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AQ (Adversity Quotient)-An Approach in Teacher Education

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Abstract: The development of any community is having direct connections with the proper education system. For such an efficient educational system, we require efficient teachers. Teacher education's role is more crucial as they link with the development of efficient and devoted national builders, i.e., the teacher. In the past few decades, for determining the success and performance in fields either any industrial organisation or academic organisation, in the study of Checa & Fernández, 2015, it is found that researchers have devoted much of their concentration and attention towards the research work on IQ (Intelligence Quotient) and EQ (Emotional Quotient). While on this path, Paul Stoltz (2000) has introduced a new concept as **Adversity Quotient (AQ)**, which depicts how well one can withstand the adversity and the ability to conquer it. We cannot deny that everyone encounters or faces different hardships, difficulties, challenges, adversities, sorrows, or significant losses in different life stages. Today AQ becomes vital as in daily life, and trouble rises at each level. Taking this point into consideration, the researcher had encapsulated the issues of teacher education and teachers, and try to see the impact of AQ. To substantiate the importance of AQ, the basic loopholes of IQ & EQ also discussed, that make AQ an important concern for educators.

Keywords: AQ, Teacher education, Teacher efficiency

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INTRODUCTION

The human is a core part of society. The development of any community is having direct connections with the proper education system. For such an efficient educational system, we require efficient teachers. In the study of Kumar (2017), it was reflected that teacher is the national builder. The teacher must become conscious of his/her role as an educator and responsibilities and put maximum efforts to better the teaching-learning process at the ground level. Teacher's behaviour is an indication of their attempts to do the best in their profession. As per Claude (2005), characteristic of good citizenship, the dignity of the individual, attitude of humanity, more concern for rights and responsibilities must reflect in the teacher's personality. Teacher education's role is more crucial as they link with the development of efficient and devoted national builders, i.e., the teacher.

In the past few decades, for determining the success and performance in fields either any industrial organisation or academic organisation, in the study of Checa & Fernández (2015), it is found that researchers have devoted much of their concentration and attention towards the research work on IQ (Intelligence Quotient) and EQ (Emotional Quotient). While on this path, Paul Stoltz (2000) has introduced a new concept as **Adversity Quotient (AQ)**, which depicts how well one can withstand the adversity and the ability to conquer it. In this fast-growing world, every individual has exposed to each day demands, the capacity to work harder, multi-tasking and diverse capabilities. In each

field, an individual faces multifaceted tasks, making it inevitable for them to encounter a tough time and exposure to the different people and other situations. An individual's performance can be affected by many factors that surround even sudden incidents or records. We cannot deny that everyone encounters or faces different hardships, difficulties, challenges, adversities, sorrows, or significant losses in different life stages. Today AQ becomes vital as in daily life, and trouble rises at each level.

Moreover, the human being can behave as it is in every situation. There are some people who, despite seemingly overpowering odds, somehow keep going, while a constant rush of change pounds down others. Those who keep on going can consistently rise. The way the people react to different situations with different people at different timings reflects one's self-concept and courage to face adverse conditions.

A concept of Adversity Quotient

According to Stoltz (2000), Adversity Quotient measures an individual's ability on an overall basis. It reveals how one responds to adverse situations and how one rises above the conditions of adversity. In a nutshell, we can say that AQ is the underlying factor determining one's ability to ascend in wholesome.

The three building blocks of AQ - Cognitive Psychology, Neurophysiology, and Psycho-neuroimmunology. **Cognitive Psychology** informs people about differences on a continuum, a link of

adversity, and their nature in diverse situations. **Neurophysiology** indicates that new habits can replace the old traditions and over the time old unused habits usually fade out. **Psychoneuroimmunology** shows a direct linkage between an individual's response to adversity and health. With this aspect, Sachdev (2009) strongly recommended that AQ predict performance, be rewired, and strengthened and be applied to various situations, with different people, different students, or other stakeholders, and with their diverse needs.

The AQ framework was constructed for use in the organisational setting with the Adversity Response Profile's help. It could be adapted to other environments also like educational, school, medical etc. In the study of Pittenger (2003), it was said by Sudhir Raj that **adversity quotient** is the capability of an individual to respond productively to manage stress in working conditions. In simple terms, one can say that it is the use of brainpower to manage stress productively and effectively. In the study of Tigchelaar *et al.* (2015), it was understood that there is a tool to measure AQ, which carries CORE dimensions as:

- Control – those with higher AQs perceive they have significantly more power and influence in adverse situations
- Ownership – accountability is always considered as a backbone/skeleton of an action of an individual. Persons with high AQs hold themselves accountable for dealing with situations and sudden incidents regardless of their cause and effect.
- Reach – limiting the reach of adversity is essential for efficient and effective problem-solving
- Endurance – seeing beyond even in massive difficulties is an essential skill

With the tool's help, one can get an AQ score into three broad bands (expected normal distribution). Low AQ (0-59) characterised by low levels of motivation, energy, and performance
Moderate AQ (95-134) characterised with underutilisation of potential
High AQ (166-200) characterised by able to withstand significantly

Today, AQ is the world's leading theory, measure, and application of human resilience. AQ can play a more critical role in helping humanity thrive. In the study of (Yusof *et al.*, 2014), it was found that more research has shown that measurement of AQ is a better and quality index in achieving success as compared to IQ. Understanding the concept of AQ gives reflection as to how an individual can react to challenges and adversities.

Significant issues in Teacher education in terms of adversity

In teacher education, student-teacher also must face various diversity in terms of student's management, technological knowledge, facilities of resources, interaction with other teachers and authorities etc. It reflects that they have significant exposure to adverse conditions in all aspects of their profession. It also required measuring whether they can handle adverse situations, and even we must say that they should be prepared to handle adverse conditions.

The most critical issue for the teachers in India is the heterogeneity of the classroom. Due to the large population, mostly teachers get exposure to lots of students of different abilities, capabilities, and differences at a very minute level.

The second issue comes to developing creativity which is essential for the all-round development of an individual. IQ can check the knowledge level or content mastery of an individual, but it has become crucial to creating knowledge rather than delivering the understanding as a teacher. The monotonous knowledge cannot work for a long time, and for overcoming this issue, the teacher must be challengeable to very situations.

The third issue related to adversity comes due to globalisation and advancement of science and technology. Today the world is coming closer day by day. Assessment of all kind of information becomes very easy today, and it has already reached every nook and corner of the country. But it also created the deviation from the culture and values among young students. It needs to be rectified by the different pattern of teaching and learning by the teacher. Teachers must be more careful in giving the information, as only providing the information will not work; they must impart values also so that it will not become boredom for students. It is a big challenge in the present era for every teacher in every section.

A fourth major issue related to adversity is developing the life skills among students which are essential for personal development. The main problem is that teacher-education is memory-based, i.e., there is no active involvement of students in the classroom and, so we lack in the development of life skills among the students, which are a critical aspect for the all-round development of students.

Other than this, there is an issue regarding the curriculum. The curriculum of teacher education programme in India has been criticised much. According to the research of Jamwal, 2002, it was observed that the curriculum does not entirely address the need for new Indian schools and does not provide appropriate material for teachers to provide quality education in schools. Teacher education has not come

up with the requisite standards. According to the study of Tigchelaar *et al.* (2015), in many cases, teachers are not able to think analytically and solve the issues related to their teaching methods and content-related thoughts. The primary concern is given to knowledge of theoretical principles. According to the research of Jamwal (2002), Since the teacher is the pivot of the entire educational system and is the primary catalytic agent for the implementation of desirable and favourable improvements in the teaching-learning process, all efforts must be made to enable teachers to become productive and innovative. A self-motivated and very industrious teacher will use their resources and uses their mind with behaviour to effectively function in different circumstances and to keep themselves with up-to-date new knowledge and skills.

Loopholes of IQ & EQ

The IQ test results got its representation in a numerical form as an overall score for encapsulating the idea of intelligence. The IQ test does not depict the accuracy of a person's strengths and weaknesses. According to Richardson & Norgate (2015), it was observed that Intelligence tests are beneficial in predicting academic performance, but not useful in predicting professional performance. If an individual does not score well, the test may also prove to be a hindrance because intelligence is usually considered a source of competence, which may be the skill for knowledge acquisition but not developmental. Development plays a more significant role than knowledge of talent. Someone who earns a high score on lifetime IQ tests does not automatically experience a high degree of success. Any time life alters its stages, circumstances, and one-time score, all life stages and its problems cannot be defined. Therefore, in short, one might conclude that these are flawed measurements of any individual's actual skill.

In the case of emotional intelligence, it takes time to develop a full fledged level. To be useful in life, learning to control emotions, inspire others and oneself, understand other people's feelings, manage personal relationships, and apply the knowledge of emotional intelligence takes time and complete commitment. As per the research of Matthews *et al.* (2012), one of the critical problems with emotional intelligence assessment strategies is unclarity of whether it is focused on the temperament and personality of an individual, or whether it is a learned response. In other words, it falls into nature versus nurture debate and complications in its handling. Concerning emotion, the researcher Matthews *et al.* (2012), found that who hear and experience articulated emotions tend to get emotional themselves especially when the feelings are positioned in a presentation, speech, or other public gatherings. The amount of rational thought decreases as uncontrolled emotions rise, and this prevents analytical thinking from occurring. They usually decide on first impressions or feelings rather than relying on hard data,

evidence, logic, reasoning, and sound judgement. A highly emotional teacher can get caught up in making decisions concentrating on feelings of revenge, frustration, sorrow or and even over-zealously. It can also lead to unethical choices, as these teachers can probably make decisions to protect themselves and the school.

Need for AQ for the betterment of Teacher Education

According to Stoltz (1997), adversity quotient is the science of human endurance. It explains why some people survive better than others while they face some adverse circumstances. Teachers face adverse situations in their struggles, teaching, and in the community. Teacher education is an important area in the field of Education. The curriculum of Degree and Diploma courses in Education is designed to produce professionally competent teachers. A well-designed structure is required to fulfil the goals of Education. The course's aim relies on professional training and knowledge to students and instils necessary values and skills.

As AQ measures our ability to face the adversities, it includes various components such as performance, motivation, empowerment, creativity, productivity, learning etc. It provides the tools for improving how to respond to different situations and thus, overall professional effectiveness. Teachers face many situations or challenges in their daily life with other students in various classroom settings. The adversity quotient is required to resolve or to face these problems. This ability is essential for teachers to solve their day to day problems. A teacher may pass their ability to maintain the adverse condition to the next generation, and it can also be inculcated in their pupils. It is possible to calculate how a teacher evaluates his or her teaching effectiveness by the amount of knowledge he or she has given to his or her students. The AQ test findings will be used to explain how they have the adverse condition efficiently and learn how to behave with the various student groups. It can be argued that the amount of data transmitted to the students and the adversity can decide how well a teacher performs his or her work duties. In all careers, including teaching, it is imperative to remember that career satisfaction is the desired aim in any working professional as this leads to happiness. Inevitably, the pursuit of success may be tantamount to the pursuit of happiness. Other than IQ and EQ, Adversity Quotient (AQ), work as a predictor of success. Overall, however, AQ does not recognise low areas that would require improvement; thus, in assessing one's AQ, identifying the four CORE dimensions of AQ must be strongly considered.

A more robust and more in-depth understanding of the principles of AQ would facilitate a better knowledge for teachers to respond to life's difficulties and adversities. A person should have

empathy, compassion, and the willingness to acknowledge others' needs to increase the adversity quotient. He/she can realise the root cause of problems and find solutions to resolve the issues. Such teachers can quickly affect others and can help others conquer challenges in life.

CONCLUSION

Teachers are significant aspects of any national development. Not only with expertise but also with skills that require working in the different situations, the consistency of the teacher education programme needs to be enhanced as teachers should not have to deal with computers, but with students and other teachers where nothing can be permanent, and we can still get things predictive. Teacher education must come up to the requisite standards of making the teachers efficient in the adverse situation rather than giving them the class of best classroom management, best teaching methods, best discipline techniques etc. Standards things works where we have standards answers for every standard problem. But as for teachers, with distinct circumstances, every day is a challenge. In the current era, teachers need to think critically and answer the issue of teaching methods, content, organisation, etc. It is essential to thoroughly overhaul the teacher education programme by breaking the monotonous methods. According to evolving social needs, the teacher-education programme curriculum needs to be changed so that teachers can be familiar with the changes in the school and students so that students can also withstand the education system rather than take it as a burden. The teacher should also react amicably to a specific adversity situation along with content mastery and sufficient emotional intelligence. Because of career success in teaching, AQ must have its domains, comes from an accurate understanding of how an individual can observe and regulate emotions.

Each Q has significant value in life at different stages such as IQ is very important in career development, achievements & content mastery. EQ is essential for developing human nature and concern for the students and their needs. Ultimately, not the ones who never lose, but those who never leave are the winners. It is crucial to understand that a winning person will collectively exhibit high AQ, above all else. Balanced IQ, EQ, AQ teachers are the best people who can successfully handle ups & downs and emotional traumas with their neutral approach to understanding life circumstances in the teaching profession and life. Via programmes or instruction, we need to raise awareness of AQ among our students to be adequately informed of how teachers cope with complex changes in society and make them successful in working in diverse conditions, creating a better community.

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