quotient is an acquired trait, it is easy for quitters and campers to learn about how to be a climber. Keeping this in mind Stoltz came up with the idea of the LEAD sequence which consists of following:

- Listen to your response to adversity
- Establish accountability
- Analyse the evidence
- Do something

Concept of Teaching Performance: Teachers have the prime responsibility of nurturing the young minds. Teachers need to follow the curriculum and ensure completion of the syllabus within the specified time frame. Also, teachers need to maintain classroom discipline & manage a positive interaction with students. Now a days teacher plays multifaceted roles other than simply having academic engagement with the students. Effective teaching has many components. The teacher must be able to design and deliver the content in such a way that it will maximize students learning. The teacher-student interaction is the crux of effective teaching. The teacher should be able to establish an excellent rapport with the students. The success of teaching performance will focus on content mastery, communication skills, integrating materials (teaching aids, resources) & methodology, evaluative activities, classroom management skills, rapport building with the students, time management skills, teacher-student interaction, liveliness & energy of the teacher in her approach, encouraging & motivating the students. To become effective teachers, it is important to consider their teaching skill beyond the academic competence, academic qualification and, professional skills. The implications of level of emotional competence of the teachers can be manifested in the form of performance of students (Brackett & Katulak, 2006). Inability of a teacher to create a classroom environment that supports learning among students can inhibit the performance of the pupil. The performance of the teacher to a great extent would be dependent on how well the teacher is in control of the situation, his or her emotions and is able to overcome the challenges faced.

Based on this background, it would be interesting to study the relationship between adversity quotient and teaching performance.

RATIONALE OF THE STUDY

Most of the studies on adversity quotient were conducted on either the school children or in the non-educational field. The researcher found very less work done on the topic in relation to the prospective teachers who are actually the backbone of the entire future education system and also play a great role in bringing the change in the society. The findings of the previous researches support that there is a relationship between the adversity quotient and the work efficiency. Inherent is the need for the teachers to have good adversity & emotional quotient if they want to succeed in nurturing the young minds. Examining their own AQ will help them to find ways and means to improve. AQ is an important aspect contributing to individual's personality. AQ provides the tools for improving how you respond and thus overall professional effectiveness. Individuals who have the capacity to face and overcome the adversities in life can attain their goals successfully. Also, the individual should have the ability to handle the adverse situation in a harmonious way. Adversity Quotient (AQ), as a predictor of success, is highly useful in allowing an individual to determine how he / she would manage in the face of an adversity.

Objectives of the study

For the present study following objective was framed:

1. To find out the level of adversity quotient of B.ED. student teachers in Mumbai.
2. To find out the teaching performance of B.ED. student teachers in Mumbai.
3. To ascertain the relationship between adversity quotient and the teaching performance of B.ED. student teachers in Mumbai.

Hypotheses of the Study

For the present study following hypothesis was framed:

1. There is a positive correlation between adversity quotient and the teaching performance of B.ED. student teachers in Mumbai.

Operational Definition of the terms

Adversity Quotient (AQ): For the present study adversity quotient is defined as given by Paul Stoltz in the tool to measure adversity quotient. The tool measures the four components of AQ that is Control, Ownership, Reach and Endurance. Higher the scores obtained higher is the AQ.

Teaching Performance: For the present study teaching performance includes the following abilities: like content mastery, communication skills, integrating materials (teaching aids, resources) & methodology, evaluative activities, classroom management skills, rapport building with the students, time management skills, teacher-student interaction, liveliness & energy of the teacher in her approach, encouraging & motivating the students. The teaching

performance will be in terms of the scores obtained by the student teachers for the practice teaching lessons conducted in the schools as part of their internship program during the two-year Bachelor of Education course offered by Mumbai University.

Sample for the study

For the present study, the population comprises of 100 B.ED. student teachers.

Sampling Technique

For the present study the sampling technique used was purposive and incidental sampling.

Research design:

The research design used was correlational study as it helped to ascertain the relationship between adversity quotient and the teaching performance of B.ED. student teachers.

Tools for the study

For the present study the following tools were used.

A personal data sheet to collect information about the sample like: Name & achievement in teaching.

Adversity Quotient tool developed by Dr. Paul Stoltz, 1997. It is self-rating questionnaire designed to measure an individual's style of response to adverse situations. The tool describes fifteen scenarios. Each scenario is followed by question and each question is to be answered on a five-point rating scale. Each of the answers is scored on a different scale. The four dimensions of AQ that are measured are Control, Ownership, Reach and Endurance. Total score of AQ can range between 0 to 100. Reliability of AQ scale is as follows i.e. Control = 0.77; Ownership = 0.78; Reach = 0.83; Endurance = 0.86 and for total AQ score it is 0.86. Time taken to answer the test was 30 minutes

Delimitations and limitations of the Study

The present study has been restricted only to the student teachers of English medium B.Ed. student teachers. The present study focuses only on adversity quotient in relation to the teaching performance of the student teachers. The research includes only one B.Ed. college in Mumbai.

Analysis of the data

In the present study the statistical techniques used for the inferential analysis are :-

- i. Coefficient of correlation 'r'

Pearson's coefficient of correlation 'r' was used to ascertain the relationship between the variables of the study that is adversity quotient & the teaching performance of the student teachers.

Descriptive statistics of Adversity Quotient for total sample of teachers

The following table shows the measures of central tendency and measures of variability of AQ TST.

TABLE 1.2

DESCRIPTIVE STATISTICS OF AQ FOR TST

N	Mean	Median	Mode	SD	Skew	Kurtosis
100	48.22772	50	50	9.02428	-0.54261	0.43509

From table 1.2 it is seen that the mean, median, mode is in ascending order and the distribution is negatively skewed. The kurtosis value is 0.432 hence the distribution is leptokurtic.

TABLE 1.3

AQ FOR TST

	Adversity Quotient(AQ)	
	Range	No. of Participants(%)
High	76-100	25
Moderate	48-75	60
Low	Less than 47	15

The above table 1.3 Shows the range of Adversity Quotient for the total sample: 23% participants scored high on Adversity Quotient (AQ), 60% participants scored moderate on AQ and 15% participants scored low on AQ.

TABLE 1.4

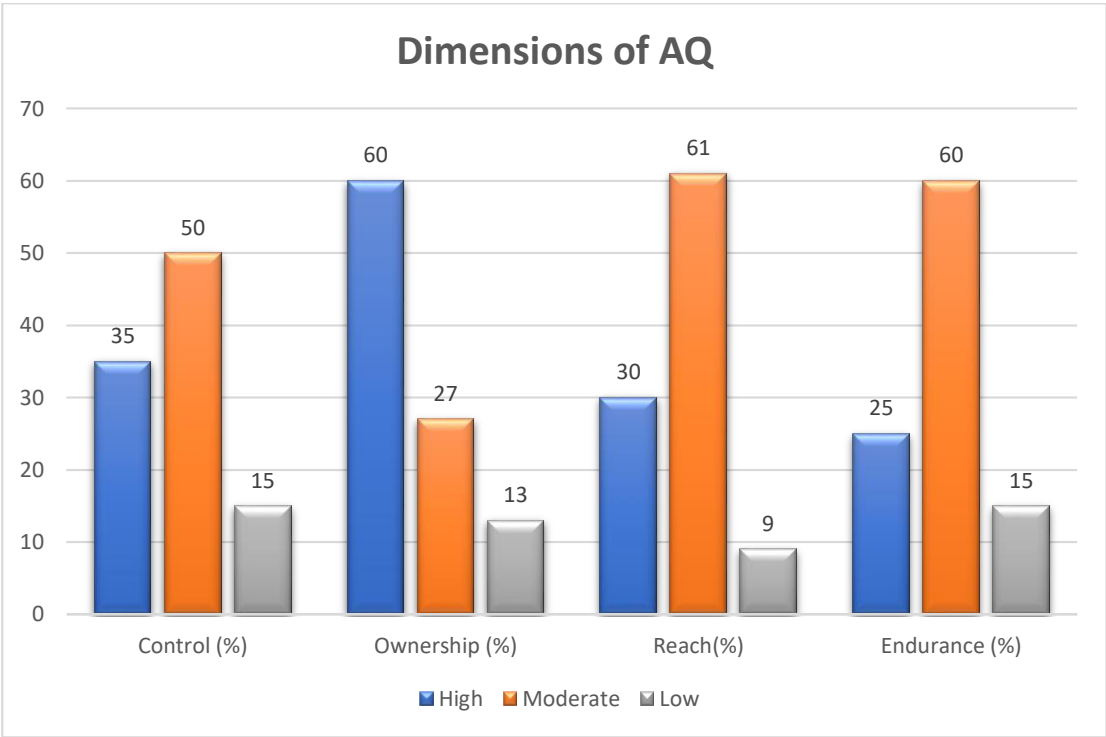
Level of Dimensions AQ among TST

	Control (%)	Ownership (%)	Reach(%)	Endurance (%)
High	35	60	30	25
Moderate	50	27	61	60
Low	15	13	9	15

The above table 1.4. shows the range of different dimensions of Adversity Quotient for the total sample. It can be seen that for the dimension Control: 35% have scored in high range, 50% in moderate range & 15% in low range. For the dimension Ownership: 60% have scored in high range, 27% in moderate range & 13% in low range. For the dimension Reach: 30% have scored in high range, 61% in moderate range & 9% in low range. For the dimension Endurance: 25% have scored in high range, 60% in moderate range & 15% in low range.

Figure 1.2

Level of Dimensions AQ among TST



Descriptive statistics of Teaching Performance for total sample of teachers

TABLE 1.5
TEACHING PERFORMANCE FOR TST

N	Mean	Median	Mode	SD	Skew	Kurtosis
100	78.34	78	65	10.54	-0.09	-0.50

From table 1.5 it is seen that the mean, median, mode is in descending order and the distribution is negatively skewed. The kurtosis value is -0.50 hence the distribution is leptokurtic.

Testing of the Hypothesis

There is a positive relationship between adversity quotient and the teaching performance of student teachers in Mumbai.

The statistical technique used to test this hypothesis is Pearson’s product moment coefficient of correlation. The following table shows the significance of the coefficient of correlation between adversity quotient and the teaching performance of student teachers in Mumbai.

TABLE 1.6

SIGNIFICANCE OF ‘r’ FOR AQ AND TEACHING PERFORMANCE

N	df	r	l.o.s	Magnitude
100	98	0.45	0.05	Moderate

Interpretation of 'r': The tabulated value for df 98 is 0.45 at 0.05 level. The coefficient of correlation between adversity quotient and the teaching performance of student teachers is 0.45.

The obtained value is greater than the tabulated value at 0.05 level. Therefore, the hypothesis is accepted.

Conclusion: The obtained 'r' value is higher than the tabulated 'r' value. Therefore, the hypothesis is accepted. Hence it can be concluded that there is a significant relationship between adversity quotient and the teaching performance of student teachers. This relationship is found to be positive and moderate in magnitude. In other words, it can be said that as the adversity quotient of the student teachers is high their performance in teaching is also better.

Discussion: The present findings is in accordance with the findings by Sigit, Suryanda, Supriyanti and Ichsan (2019) which states that students with high level of Adversity Quotient were found to excel in their academic performance. The reasons for the present findings could be the current circumstances of COVID 19, Lockdown and the challenges that the student teachers had to face in their online teaching- learning process gave them an exposure to facing adverse situations and finding out ways and means to overcome the challenges. Now day's technology savvy young student teachers have more exposure to which has also helped them to adapt to the adverse situation more easily in comparison to the older people who struggle with the technology and its applications especially in the teaching-learning process. Also, the youngsters are more flexible, curious, always looking for a change rather than routine and ready to learn new things in comparison to the older people. Hence the ones with high adversity quotient are ready to embrace any situation positively and overcome the problem rather than running away from the situations. So, in the present study also it can be seen how the student teacher's adversity quotient has a positive effect on their teaching performance. Thus, it can be said that higher is the adversity quotient, better is the teaching performance.

Implications of the Study

Based on the research findings it is very important for the teachers to have high level of adversity quotient. Following are few strategies suggested to develop AQ:

Analyse the situation and then react

It is a natural human tendency to panic whenever faced with sudden adversity, which can cause one to react impulsively and irrationally. To overcome this never react to such situations immediately. Instead give some time, ponder upon the situation, reflect and try to analyze and study the problem in depth for better solutions.

Recoil back from your failures

Never let the fear of failing get the best of you. Making mistakes is part of solving the problem. Think logically and find solutions for not repeating the mistakes. This will enable you to bounce back from setbacks in your life rather than fearing the problematic situations.

Seek out feedback

At times the person is not able to manage the adverse situation on their own. The best way is to seek advice from others who can give you constructive feedback. Try discussing the coping methods with the ones whom you trust.

Self-Trust and Belief

Cultivating trust in your abilities and having belief in your capacity to overcome challenges is crucial. Recognize your strengths and past achievements to boost self-confidence. Acknowledge that facing adversity is a part of life, and your ability to cope and adapt is a testament to your inner strength.

Maintaining Mental Health and Emotional Strength

Developing mental and emotional strength involves practicing self-awareness, understanding your emotions, and learning how to manage them effectively. Engage in activities that promote emotional well-being, such as mindfulness, meditation, or exercise. These practices can help reduce stress and anxiety.

Lowering Stress and Anxiety:

Identify the stressors in your life and then finding way out to overcome the stress will keep you moving in adverse situations. This may involve setting realistic goals, managing time effectively, and seeking support when needed. Techniques such as deep breathing, progressive muscle relaxation, and positive visualization can be effective in managing stress and anxiety.

Preserving Self-Esteem and Confidence:

Be mindful of negative self-talk and work on changing it to a more positive and empowering narrative. Focus on your achievements and capabilities rather than dwelling on perceived failures. Surround yourself with supportive people who encourage and uplift you during challenging times.

Continuous Learning and Adaptations:

Be open to adapting to new circumstances and finding creative solutions to problems. Embrace a growth mindset, recognizing that challenges provide opportunities for learning and personal development.

Conclusion of the Study

Success initiates when you are ready to move out of your comfort zone and do things which you might otherwise feel is impossible for you to accomplish. It is really commendable if you are highly intelligent and smart. But if you are unable to resist and hold out against challenges in life, you will not be to utilize your intelligence and potential to the maximum extent. This is where adversity quotient becomes important. Running away from hardships is easy and effortless. But it takes you nowhere in life. Rather it is advisable to face the adverse situation with courage and determination.

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