# Adversity Quotient and Resiliency Predicting Career Success of Teachers in Secondary Schools

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## ABSTRACT

The purposes of this research are 1) to study level of adversity quotient, resiliency and career success of teachers, 2) to study relationship between adversity quotient, resiliency and career success, 3) to predict career success with adversity quotient and resiliency. The sample of the research was 166 teachers. The research instrument was questionnaire divided into 4 parts; personal data, adversity quotient, resiliency, and career success. Statistics used were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis.

The results revealed that 1) adversity quotient, resiliency and career success were at high level, 2) there was a positive relationship between adversity quotient, resiliency and career success (r = 0.733, r = 0.571 respectively) with a statistics significance level of 0.01, 3) adversity quotient accounted for 53.10 percent of variance in career success of teachers.

KEYWORDS: Adversity Quotient, Resiliency, Career Success

## Introduction Taking Idea Further

Education is an appropriate tool for developing human resources in a learning society. It would instill vision, values, morals and an understanding of the impact of societal and other changes in our world. Therefore, teachers should possess high ability to organize learning activities related to changes in the world. (Amorvivat, Jongkon, & Sinlarat, 1998).

Acknowledgment of career success will create inside motivation, drive and capability to devote to hard work in order to create better outcomes to be recognized (Gattiker & Larwood, 1986). Witness values and reward with promotion, including raising the salary. (Judge, Cable, Boudream, & Bretz, 1995). Achieving work success in the career of teacher will result in positive mindset which then leads work satisfaction and contentment. Teachers will persist and devote physically and mentally to work with great efficiency for themselves and organizations until success is achieved (Gattiker & Larwood, 1986).

The adversity quotient or the ability to confront problems and overcome obstacles which are factors that affect on perceived career success is dependent upon individual (Overall & Wise, 2016). This qualification has played an important role to bring success since it is inevitable to encounter with work or personal problems in daily life. If the person has improper way to deal with the problems, it may lead to stress, physically and mentally. Then, it can affect on work. However, it is possible to achieve work and life success if the person manages to deal with stress and problem systematically by learning to adapt or solve problems until self-esteem is recognized (Ratida, 2000).

The resiliency is one factor that the researcher believes to have impact on the perceived career success (Ayala & Manzano,

2014). It is the ability to learn and adapt to live through difficult situations or problems. This qualification will strongly lead the person through crisis. It can be compared to an object with high flexibility that even though it is pressed hard, its original form can be retrieved abruptly. The resiliency can be compared to life energy that keeps human overcome and deal with all obstacles properly and creatively. In addition, by learning from overcoming these obstacles, it helps strengthen the mind which is truly necessary for surviving (Luthan, Avolio, Walumbwa, & Li, 2005; Masten, 2001 cited in Kanlaya, 2014).

Teachers have lots of adversity because they must have responsibility to teach good habit and delinquent pupils and other jobs. The teachers who must contact with pupils and their parents, school administrators, and other teachers made them angry, sad or stressful. In addition, Individuals having high adversity quotient continues to move forward successfully and keep rising in their life as they have the ability to endure considerable adversities (Singh & Sharma, 2017). At work, resilient people are better able to deal with the demands placed upon them, especially where those demands might require them to be dealing with constantly changing priorities and a heavy workload (Winbolt, 2016). High level of resilience person should have the ability to bounce back more quickly (Cohen, 2017).

The researcher did not find out variables such as adversity quotient and resilience to predict career success. Thus this research tried to show the result of relationship between adversity quotient, resilience and career success and used adversity quotient and resilience to predict career success of teachers.

## Research Objectives

1. To study level of adversity quotient, resiliency and career success of teachers.

2. To study relationship between adversity quotient, resiliency and career success of teachers.

3. To predict career success of teachers with adversity quotient and resiliency.

## Research Hypothesis

1. Adversity quotient and Resiliency are related positively to career success of teachers.

2. Adversity quotient and resiliency can predict career success of teachers.

## Benefit of Research

This research will be useful to find out the way to increase career success of teachers. The results will show which variables relate or predict career success of teachers. The school administers should increase the variables and then career success teachers will increase.

## Literature review
## Career Success

Career success, commonly referred to in contemporary literature, is the experience of achieving goals that are personally meaningful to the individual, rather than those set by parents, peers, an organization, or society (Mirvis & Hall, 1996). According to this definition, workers of all types have careers, each of which can be viewed as successful in one way or another and can be objectively determined and measured solely through external criteria, such as hierarchical position and salary level (Nicky, 2011; Sturges, 1999). Meade (2000) suggested that career success was the result of personal experience and could be seen as personal experience and the accumulation of real or perceived accomplishments. Gattiker and Larwood (1986) compiled a measure of career success consisting of five factors: job success, interpersonal success, financial success, hierarchical success and life success.

## Adversity Quotient (AQ)

Stoltz (1997) defined the Adversity Quotient as the capacity of the person to deal with the adversities of his life. As such, it is the science of human resilience. For many years, researchers have devoted a great deal of their studies to the Intelligence Quotient (IQ) and the Emotional Quotient (EQ), which are considered to be determinants of success and superior accomplishment. One's Stoltz

(1997) introduced a new concept called the Adversity Quotient (AQ), which tells how well one withstands adversity and one's ability to triumph over it. In fact, more researches have recently shown that the AQ is a better index of achieving success than IQ, education or even social skills. By understanding the concept of AQ we can better understand how we and others react to challenges and adversity in all aspects of our lives. In fact, how people respond to adversity is a strong indicator of the ability to succeed in many endeavors. AQ consists of four core dimensions; 1) Control: Control refers to the level of control one has over a situation or life. It determines how much one can influence a particular situation. It also influences the direction of action, the amount of effort put in, the level of perseverance and resilience and tenacity to accomplish the task successfully. 2) Ownership: Ownership is how much one feels responsible for improving the adverse situation. This is sometimes good as they may also think about overcoming adversity. But there could also be another extreme reaction where they may also become depressed and despair. There could also be another reaction where the person may abandon ownership and feel helpless and powerless to overcome the situation. People with higher AQ feel responsible and own the situation. They take responsibility, learn from their experience, change their strategy and take action to achieve their task. 3) Reach: Reach refers to the extent to which the adversity reaches into the other areas of life. People with lower AQ perceive even the smallest adversity creating a major difference in their life. On the other hand, people with higher AQ see adversity in a different way. They do not allow the adversity to hinder their other parts of life. They believe the adversity caters to only that particular situation and does not impact the rest of life and 4) Endurance: The duration the adversity lasts is the endurance. People with lower AQ never see the end of the adversity. They consider adversity to exist in their lives permanently and that it will never pass. People with higher AQ oppositely find adversity to be temporary and believe there is always a solution to overpower the adversity (Paramanandam & Shwetha, 2013).

**Relationship between Adversity Quotient and Career Success**

Overall and Wise (2016) showed that the input variables that were most important to entrepreneurial success were learning, experiencing failure, learning from mentors and adversity quotient. Tian and Fan's (2014) findings revealed that student nurses' adversity quotients associated positively with their degree of career adaptability. Lao (2013) showed that a high adversity quotient leads to first-rate accomplishments, productivity and creativity.

## Resiliency

Resiliency is also defined as a positive adaptation and is considered as a demonstration of manifested behavior of social competence or success at meeting any particular tasks at a specific life stage (Luthar & Cicchetti, 2000). Resilience as adapted to the workplace has been defined as the positive psychological capacity to rebound, to bounce back from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility (Luthans, 2002). Resilience cannot be limited to just a reactive capacity that is expressed in times of adversity. Resilience permits adversities and setbacks to be viewed as opportunities for learning, growth, and development, engages creative and flexible adaptive mechanisms, guided by ethical values and strong belief systems, toward the achievement of personally and organizationally meaningful goals (Luthans & Youssef, 2007). Thus Masten (1994) contended that resilience refers to (1) people forming high risk groups who have had better outcomes than expected; (2) good adaptations despite stressful (common) experiences (when resilience is extreme, resilience refers to patterns in recovery); and (3) recovery from trauma. Resilience helps buffer the negative impact of stress and trauma in emotionally-challenging jobs, such as social work or emergency services. But it is also beneficial to a wide range of people in diverse careers, across work performance, personal satisfaction and well-being. By becoming more resilient you can bring new direction and energy to your career, increase the number of interviews and job offers you receive, and find greater enjoyment in your life. (Taylor & Davda, 2015)

## Relationship between Resiliency and Career Success

Varshney and Varshney (2017) showed that resilience mediates the relationship between job satisfaction and both adaptive performance and contextual performance. Zehir and Narcikara (2016) found that as a result of path analysis it was inferred that both authentic leadership and resilience effect productivity positively. MacLeod, Musich, Hawkins, Alsgarrd, & Wicker (2016) found that high resilience was significantly associated with positive outcomes, including aging, lower depression and longevity. Ayala and Manzano (2014) showed that the three dimensions of resilience (hardiness, resourcefulness and optimism) predict entrepreneurial success.

Adversity Quotient and resilience sound similar but they have different a meaning. Stolz (1997) further suggested AQ is about how one responds to life especially during the tough times many people encounter every day. AQ is a gauge to measure how you respond and deal with challenges and adversities that many times catch us totally off guard and unprepared.

On the other hand, when faced by a tragedy, natural disaster, health concern, relationship, work, or school problem, resilience is how well a person can adapt to the events in their life. A person with good resilience has the ability to bounce back more quickly and with less stress than someone whose resilience is less developed (Cohen, 2017).

## Research Methodology

This was a survey research by distributing questionnaires to teachers in secondary schools.

### Population and Sample

The research population were 284 teachers who worked in two secondary schools in Samutprakan province.

The sample size was 163 teachers who were estimated by the formulation proposed by Krejcie and Morgan (1970) with 95% confidence interval and chosen by proportional stratified random sampling. The researchers added 10% for complete number and therefore the total number of 179 samples. The 166 questionnaires returned and completed questionnaires used to analysis.

### Research Instruments

The research instrument was questionnaires which divided into 4 parts;

Part 1: 7 items measuring personal data with checklist method. The personal data were gender, age, work experience, education level, income per month, learning area group and position.

Part 2: 23 items measuring adversity quotient were constructed from concept of Stoltz (1997). Adversity Quotient consisted of 4 elements: Control, Ownership, Reach and Endurance. This scale was 5 points scales (1 = slightly to 5 = extremely). The Cronbach alpha for the 23 item scale was 0.966.

Part 3: 14 items measuring resiliency were constructed from concept of Luthans, Youssef, and Avolio, 2007 as cited in Kanlaya, 2014. Resiliency consisted of 3 elements: Self-restore, Management and risk factors and Adaptation. This scale was 5 points scales (1 = slightly to 5 = extremely). The Cronbach alpha for the 14 item scale was 0.945.

Part 4: 15 items measuring career success were constructed from concept of Gattiker and Larwood (1986). This scale was 5 point scales (1 = slightly to 5 = extremely). The Cronbach alpha for the 15 item scale was 0.942.

The reliability was evaluated by using Cronbach's Alpha Coefficient. The results were presented according to table 1.

**Table 1** Cronbach's alpha scale reliability results

| | Variables | Item no. | Cronbach's Alpha N = 30 |
|---|---|---|---|
| 1. | Adversity Quotient | 23 | 0.966 |
| | - Control | 8 | 0.927 |
| | - Ownership | 6 | 0.944 |
| | - Reach | 3 | 0.745 |
| | - Endurance | 6 | 0.908 |
| 2. | Resiliency | 14 | 0.945 |
| | Self-Restore | 5 | 0.809 |
| | Management and Risk Factors | 4 | 0.913 |
| | Adaptation | 5 | 0.864 |
| 3. | Career Success | 15 | 0.942 |

### Data Collection and Analysis

The school directors were contacted to ask for permission to distribute questionnaires to the participants who were teachers from various learning areas groups. The schools assigned 1-2 teachers to help distribute and collect questionnaires. Then, the questionnaires were analyzed by using the computer programme to process data. The statistics employed in this research were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis.

### Results

#### 1. Result from Analyzing Personal Data of Teachers

The majority of teachers were 104 females (62.65%). The average age of 103 participants (62.05%) was 25-35 years old. 112 participants (67.47%) have work experience with the period from 1-10 years. There were 125 participants (75.30%) who graduated with bachelor degree. There were 111 participants (66.87%) who earned about 15,000-25,000 baht per month. 38 of the participants (22.89%) were from the learning area of Sciences group and 63 participants (37.95%) were teachers' assistants.

#### 2. Result from Analyzing Level of Adversity Quotient, Resiliency and Career Success of Teachers

The level of career success of teachers was in high level ($\bar{x}$ = 4.11, S.D. = 0.480). The level of adversity quotient of teachers was in high level ($\bar{x}$ = 4.10, S.D. = 0.429). The level of resiliency of teachers was in high level ($\bar{x}$ = 4.20, S.D. = 0.500) as shown the details in table 2.

### 3. Result from Analyzing the Relationship between the Adversity Quotient and Resiliency with Career Success

The adversity quotient had positive relationship with the career success of teachers at the statistical significance level at 0.01. The Pearson's correlation coefficient was 0.733. After considering each aspect, all aspects of the adversity quotient namely control, ownership, reach and endurance had positive relation to the teacher career success at the statistical significance level at 0.01 with the Pearson's correlation coefficient of 0.666, 0.630, 0.594 and 0.640 respectively. The results were presented according to table 2.

The resiliency had positive relationship to the teacher career success at the statistical significance level at 0.01 with the Pearson's correlation coefficient of 0.571. By considering each aspect, it was found that all aspects of the resiliency namely, the self-restore, the management and risk factors and the adaptation had positive relation to teacher career success at the statistical significance level at 0.01 with the Pearson's correlation coefficient of 0.547, 0.536, and 0.510 respectively. The results were presented according to table 2.

**Table 2** Mean, standard deviation, level of variables and pearson's correlation coefficient between adversity quotient, resiliency and career success of teachers

| Variables | $\bar{x}$ | S.D. | Level[a] | Pearson's correlation coefficient[b] | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. AQ1 | 4.00 | 0.476 | High | - | | | | | | | | | |
| 2. AQ2 | 4.16 | 0.472 | High | 0.720** | - | | | | | | | | |
| 3. AQ3 | 3.99 | 0.557 | High | 0.630** | 0.655** | - | | | | | | | |
| 4. AQ4 | 4.23 | 0.499 | Highest | 0.610** | 0.732** | 0.686** | - | | | | | | |
| 5. AQ | 4.10 | 0.429 | High | 0.885** | 0.898** | 0.809** | 0.866** | - | | | | | |
| 6. RES1 | 4.12 | 0.536 | High | 0.669** | 0.635** | 0.603** | 0.598** | 0.724** | - | | | | |
| 7. RES2 | 4.21 | 0.559 | Highest | 0.646** | 0.658** | 0.561** | 0.630** | 0.725** | 0.803** | - | | | |
| 8. RES3 | 4.26 | 0.522 | Highest | 0.572** | 0.616** | 0.547** | 0.604** | 0.674** | 0.778** | 0.814** | - | | |
| 9. RES | 4.20 | 0.500 | High | 0.676** | 0.683** | 0.614** | 0.656** | 0.760** | 0.929** | 0.930** | 0.931** | - | |
| 10. PCS | 4.11 | 0.480 | High | 0.666** | 0.630** | 0.594** | 0.640** | 0.733** | 0.547** | 0.536** | 0.510** | 0.571** | - |

**Note:** [a] The criteria for interpreting the data were set as follows: a mean score of 1.00-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20 and 4.21-5.00 indicated a lowest, low, moderate, high and highest level respectively.

[b] Dependent Variable: Career Success

** $p < 0.01$

Abbreviations used in this research

| Abbreviations | | Description | Abbreviations | | Description |
|---|---|---|---|---|---|
| AQ | = | Adversity Quotient | RES | = | Resiliency |
| AQ1 | = | Control | RES1 | = | Self-Restore |
| AQ2 | = | Ownership | RES2 | = | Management and Risk factors |
| AQ3 | = | Reach | RES3 | = | Adaptation |
| AQ4 | = | Endurance | PCS | = | Career Success |

### 4. Result from Analyzing the Prediction of Career Success from Adversity Quotient and Resiliency

To analyze the prediction of career success from adversity quotient and resiliency can be conducted by Stepwise Multiple Regression Analysis. The multiple linear regression assumptions; Linearity and multicollinearity (r > 0.85) were being investigated. The Pearson's correlation coefficient among 7 predicting factors; the aspect of control, ownership, reach, endurance, self-restore, management and risk factors and adaptation had 21 pairs with the value between 0.547 to 0.814. Every pair had statistical significance level at 0.01 (table 2). Basic assumptions of multiple linear regressions were found to follow all agreements. It meant all predicting factors predict of career success of teachers. The results were presented according to table 3.

The finding from table 3 shown that the adversity quotient in the aspect of control (b = 0.442, Beta = 0.438) and the aspect of endurance (b = 0.358, Beta = 0.373) accounted for 53.10 percent of variance in career success (F = 92.105, p-value = 0.000). The variables which were elements of adversity quotient: ownership, reach and elements of resilience: self-restore, management and risk factors, adaptation couldn't predict career success of teachers. Based on the predicted equation, it was found that: predicted equation of raw scores was career success = 0.826 + 0.442 (control) + 0.358 (endurance). The equation of standard scores (Z-Score) were $Z_{career\ success}$ = 0.438 ($Z_{control}$) + 0.373 ($Z_{endurance}$). The beta coefficient is positive the interpretation was that for every 1-unit increase in the control and endurance (predictor variables) the career success (outcome variable) will increase by the beta coefficient value. The beta coefficients of control and endurance were 0.438, 0.373 and statistically significant, then for each 1-unit increase in control and endurance, career success will increase by 0.438 and 0.373 units respectively.

**Table 3** Stepwise multiple regression analyzing the prediction of career success of teachers

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | $R^2$ | Adj $R^2$ | $SE_{est}$ |
| 1 Control | 0.666 | 0.443 | 0.440 | 0.359 |
| 2 Control Endurance | 0.728 | 0.531 | 0.525 | 0.330 |

| Coefficient[a] | | | | | |
|---|---|---|---|---|---|
| Model | B | S.E.B. | Beta | t | p-value |
| 1 (constant) | 1.422 | 0.237 | | 6.006 | 0.000 |
| Control | 0.671 | 0.059 | 0.666 | 11.426 | 0.000 |
| 2 (constant) | 0.826 | 0.244 | | 3.390** | 0.001 |
| Control | 0.442 | 0.068 | 0.438 | 6.473** | 0.000 |
| Endurance | 0.358 | 0.065 | 0.373 | 5.506** | 0.000 |

Note: **$p < 0.01$      [a] *Dependent Variable: Career success*

## Discussion

In terms of adversity quotient, overall and each aspect have related to career success of teacher at the statistical significance at 0.01. Both aspects of adversity quotient which are control and endurance could predict career success of teacher for 53.1 percent. This relates to the studies of Overall and Wise (2016); Tian and Fan (2014); Lao (2013) which found that adversity quotient had positive relation to career success and entrepreneurial success. It can be assumed that teacher who possesses adversity quotient in all aspects, namely control, ownership, reach and endurance, will enable them in terms of problems solving, including perceiving problems and obstacles with endurance. Teacher can work in harmony with teacher fellows, director, subordinate including can communicate in all situations with students' guardians. In addition, teacher can create good work for example some teachers will not give up on obstacles while doing research for promotion. Two aspects of adversity quotient: ownership and reach cannot predict career success because all teachers must be responsible for improving situations and playing some role in making it better and they accepted their adversity and knew adversity effect on situations because of work experience.

The results showed positive relationship between resilience and career success. Teachers who had high resilience will bounce back from negative emotions quickly. They had more time to perform effectively

and attain their goals. However elements of resilience could not predict career success because it was possible each element of resilience had quite high relationship. Thus only two elements of resilience were selected to be predictor variables in equation for predicting career success of teachers.

## Recommendation

### Recommendation for Practice and Development

1. The adversity quotient in the aspect of reach ($\bar{x}$ = 3.99) had the least value comparing to others aspects. Therefore, the school administrators should encourage more activities or training for teachers related to adversity quotient. It was important to train teachers to increase the awareness of problems that might happen and to be ready to confront difficulties, including obstacles or problems in order to understand and acknowledge the level of problem and obstacle that happened to them.

2. The resiliency in the aspect of self-restore ($\bar{x}$ = 4.12) earned less value among others aspects. It was suggested that the school administrator should encourage more in this aspect to enable teachers to control self-emotion and feeling when changes happen. Teachers will also understand logics and need of fellow teachers or the administrators.

3. All aspects of adversity quotient related to the career success of teachers and the adversity quotient: control and endurance can predict the career success too. It was necessary for the school administrators to promote the adversity quotient which enable teachers to confront more obstacles especially in the aspects of control and endurance. The more adversity quotient teachers possess, the more successful in career teachers achieve.

### Recommendation for Further Study

The experimental research was suggested so that teachers can be trained to increase the ability of adversity quotient, especially in the aspects of obstacle control and obstacle endurance. Then, it was advised to compare the adversity quotient and teachers career success between the pre- and post- experiments. Researcher should study other variables; self-esteem, person-job fit which predict career success of teachers because adversity quotient could predict career success with 53.1 percent.

## Acknowledgements

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