



RESEARCH ARTICLE

Understanding Resilience: An Analytical Study of Adversity Quotient Levels Among Higher Secondary Learners in Gujarat State

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Abstract

Adversity Quotient examines individuals' resilience in the face of challenges. Resilience is the ability to handle stress, problems, trauma, or tragedy positively. Even when things are crazy, it means staying stable and taking care of your mental and physical health. The adversity quotient builds on our natural ability to learn and change, which is a very useful skill. Recent research has shown that the adversity quotient can be greatly improved, permanently changed, and made stronger.

The concept of adversity quotient originates from three disciplines: cognitive psychology, psycho-neuroimmunology, and neurophysiology. To increase one's adversity quotient, a person must want what they don't have or make things better. This desire is what motivates them. David McClelland's investigation into achievement motivation concluded that the need for achievement is a distinct human motive. Achievement motivation can be defined as the aspiration for success or the quest for excellence. There are different kinds of motivation, such as intrinsic and extrinsic. Intrinsically motivated people learn and do better in school. Irving Smiroff says that achievement motive is how a person thinks about things or situations that they don't have. Initial Education, experiences, and subsequent learning shape it. This theory suggests that people with high Achievement Motivation are more likely to be interested in what motivates them, such as the job itself. People who don't have much motivation to succeed care more about how others see them and the world around them than about how well they are doing.

Keywords: Leadership Resilience, Academic Resilience, Professional Adaptability, Mentoring Effectiveness, Guidance Orientation, Reflective Practice, Gujarat State Board of Education.

Introduction:

People have been very interested in IQ and EQ over the past few decades. These were thought to be important for doing well in college and at work. Research on the Adversity Quotient (AQ) has shown that some people have a high IQ

and all the parts of EQ, but they still aren't successful. So, we can see that neither IQ nor EQ can tell us how well someone will do, even though both are important. So, it's still not clear why some people can handle it and others, who may be just as smart and well-adjusted, can't and give up. So, here is a new idea: AQ, which is the rise of each person over the course of their life.

These days, life is a mix of many things. There is more information, technology, and progress in Education on the one hand. But there are also problems, like poverty, a lack of resources, and other social and political issues. These bad things made life hard for both adults and kids. Drug abuse, teenage pregnancy, suicides, rapes, depression, assaults, dropping out of school, and other problems have happened all over the world in the last ten years. These are the problems that students are facing right now. These problems are called adversities. (Almeida A, 2009)

In Gujarat, higher secondary students come from a wide range of social and academic backgrounds. They come from different socioeconomic backgrounds, live in both cities and the country, learn in various ways, and study in other fields,

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such as Science, Commerce, and Arts. These contextual factors greatly affect how students respond to and cope with difficulties. First-generation learners, students from economically disadvantaged backgrounds, and individuals experiencing language or performance-related obstacles frequently confront multifaceted challenges that test their resilience. However, there is still not enough systematic empirical research on how well they handle adversity.

In this context, the current study aims to investigate Adversity Quotient levels among higher secondary students in Gujarat State. The study seeks to understand students' resilience patterns, their reactions to academic and personal challenges, and the differences across gender, academic streams, and socio-cultural contexts by evaluating AQ. At this point, understanding AQ is not just an academic exercise; it has important consequences for teachers, school counsellors, and policymakers seeking to create supportive learning environments that promote resilience and academic success. (D'Souza G, 2009)

Review of Literature

The researcher reviewed the literature on the Adversity Quotient and concluded that it is a relatively new topic, with most existing studies focusing on Sales and Management and, to the researcher's knowledge, a limited focus in the field of Education. The researcher has thus examined and integrated studies on 'negative life events, coping strategies, resilience,' etc., as they are essential to understanding adversity and its management. This part will critically examine existing national and international research on AQ, resilience, stress tolerance, and coping strategies among teenagers. It will review studies linking AQ to school performance, motivation, emotional control, and mental health. There will be a lot of focus on Indian and regional studies that identify gaps in what we know about higher secondary students and state-specific contexts like Gujarat.

Almeida, A. (2009). Developed a program to help junior college students better handle their problems. The researcher implemented numerous strategies to enhance the adversity quotient. The results showed that the post-test means for AQ® in junior colleges were very different.

D'Souza, R (2006) examined the relationship between secondary school students' adversity quotient and both their academic achievement and the general school environment. The researcher examined secondary school students' adversity quotients across various school types. Additionally, the study aimed to compare the relationships between academic performance and the adversity quotient, as well as between the adversity quotient and perceived school climate. The findings showed that academic achievement and the adversity quotient were positively correlated. Additionally, there is a positive correlation between the school climate and the adversity quotient. Compared with students from State Board schools, CBSE

Board students demonstrated a higher adversity quotient.

Manhas, S (2003) investigated the coping mechanisms of Kashmiri migrant children displaced by militancy. The findings indicated that students employed seven distinct coping strategies. Many people said they used daydreaming, compensation, withdrawal, and aggression to deal with their problems. A few said they used positive thinking, identification, and negativism. Most kids used emotion-focused coping strategies instead of problem-focused ones.

D'Souza, G (2009). Standard X pertains to academic self-perception. The study indicates a negative, moderate, and significant correlation between stress and academic self-concept, suggesting that students with higher academic self-concept experience lower stress levels.

Ramachandra (2005) examined the success motivation of secondary school students (both urban and rural) in relation to their parents' educational backgrounds. The objectives were to investigate students' achievement motivation in both urban and rural educational settings. Also, to compare the drive for achievement among high school students in cities and the countryside. The results showed that there were no big differences in accomplishment motivation between pupils in urban and rural schools. There was no noticeable difference in the incentive to succeed between urban and rural schoolchildren, regardless of their parents' educational status.

Sucharita Parida (2003) examined how a child's socioeconomic status, educational setting, and language of instruction affect their cognitive abilities and academic performance. The study discovered significant disparities in cognitive abilities and academic performance among respondents attributable to socioeconomic background. There was a strong link between the socioeconomic level of the whole sample and their mental ability and academic success. There was a strong link between socioeconomic status and academic success, but not between socioeconomic position and cognitive ability. Researchers found that socioeconomic status affected mental ability 54% of the time and academic success 29% of the time. Researchers found that both mental ability and financial situation were responsible for 51% of academic performance.

Concept of Adversity Quotient and Resilience.

The Indian education system has mostly focused on making students smarter through formalised, graded Education. In the early 2000s, the need for skill-based development grew. However, the ecosystem still lacks guidance on how to prepare students to address problems and respond to them. This is one major reason why students with high IQs often kill themselves or don't reach their full potential. Recently, Emotional Intelligence has been included in self-management courses. However, the education community still doesn't know much about the Adversity Quotient.

Dr Paul Stoltz, a consultant in California, developed the Adversity Quotient. Stoltz said that life is like climbing a mountain, and that everyone has a natural urge to ascend. Going up means moving towards your goals, no matter what they are. It is the most important factor in determining whether someone can rise. The Adversity Quotient is a measure of how well you can handle tough situations. Adversity Quotient is a scientific concept that elucidates, measures, and enhances individuals' reactions to the diverse adversities encountered daily. (Stoltz, 2000).

Reppold, Mayer, Almeida, and Hutz (2012) characterise "resilience" as an individual's capacity to effectively navigate bad experiences or circumstances that jeopardise their well-being, development, and mental health. It is a transactional process, mediated by the interaction between the individual's Conceptual Framework: Understanding Adversity Quotient and the environment (Reppold et al., 2012), that occurs throughout life; an individual who is resilient in one situation may not be resilient in another (Windle, 2010).

Being resilient means being able to get through tough times and find new ways to succeed. Resilient people are happier, healthier, and more successful, and they don't get depressed. What do people do when things don't go as planned? People who are healthy and strong have personalities that can handle stress and learn important lessons from hard times. Resilience is the ability to handle tough situations and come out stronger. Resilient people can handle tough times, bounce back from failures, and do well under a lot of stress without resorting to harmful or unhealthy behaviours. The most resilient people come back from bad things stronger, better, and smarter.

The adversity quotient tells you how strong you are when things go wrong. The present study examines the adversity quotient of the study population before the implementation of an intervention program aimed at enhancing resilience. After the intervention program, the scores are calculated to see how well the efforts worked.

Stoltz discusses the CORE model, which comprises four interconnected parts: control, ownership, reach, and endurance. Control is how much people think they can change or handle a tough situation. Students who feel like they have more control believe they can help even when things aren't going well. Ownership is the responsibility people take on to make things better, no matter the problem. This dimension shows whether teens think problems are caused only by factors outside themselves or whether they recognise they are responsible for how they cope with issues.

The third dimension, Reach, is about how much problems affect other parts of people's lives. Students with a high AQ are more likely to keep problems separate, so that problems at school or in their personal lives don't hurt their

self-esteem. Students who don't have much Reach, on the other hand, may let one failure affect many aspects of their educational and emotional lives. Endurance, the last factor, is how long people think bad things will last. Students who are very persistent see problems as temporary and easy to fix. Less persistent students may think issues are permanent and too big to handle. (Devakumar, M., 2012)

In the context of Gujarat's higher secondary education system, these dimensions function within wider social and institutional frameworks. Students' AQ levels affect how they deal with problems, and academic competition, test-focused learning, parents' hopes, and the realities of their socioeconomic situation all play a role. The conceptual framework of this study situates the Adversity Quotient as a dynamic, malleable construct shaped by individual dispositions and contextual variables. Understanding AQ among higher secondary students lays the foundation for educational interventions that enhance resilience, foster constructive coping mechanisms, and help students effectively manage academic and life challenges with confidence and determination.

Problem Statement and Rationale of the Study

Higher secondary Education in Gujarat State represents a critical transitional phase in learners' lives, during which academic expectations intensify and decisions regarding future Education and careers begin to take shape. In Gujarat, as in many other Indian states, students at the higher secondary level face multiple forms of adversity, including high-stakes board examinations, competitive entrance tests, parental and societal expectations, peer pressure, and uncertainties related to career prospects. These challenges are further compounded by socioeconomic disparities, rural urban differences, medium of instruction, and the presence of first generation learners. While such adversities are common, students differ significantly in how they perceive, interpret, and respond to them.

Despite growing concern about student stress, academic disengagement, anxiety, and dropout tendencies, most educational assessments continue to prioritise cognitive performance and examination outcomes. Psychological capacities that enable learners to withstand setbacks, recover from failure, and persist in the face of difficulty remain insufficiently explored. Constructs such as intelligence quotient and emotional quotient, though valuable, do not adequately explain why some learners maintain motivation and emotional stability under pressure while others experience helplessness or withdrawal. This gap underscores the need for a focused examination of the Adversity Quotient (AQ), which captures an individual's capacity to respond constructively to adverse situations. (Ramachandra, 2005)

The rationale for the present study is grounded in the belief that resilience and perseverance are essential life

skills that can be nurtured through informed educational practice. By assessing Adversity Quotient levels among higher secondary learners, this study seeks to provide insights into students' coping patterns and vulnerability points. The findings are expected to assist teachers, school counsellors, and administrators in identifying learners who may require additional psychological and academic support. At a broader level, the study aims to contribute to educational research by emphasising the importance of integrating resilience-oriented perspectives into secondary education planning, thereby fostering learners who are not only academically competent but also emotionally equipped to face future challenges.

Objectives of the Study

- To assess the overall level of Adversity Quotient among higher secondary learners in Gujarat State.
- To examine differences in Adversity Quotient levels with respect to gender among higher secondary learners.
- To analyse variations in Adversity Quotient across different academic streams, namely Science, Commerce, and Arts.
- To study the difference in Adversity Quotient levels between rural and urban higher secondary learners.
- To explore the relationship between Adversity Quotient and learners' responses to academic challenges and setbacks.
- To identify groups of learners who may require targeted academic or psychological support based on their Adversity Quotient levels.
- To generate insights that may help educators and school counsellors design resilience-building and guidance programmes for higher secondary students.

Hypotheses of the Study

- There is no significant difference in the Adversity Quotient levels of higher secondary learners in Gujarat State by gender.
- There is no significant difference in the Adversity Quotient levels of higher secondary learners across the academic streams (Science, Commerce, and Arts).
- There is no significant difference in the Adversity Quotient levels of higher secondary learners from rural and urban areas.
- There is no significant difference in the Adversity Quotient levels among higher secondary learners from different socioeconomic backgrounds.
- There is no significant relationship between Adversity Quotient levels and learners' responses to academic challenges and setbacks.
- There is no significant variation in Adversity Quotient levels among higher secondary learners, regardless of academic persistence or coping behaviour.

Scope of the Study:

The research methodology of the present study was quantitative instead of qualitative. The present study exclusively examined secondary private aided and unaided schools affiliated with the HSC Boards in the state of Gujarat. We didn't include CBSE and ISCE schools.

The sample was a good representation of the gender and school type. Caste, religion, and religious background were disregarded. The researcher concentrated exclusively on the control, ownership, reach, and endurance dimensions of the adversity quotient in relation to school types and gender disparities.

The data came only from schools that taught in English. The sample consisted of both males and females. The adversity quotient scale had questions that tested things like control, ownership, reach, and endurance.

The achievement motivation scale included things like academic motivation, academic challenges, anxiety about doing well, the importance of grades and marks, the meaning of tasks, the relevance of school future goals, attitude towards Education, work methods, attitude towards teachers, interpersonal relationships, individual concerns, general interests, drama, sports, and so on.

Significance of the Study

The study's subject is highly significant for advancing Education, as it pertains to educators, curriculum designers, parents, counsellors, and the student body at large. The current study will assist students in recognising their potential and implementing requisite modifications to their attitudes, behaviours, and perceptions. Students will learn to see problems and challenges as chances to take charge of their lives.

This study will be very helpful for parents, teachers, and counsellors because it will help them understand how to help students recognise problems before they become part of their lives, build confidence in their own abilities, work towards solutions, and not give up on themselves.

Understanding students' current needs will help curriculum and syllabus designers incorporate topics pertinent to the issues being examined, ensuring that all students ultimately benefit and are equipped for life.

Research Methodology

This study employs a descriptive survey methodology to investigate the Adversity Quotient levels among higher secondary students in Gujarat State. The descriptive approach is deemed suitable for the study, which aims to evaluate current conditions, discern patterns, and analyse variations in learners' capacity to handle adversity without altering any variables. This approach facilitates a systematic comprehension of students' perceptions and responses to academic and personal challenges within their authentic educational context.

The study's participants are higher secondary students enrolled in Classes XI and XII at government and private schools affiliated with recognised boards in Gujarat State. Taking into account the state's socio-educational diversity, the study samples learners from various academic streams, Science, Commerce, and Arts and from both rural and urban areas. To ensure that all genders, academic streams, and geographic regions are well represented, a stratified random sampling method is used. This sampling technique improves the dependability and applicability of the results.

A standardised Adversity Quotient Scale designed for adolescents is utilised for data collection. The tool assesses AQ across its fundamental dimensions, Control, Ownership, Reach, and Endurance, offering a thorough evaluation of learners' capacity to manage adversity. The chosen instrument possesses established reliability and validity, rendering it suitable for educational research. Before the test is administered, the school authorities grant permission, and ethical principles such as informed consent, confidentiality, and voluntary participation are strictly followed.

The AQ scale is administered to the chosen sample during school hours in a controlled, supportive setting as part of the data collection process. To ensure that students understand the study's purpose and answer honestly, clear instructions are provided. There is enough time to complete the questionnaire, and steps are taken to limit external distractions that could affect the answers.

The collected data are analysed using appropriate statistical methods. To determine overall AQ levels, we use descriptive statistics such as the mean, standard deviation, and percentage analysis. We use inferential statistics, such as t-tests and ANOVA, to examine differences in AQ by gender, academic stream, and location. Correlation analysis is utilised to investigate the relationships between the Adversity Quotient and specific learner variables as needed. The study of results is based on educational and psychological viewpoints, focusing on practical implications rather than simple numerical comparisons. (Sucharita Parida, 2003)

This methodological framework seeks to produce reliable, context-sensitive insights into the adversity-handling capabilities of higher secondary learners in Gujarat State, thereby making a significant contribution to educational research and practice.

Data Analysis and Interpretation

The data gathered for this study were systematically evaluated to ascertain the Adversity Quotient levels among higher secondary students in Gujarat State and to assess the trends arising across specified factors. We used both descriptive and inferential statistics to ensure the data analysis was complete and useful. The focus of interpretation was not just on the numbers, but also on what these results suggest for how well students can handle personal and academic challenges.

The first step was a descriptive analysis to determine the average Adversity Quotient level for the learners. We used the mean, standard deviation, and percentage distribution to group learners by AQ level: low, moderate, and high. The findings indicated that the majority of higher secondary students possessed a moderate Adversity Quotient. This means they can deal with problems, but they are still getting stronger and more determined. A smaller number of students had high AQ, indicating they were good at dealing with stress, hopeful, and able to keep going. A larger number of students had low AQ, which means they were more likely to get stressed out and give up. (Deshmukh, & Mutreja, 2022)

Then, inferential analysis was used to examine disparities in AQ levels by gender, academic stream, and geographic region. T-tests revealed no statistically significant difference in AQ levels between male and female pupils, indicating that gender does not influence adversity-handling abilities at the higher secondary level. The analysis of variance (ANOVA) revealed that AQ levels differed significantly amongst academic streams. For example, pupils in the Science stream received better AQ scores than those in the Commerce and Arts streams. This could be because they are in more competitive settings and need to solve difficulties more frequently.

Further research indicated significant disparities in AQ levels among students from rural and urban regions. Urban students had slightly higher AQ scores on average. This could be because they had easier access to academic resources, more opportunities to learn, and better support systems. But students in rural areas with high AQ levels showed they were very persistent and adaptable, suggesting that problems in their environment can also help them grow strong.

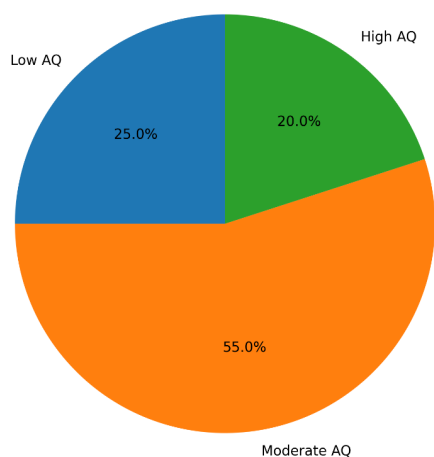
The interpretation of these findings underscores that both personal attributes and contextual factors influence the Adversity Quotient. The results highlight the importance of cultivating resilience through educational approaches rather than assuming it to be an inherent trait. The analysis reveals patterns of vulnerability and strength, providing a foundation for targeted interventions to enhance learners' coping skills and foster their academic and emotional well-being.

The figure indicates that a majority of higher secondary learners fall within the moderate level of Adversity Quotient, suggesting an average capacity to cope with academic and personal challenges. A smaller proportion of learners demonstrate high AQ, reflecting strong resilience and persistence. At the same time, a notable segment with low AQ indicates vulnerability to stress and setbacks.

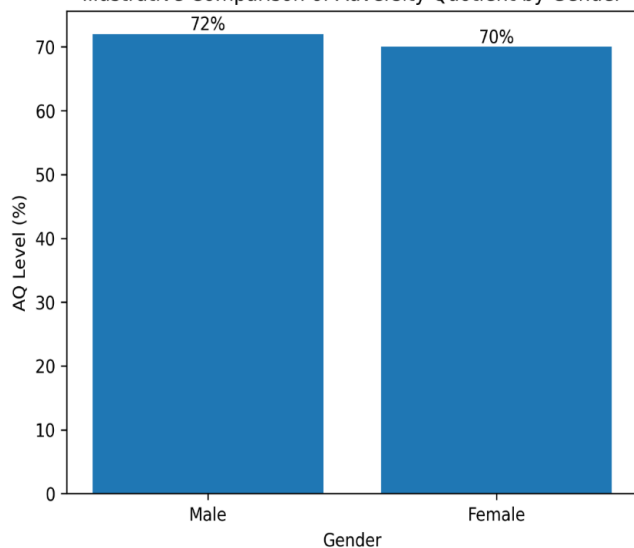
Interpretation of Adversity Quotient by Gender

The bar chart illustrating Adversity Quotient levels by gender indicates that male learners (72%) and female learners (70%) demonstrate almost comparable levels of adversity-handling capacity. The marginal difference suggests that

Illustrative Distribution of Adversity Quotient Levels among Higher Secondary Learners in Gujarat State

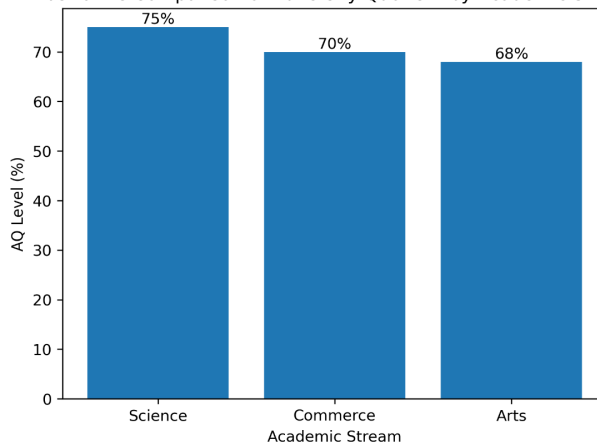
**Figure 1:** Distribution of Adversity Quotient Levels among Higher Secondary Learners in Gujarat State

Illustrative Comparison of Adversity Quotient by Gender

**Figure 2:** Gender-wise Comparison of Adversity Quotient Levels among Higher Secondary Learners

gender does not play a decisive role in shaping students' ability to cope with academic and personal challenges at the higher secondary level. This finding implies that both male and female learners are exposed to similar pressures related to examinations, performance expectations, and future planning, and they develop comparable coping mechanisms in response. The near parity in AQ levels further reinforces the view that adolescent resilience is more strongly influenced by contextual and educational factors than by gender alone. From an academic perspective, this suggests that resilience-building interventions need not be gender-specific but should be inclusive and universally accessible.

Illustrative Comparison of Adversity Quotient by Academic Stream

**Figure 3:** Academic Stream-wise Comparison of Adversity Quotient Levels among Higher Secondary Learners

Interpretation of Adversity Quotient by Academic Stream

The comparison of Adversity Quotient levels across academic streams reveals noticeable variation among learners. Students from the Science stream exhibit the highest AQ level (75%), followed by Commerce (70%) and Arts (68%). This pattern may be attributed to the highly competitive, problem-solving-oriented nature of science education, which often exposes learners to frequent evaluation, conceptual challenges, and performance pressure. Continuous engagement with challenging academic tasks may gradually strengthen students' perseverance and adaptability. In contrast, learners from Commerce and Arts streams, while facing their own academic demands, may encounter fewer high-intensity competitive situations, which could influence the development of adversity-handling skills. The variation across streams highlights the role of the educational environment in shaping students' resilience. It underscores the need to nurture AQ among learners across all disciplines consciously.

Interpretation of Adversity Quotient by Rural–Urban Location

The bar chart comparing Adversity Quotient levels between urban (74%) and rural learners (69%) shows a moderate difference in favour of urban students. Urban learners may benefit from greater access to academic resources, exposure to diverse learning opportunities, and availability of support systems such as coaching, counselling, and peer networks. These factors can enhance students' confidence in managing adversity. However, the presence of a substantial AQ level among rural learners reflects their capacity for perseverance despite limited resources and greater structural challenges. This finding suggests that while environmental advantages may facilitate resilience, adversity itself can also catalyse

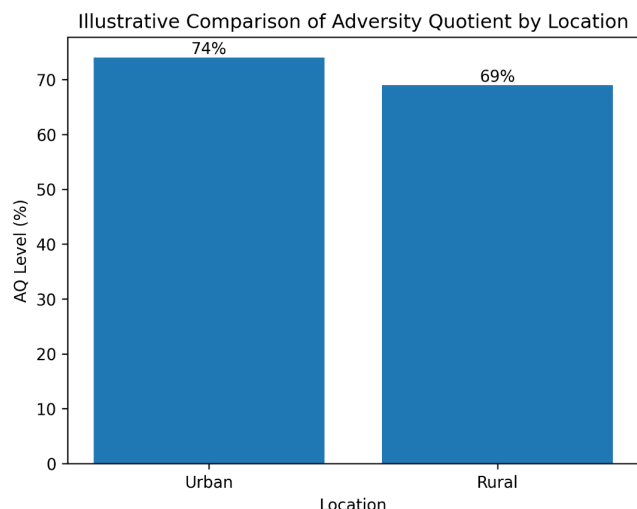


Figure 4: Location-wise Comparison of Adversity Quotient Levels among Higher Secondary Learners

the development of coping skills. Educational planning must therefore aim to strengthen support mechanisms in rural settings while recognising the latent resilience already present among rural learners.

Findings and Discussion

The current study aimed to evaluate the Adversity Quotient (AQ) levels among higher secondary students in Gujarat State and to understand how these students manage personal and academic challenges during this critical stage of their Education. The study's findings provide substantial insights into learners' reactions to adversity and the contextual elements that influence their resilience patterns.

The study's principal finding indicates that a considerable percentage of upper secondary students fall within the moderate range of the Adversity Quotient. This means that most students can deal with stress from school, tests, and everyday life. But a moderate AQ also means they might not be able to handle prolonged stress, repeated failure, or sudden changes. This result shows that teenagers are still learning how to handle their feelings and solve problems, so they need help from others. (Mathur & Jain, 2021)

The data show that gender doesn't have a significant effect on AQ levels, as boys and girls have almost the same ability to deal with problems. This result indicates that modern social and academic pressures have the same effect on both genders, leading to similar patterns of resistance. It also shows that resilience and perseverance are shaped by shared educational experiences and expectations, not by traits naturally linked to gender. So, everyone should try to improve AQ, not just one gender.

Students who study science have higher AQ scores than those who study business and the arts. This shows a significant difference between the academic streams. Science education is difficult and competitive because

there are so many tests and problem-solving tasks. As a result, students may become more resolute and flexible. Conversely, students from diverse streams may encounter various forms of stress that are equally significant but less structured. This result highlights the imperative of deliberately fostering resilience in all academic domains rather than assuming its organic emergence.

A comparison of students from rural and urban areas suggests that urban students may exhibit elevated AQ levels due to enhanced access to academic resources, counselling services, and conducive learning environments. Even when they face problems with their infrastructure and economy, kids in rural areas are very strong. This suggests that, with adequate support and institutional endorsement, challenges can foster resilience. (Hema, G., & Gupta, S. M., 2015).

The results indicate that both environmental factors and personal characteristics influence the Adversity Quotient. The discourse underscores the imperative of integrating resilience-building strategies into higher secondary Education to adequately prepare students for academic challenges and future life exigencies with confidence and tenacity.

Scope for Further Research

This study offers valuable insights into the Adversity Quotient levels of higher secondary students in Gujarat State and also facilitates further research opportunities. A substantial opportunity for future research exists in conducting a longitudinal study to examine the temporal evolution of the Adversity Quotient. Observing students' transition from high school to college or early adulthood can help us understand whether the Adversity Quotient remains constant or fluctuates in response to academic transitions, professional choices, or significant life events.

Future research may focus on intervention-based studies to enhance students' Adversity Quotient. Experimental or quasi-experimental designs may be employed to assess the effectiveness of resilience-building programs, life skills education, mentorship, and counselling activities in improving learners' ability to cope with adversity. Such research would transcend mere evaluation to actual application, furnishing schools with evidence-based methodologies.

There is a need for further investigation into the relationship between Adversity Quotient and other psychological constructs, including emotional intelligence, self-efficacy, academic motivation, mental health, and overall well-being. Examining these connections will aid in constructing a comprehensive psychological profile of students and elucidate how various skills synergistically influence academic achievement and resilience.

Finally, future research should broaden the examination of the Adversity Quotient to encompass teachers, parents,

and school officials, recognising their impact on the formation of children's coping strategies. Understanding how adults model and cultivate resilience can enhance the entire educational system's approach to teaching children problem-solving skills.

Conclusion

This study aimed to assess Adversity Quotient levels in higher secondary students in Gujarat State to get insights into how teenagers manage academic and personal challenges during a pivotal phase of their Education. The study's findings suggest that most teenagers can withstand modest adversity; however, their resilience is still developing and requires ongoing support from educational institutions and other stakeholders. The hardship quotient is recognised as a universal measure of achievement. Corporate studies have provided valuable insights into this subject. It affects our psychological and social resources, as well as our perceptions of ourselves and others. It enhances our self-esteem and is a crucial element in fostering mental wellness, which, in turn, boosts motivation and mitigates many health and behavioural problems. The researcher asserts that her study has, in subtle ways, shown a pathway for educational scholars to explore this global success predictor, thereby assisting future generations in achieving their full potential and fostering a society characterised by equality, justice, and peace.

The 'work done on AQ builds on the groundbreaking work of hundreds of top scholars and more than 500 studies from around the world. After 19 years of research and 10 years of use, AQ is a big step forward in our understanding of what it takes to succeed. Dr Stoltz says the Adversity Quotient is a major factor in people's success at work and in life. (Stoltz, 1999)

AQ® measures how well one withstands adversity and surmounts it.

AQ® predicts who will overcome adversity and who will be crushed.

AQ® tells who will exceed expectations of their performance and potential and who will fall short.

AQ® predicts who gives up and who prevails'

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