



Adversity quotient: A review of related literature

Jolly Anju¹, Dr. Jayadeba Sahoo²

¹Research Scholar, Department of Education, Rajiv Gandhi University, Rono hills, Arunachal Pradesh

²Professor, Department of Education, Rajiv Gandhi University, Rono hills, Arunachal Pradesh

¹Email: a78nju@yahoo.com

²Email: jayadeba.sahoo@rgu.ac.in

ABSTRACT

Adversity quotient is a measure that shows the ability of a person to face adversities or difficulties of life. It reflects a person's capacity to adapt and grow in the midst of challenges and difficulties. The purpose of the current study is to examine the research on the adversity quotient that has been done in several fields, including business, education, and health. This study will help the future researcher to explore the concept of adversity quotient and that will be helpful in the field of psychology, education, management and health.

Keywords: Adversity, Intends, challenges, explore.

Introduction on Review of related literature:

Review of related literature is an essential component of research work. A genuine evaluation will serve as a catalyst for additional research and have a big impact on how the research is conducted. The investigator might further define the aims and components of any research work by reviewing pertinent literature. Even if it can be done by oneself, research is never conducted alone. Past knowledge is vitally necessary for the creation of new knowledge. The accumulation of knowledge means that each new study will inspire and advance previous ones. An effective review should set the pace for future research and have a major impact on how that research is conducted. There always exist a link between the research's goals and the literature review. Dissertations, theses, periodicals, books, encyclopedias, and other publications frequently provide information about study variables that is useful for carrying out a research.

Importance of review of related literature:

1. It helps the researcher in avoiding fruitless and pointless research areas.
 2. It enables the researcher to prevent unintended replication of results that have already been confirmed.
 3. It aids in the researcher's understanding of the appropriate research methodology to be used for the investigation.
 4. It gives the researcher information on the recommendations made in the study for further research by prior studies that are listed.
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A brief introduction for adversity quotient:

Adversity quotient is the term coined by Paul Stoltz in the year 1997. It measures the capability to withstand difficulties of life. It is the science of resilience. The ability to thrive in the face of hardship can be predicted using the adversity quotient. AQ could be used to evaluate how someone perceives, responds to difficulties. It is the capacity to take initiative and deal with challenging situations. Adversity quotient can be measured by the sum total of following dimensions i.e Control, Origin plus ownership, reach and endurance. This concept can be represented mathematically as $AQ = C + O2 + R + E$, where, C is the control dimension, O2 is the origin and ownership R is the reach and E is the endurance dimensions.

In this work, the researcher reviews studies on the adversity quotient that have been conducted both nationally and globally.

Review of related literature on Adversity quotient

Kaur and Billing (2022) had conducted a study to explore the AQ in higher secondary school students and its effect on family, locale and gender. The result in the study shown that—

- (i) AQ of male and female students differed significantly. Female students are having higher AQ than the male students.
- (ii) There was significant difference found in the mean score of rural and urban students. Urban students are having higher AQ than the rural students.
- (iii) Significant difference observed in the mean score of male and female students with respect to nature of family. Joint family students are having higher AQ than nuclear family students.

Widodo et.al. (2022) tried to analyze that whether contribution of adversity quotient in promoting the teacher's professional competence was more in comparison to the emotional intelligence. The result highlighted that all the three factors associated with professional competence of the teachers had significant relationship with teacher's professional competence but adversity quotient was more strongly related to professional competence in comparison to the emotional quotient.

Safi et.al. (2021) had examined the impact of the adversity quotient on student achievement, learning autonomy, and performance, particularly in the Covid-19 era. A sample of 218 individuals from two Islamic Senior secondary schools in Indonesia was selected for the study. 139 female candidates and 79 male candidates were selected as participants. The study's findings showed that the adversity quotient had an impact on students' learning autonomy and motivation to succeed.

Kartikasari and Wiarta (2021) conducted research on the effects of working motivation and adversity quotient on teachers' performance. The purpose of this study was to determine how teachers' work motives and adversity quotient influenced their performance at Gugus VII Mengwi elementary schools throughout the academic year 2020–2021. The study's findings demonstrated that the teachers' performance was significantly influenced by their ability to overcome obstacles and their drive to succeed.

Rahayu (2021) had conducted a study during the time of COVID-19 on the relation between adversity quotient and students self-adaptation ability. This study uses a cross-sectional design and a descriptive analytic approach. According to the findings of a univariate analysis, there were 33 respondents (16.5%) in

the group of climbers, 163 respondents (81.5%) and 4 respondents (2%) respectively, in the category of campers and quitters. The study also found that there exists a relationship between adversity quotient and the self-adaptation ability of students during the COVID-19 pandemic and the relationship is quite positive that higher AQ lead to higher adaptability of the students.

Manzon (2021) had conducted a study on the perceptions of teachers and principals on their adversity quotient in relation to their job performance. The study was conducted on 875 teachers of public schools of Oman and multistage sampling procedure was used for collecting data. The study discovered a favourable association between teachers' perceptions of their principal's control over adversity and their work performance.

Aung and San (2020) had conducted a study on the title of “adversity quotient and academic stress of students from universities of education.” This study was to find out the differences of adversity quotient and academic stress of students in terms of gender, subject stream, grade and university. The findings of the study were-

- I. No significant difference observed in the adversity quotient in terms of gender and rank.
- II. University 2 students had higher AQ than that of students of AQ of university 1
- III. Male students had higher academic stress than female students.
- IV. There was a negatively significant relationship exists between adversity quotient and academic stress, higher adversity quotient lower the academic stress and vice versa.

Jayawardena et.al. (2019) conducted a study in Sri Lanka, on adversity quotient and the levels of perceived stress of middle level managers in the nongovernmental organizations. The purpose of this study was to look at the relationship between Adversity Quotient (AQ) and levels of stress among middle-level managers in a Sri Lankan NGO. According to the findings, the components of the Adversity Quotient predict the variance in levels of stress.

Dina and Masriyah (2018) had conducted a study on flexibility of mathematical problem solving with Adversity quotient. This study was conducted in the junior high school students of Surabaya city of Indonesia. The result of the study showed that the climbers were able to show higher flexibility while solving the mathematical problem than that of campers who were having less flexibility level. The quitters were not able to show flexibility while solving mathematical problem.

Suryadi and Santoso (2017) had conducted a study on Self-efficacy, adversity quotient, and students' achievement in Mathematics. The results of this study showed that self-efficacy and the adversity quotient have a big impact on how well pupils do in maths. This indicates that results for mathematical performance were thought to be predicted by self-efficacy and the adversity quotient. Students perform better academically in mathematics when they have higher levels of self-efficacy and adversity.

Hastuti and Riyadi (2017) had conducted a study on student profile with high adversity. The result revealed that the students with more adversity quotient were able to learn actively the materials studied. The students with high adversity quotient had found to have qualities like positive thinking, able to solve the problem well and having high learning motivation.

Gupta & Gupta (2016) did a study to understand the adversity quotient of students who are going to enter in higher education. The study had taken sample of 11th standard school students from Gandhi nagar, Gujrat. The sample of the study consisting of 461 boys and girls. The result of the study revealed that there was no significant difference observed in the mean score of adversity quotient on the basis of gender, stream of education, family size and qualification of parents. They found that the mean score of AQ of students on the basis of board of school, i.e. Gujrat secondary educational board and (GSEB) and CBSE, differed.

Kumar (2016) had performed a study on the relation among individuals traits, job satisfaction and the degree of adversity experienced by police officers in the Himachal Pradesh district of Shimla. The study's findings revealed a substantial correlation between individual traits and overall Adversity Quotient level. The research also revealed no connection between job satisfaction and the adversity quotient that was significant.

Mardika and Insani (2016) had conducted a study on Adversity Quotient and Students' Problem Solving Skill in Mathematics. The study's findings showed that the adversity quotient can be used to gauge a student's capacity for critical thought when approaching a mathematics problem. The spirit and capacity of the kids to think critically to address the problem will be impacted by the high level of hardship.

Bautista (2015) conducted a study on AQ and Teaching Performance of Faculty Members. The study aimed to find the link between adversity quotient and teaching performance of the faculty members of west visaya state university of philipines. The result of the study showed that the faculty with higher AQ level is having higher performance level and vice versa.

Tigchalar & Bekheth (2015) had conducted a study on "the relationship of adversity quotient and demographic profile of private business leaders in Egypt". This study revealed that there was significant relationship exist between AQ and the personal demographic profile of Egyptian business leaders of Egypt

Parvathy & Praseeda (2014) had conducted a study on the relationship between adversity quotient and academic problems among student teachers. This study revealed that the student whose adversity quotient level was high, their problem related to academics was low and vice-versa.

Matore and Khairani (2016) conducted a study using the Rasch Model to examine the relationship between the Adversity Quotient (AQ) and the students' IQ, EQ, and SQ. The study found a weakly positive connection between AQ and EQ and AQ with SQ.

Nikam and Uplane (2013) had conducted a study on adversity quotient and defense mechanism of secondary school students. It aims to explore the difference between the AQ and Defense mechanism of male and female students. The study was conducted in the Raigargh district of Maharastra. The result of the study showed that there was

- (i) AQ and defense mechanism does not have significant relation.
- (ii) AQ Score and the TAS Score of secondary school students do not related; hence we could say that the students with higher AQ can take responsibilities.

Sachdeva (2009) conducted a study to enhance the adversity quotient of potential leaders. The purpose of the study was to develop an appropriate intervention programme to enhance adversity quotient of the

leaders. The findings showed that the intervention program was quite effective in increasing the adversity quotient level of potential leaders.

Almeida (2009) had designed a program for increasing the adversity quotient of Junior college students. Numerous activities were performed by the researcher, to increase AQ of the students. The findings revealed that the adversity quotient programme enhance the performance of the students.

D'Souza (2006) studied adversity quotient of secondary school students in relation to their school performance and school climate. The researcher compared the adversity quotient of secondary school students on the basis of school types. Findings showed that AQ, School performance and school climates are related positively. Students of CBSE Board showed better adversity quotient than students of State Board schools.

Conclusion:

In this paper a plethora of studies conducted in adversity quotient is discussed, which was carried out both from international and national perspective. The literature review clearly shown the role of adversity quotient related to students. Teachers and other potential leaders in different field of society. Adversity quotient is playing a crucial role for enhancing the performance of the student's teachers and principals as well. It enhances the performance of potential leaders in the field of politics and police department .Thus adversity quotient is a important variable to study which can be helpful to lead a successful life.

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