Exploring the Relationship Between Adversity Quotient and Teaching Performance: A Study on Educators' Resilience and Classroom Effectiveness in District Chiniot, Punjab, Pakistan

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ABSTRACT

The ability to persevere and overcome adversity was a critical skill for academic and personal success. The concept of Adversity Quotient (AQ) refers to an individual's capacity to handle and respond positively to challenging situations. This study investigates the relationship between adversity quotient, self-esteem and professional performance among teachers of public elementary schools. Adversity was an inevitable part of life and how individuals respond to it can significantly impact their overall well-being and achievement. The current research was conducted in the elementary schools of district Chiniot. For this research 18 public elementary and 25 afternoon program schools were selected. In these schools 238 PST and EST were recruited from these schools. The population of the current study consisted of these 238 PST and EST teachers. So, the sample size of the current study was 148 teachers that was calculated through idsurvey.com/en/sample-size-calculator/#ssc with the confidence level 95% and confidence interval 5%. The data were collected through questionnaire. Research tools was designed according to the easiness of the respondents. Collected data were analyzed by using Statistical Packages for Social Sciences (SPSS) software. This study examined the relationship between adversity quotient (AQ) and teaching performance, finding a positive correlation between higher AQ and enhanced classroom effectiveness. Teachers with higher AQ demonstrated improved resilience, adaptability, and problem-solving skills, leading to better management, confidence, and interpersonal skills. The findings highlighted the importance of developing AQ to foster teaching success in challenging environments.

Keywords:

Adversity Quotient (AQ), Teaching Performance, Self-Esteem, Resilience, Public Elementary Schools

INTRODUCTION

Life is difficult in the contemporary world, there are numerous circumstances that differ widely and incorporate a number of elements that are highly significant to individuals. Without a doubt, the modern era has witnessed an explosion of knowledge, innovations, breakthroughs and expansion in every aspect of life. A lack of basic essentials (such food and assets) criticism, stress, family loss, financial problems, mental instability and challenges with many social and political issues are just a few examples of the

hardships that everyone must cope with at the same time. These factors all contributed to circumstances that made life difficult (Rangriz and Khaksar, 2018).

Adversity quotient is a measure of an individual's ability to overcome obstacles and transform them into opportunity. Pioneers that possess a high adversity quotient (AQ) may overcome obstacles and advance. AQ is a powerful predictor of personal achievement. People with high AQ are more likely to succeed in long-term goals, change management and helping others through challenging circumstances. The adversity quotient has four components: perseverance, control, possession and reach. It usually appears in a person's ability to remain composed when handling problems (Heny*et al.*, 2023).
Numerous life outcomes, like as resilience, life satisfaction, leadership effectiveness and academic and professional achievement are significantly impacted by AQ. It is directly related to an individual's sense of self-worth. Adversity quotient is used to boost self-esteem, which is a person's subjective assessment of their own value, whether it be good or negative. It includes evaluations of a person's connections, skills and abilities among other areas. One of the most important elements influencing students' self-esteem is their academic or scholastic adversity quotient (Yuliana and Suryandari, 2023).

The four components of the Adversity Quotient are endurance, reach, control and ownership. The degree to which one feels in control of unfavorable circumstances is referred to as control. Ownership is a measure of how much responsibility one has for making things better. Reach is the measure of how far negative occurrences are thought to have an impact outside of oneself. Last but not least, endurance reflects how long or short one believes negative events 4 and their effects will last. Those who score higher on these four AQ qualities are thought to be more resilient and capable of handling hardship (Muztaba*et al.*, 2022).

Self-control, self-discipline, willpower and a spirit of perseverance are all related to adversity quotient. The ability to adapt to life's challenges is known as the adversity quotient. Adversity, which is strongly linked to commitment is the result of working hard enough to overcome a particular obstacle. Teachers who possess a high adversity quotient are able to handle obstacles in their professional lives. To help pupils succeed academically, teachers need to possess higher-level abilities, dedication, adversity quotients and motivation. Teachers that possess a high adversity quotient are able to transform hardship into opportunities and are typically proactive and dedicated in trying circumstances(Mayangsari, 2021).

It offers the resources to enhance one's ability to react to various circumstances and consequently, one's general success in the workplace. In their everyday lives, teachers deal with a variety of scenarios and difficulties involving pupils in different classroom environments. To overcome or confront these issues, one must possess the adversity quotient. Teachers need this skill to deal with their daily challenges. Teachers have the power to instill the negative state in their students and pass it on to the following generation. The amount of knowledge that a teacher imparts to their students can be used to determine how effective they are at teaching (Andriani*et al.,* 2018).

Self-esteem is a person's total perception of their own value or worth. It includes one's self-perception, including sentiments of self-assurance and contentment with one's skills and traits. One way to think about self-esteem is as a gauge of how much someone likes, values or approves of oneself. Self-esteem is a person's belief in their own value and confidence in their own skills. It includes a range of emotional experiences, including triumph, misery, pride and humiliation. These feelings have the power to affect how people view their own value (Suryadi and Santoso, 2017).

The science of human endurance is known as the adversity quotient. It clarifies why some individuals do better than others in the face of adversity. Teachers deal with challenging circumstances both in the classroom and in the community. One of the most significant subfields of education is teacher education. Since AQ gauges our capacity to overcome obstaclesittakes into account a number of factors, including performance, motivation, empowerment, creativity, productivity, learning and so forth (Ablana*et al.,* 2016).

Statement of the Problem

Despite the importance of resilience in teaching, there is limited research on how Adversity Quotient (AQ) influences teaching performance. Teachers in challenging environments often face stressors that may impact their effectiveness. This study aims to explore the relationship between AQ and teaching performance. Understanding this connection could help improve teacher resilience and classroom effectiveness.

Significance of the Study

The significance of this study lies in its potential to enhance educational outcomes by identifying the role of Adversity Quotient (AQ) in teaching performance. As teachers are frequently faced with professional challenges, understanding how AQ contributes to resilience, adaptability, and effective classroom management is crucial. This research can inform professional development programs, helping educators build coping strategies and improve performance under pressure. Ultimately, the findings may lead to better support systems for teachers, fostering a more effective and resilient teaching workforce.

LITERATURE REVIEW

Understanding the psychological dimensions of teachers' professional lives has gained growing attention in educational research. Among these dimensions, **self-esteem** and **adversity quotient (AQ)** play crucial roles in shaping how teachers respond to the demands and pressures of their work environment. Self-esteem reflects a teacher's perception of their own value and competence, while adversity quotient refers to their capacity to withstand and overcome challenges. Existing literature has explored these constructs individually, but limited studies have focused on their interrelationship within the teaching profession, particularly in the Pakistani context. This review aims to examine previous research on self-esteem and adversity quotient, their theoretical foundations, and their practical implications for teacher performance and well-being.

Both self-esteem and adversity quotient (AQ) influence academic performance and professional efficacy in teachers. Research indicates that teachers with higher self-esteem tend to be more resilient when faced with challenges in the classroom. Their self-confidence enables them to better manage stress, adapt to changing circumstances, and maintain a positive attitude in the face of adversity. Moreover, a high AQ enhances a teacher's ability to overcome obstacles, suggesting that individuals who believe in their own abilities are more likely to succeed in difficult situations. This correlation highlights the importance of fostering both self-esteem and AQ to enhance teachers' overall effectiveness, resilience, and professional growth, which ultimately benefits student learning outcomes (Young & Song, 2015).

When it comes to managing school challenges, the adversity quotient dimension of control plays a crucial role. Teachers with high AQ, particularly in terms of control, are better equipped to handle the pressures and challenges that arise in educational settings. This dimension of AQ enables teachers to maintain composure and decision-making abilities when faced with adversity. Researchers argue that educational leaders should focus on enhancing AQ to help teachers develop the resilience needed for managing daily challenges. By integrating AQ development into teacher training and evaluation processes, schools can help build a more adaptable, resourceful, and effective workforce, ultimately improving educational quality (Mwivanda & Kingi, 2019).

AQ has been shown to have a more significant impact on teachers' professional development than personality traits such as extroversion or introversion. Teachers with higher AQ are often more proactive and willing to take on new challenges, as they perceive difficulties as opportunities for growth. This aligns with the idea that teachers with strong self-esteem and a positive self-image are more motivated to push

themselves professionally. Their ability to adapt to new teaching methods, technologies, and classroom environments is strongly influenced by their AQ. This research underscores the importance of AQ in driving teachers' professional growth, engagement, and success in their roles, highlighting its impact beyond traditional personality traits (Tasya et al., 2020).

Teacher performance, which is crucial to educational quality, is influenced by multiple factors, including AQ. Teachers with high AQ tend to exhibit greater perseverance, adaptability, and problem-solving skills. These qualities are essential for fostering an environment where students can thrive, particularly in challenging or rapidly changing educational contexts. Teachers who can handle adversity not only support their own professional development but also model resilience for their students. In this way, AQ can directly contribute to better classroom management, improved teaching practices, and higher student outcomes. Furthermore, as education systems evolve, teachers with high AQ are better prepared to adapt and manage reforms or unexpected disruptions (Putu et al., 2020).

Research on school leaders highlights the importance of AQ in their work performance. Leaders with high AQ can manage educational challenges more effectively, ensuring the stability and success of their institutions. These school leaders demonstrate strong decision-making skills, leadership qualities, and the ability to inspire and motivate their staff, even under pressure. Their ability to cope with adversity directly influences their effectiveness in managing school operations, instructional leadership, and educational quality. The findings emphasize that AQ is not only beneficial for classroom teachers but also for school administrators, as they navigate the complex challenges of leadership in the education sector (Louisa & Ibarra, 2020).

Teachers' ability to cope with challenging conditions is essential for professional effectiveness. Teachers who possess a high AQ are better equipped to handle the stress and adversity that comes with their role. Career fulfillment, which often leads to happiness and success, is influenced by AQ alongside IQ and emotional intelligence (EQ). A teacher's AQ, particularly the four CORE elements—Control, Origin, Reach, and Endurance—helps to evaluate their resilience, adaptability, and overall effectiveness in their profession. Teachers who have a high AQ are more likely to stay motivated and fulfilled in their careers, despite facing obstacles, which can contribute to long-term success and job satisfaction (Dwivedi, 2021).

In the context of special education, both AQ and EQ are essential skills. Special education teachers face unique challenges in terms of working with diverse student populations and addressing individual needs. Teachers with high AQ demonstrate greater resilience, tenacity, and adaptability, which are crucial for managing these challenges effectively. These teachers are better equipped to cope with the emotional and professional demands of their roles, such as dealing with difficult situations, managing challenging behavior, and adjusting to the varied learning needs of their students. AQ, when combined with EQ, strengthens teachers' ability to navigate adversity and respond to change, ultimately improving their overall effectiveness in special education settings (Borilla, 2022).

The relationship between teacher professionalism and student autonomous learning has been examined in relation to AQ. Studies suggest that increasing AQ among teachers not only enhances their own professional development but also improves student achievement. Teachers with higher AQ tend to encourage greater student autonomy, helping students develop self-regulation, perseverance, and resilience in their learning. This is particularly important in areas with lower levels of teacher professionalism, where AQ can help bridge gaps in educational quality and student outcomes. By fostering AQ, educators can contribute to social justice and support national development goals by ensuring that students receive the best possible education, regardless of their circumstances (Saguni & Gusnarib, 2022).

METHODOLOGY

The section provides an explanation of the data collection process, research methodology, population samples, research instrument, information gathering, data investigation process, and validity of research tools.

The current research was conducted in the elementary schools of district Chiniot. For this research 18 public elementary and 25 afternoon program schools were selected. In these schools 238 PST and EST were recruited from these schools. The population of the current study consisted of these 238 PST and EST teachers. So, the sample size of the current study was 148 teachers that was calculated through idsurvey.com/en/sample-size-calculator/#ssc with the confidence level 95% and confidence interval 5%. The data were collected through questionnaire. Research tools was designed according to the easiness of the respondents. Collected data were analyzed by using Statistical Packages for Social Sciences (SPSS) software.

RESULT AND DISCUSSION

Age

Age refers to both the condition of being old and the aging process. Age is a measurement of a person's life experience. The number of years that have passed since birth is included in one's age. The assumption is that awareness and aging go hand in hand. These words all describe a span of time: age, epoch, era and period. In general, age signifies a long period of time, especially when it is connected to a dominant personality, influence, trait, or institution. The respondent's attitude toward gaining the most knowledge can be influenced by age, which is one of the demographic features of the respondents. The years a person has lived through since his or her birth are referred to as their age. Age remains a very important variable in social research (Wilkins *et al.,* 2012).

Results

The age of the respondents was inquired about so that consideration might be given to the significance of this component. They were divided into the appropriate age groups based on their ages. The ages of the respondents that were surveyed may be seen in Table 1.

Table 1:   Distribution of the respondents regarding to age

Age	Frequency	Percentage
Less than 30 years	10	6.8
31-35 years	65	43.9
36-40 years	31	20.9
More than 40 years	42	28.4
Total	148	100.0

Table 1 shows the age distribution of respondents. Majority (43.9%) fall in the 31-35 age group, followed by 6.8% who are younger than 30 years. Most of the respondents 20.90% are in the 36-40 age group and above 40 years were 28.4%.

Academic qualification

Table 2:   Distribution of the respondents regarding to academic qualification

Academic qualification	Frequency	Percentage
B.A/ Bsc	44	29.7
M.A/Msc	74	50.0
M. Phil	30	20.3
Total	148	100.0

Table 2 presents the academic qualifications of respondents. The majority (50%) hold an M.A/M.Sc. degree, followed by 30% with an M.Phil. and 20% with a B.A/B.Sc. degree.

Khizer*et al.* (2019) expressed that in the total sample of teacher's huge majority have the degree of master's degree. The ratio of teacher's qualification shows that almost sixty-four percent teachers were having the master's degree and their age and qualification showed that they had long teaching experience. Although they have no more post graduate degree but they had strong experience and marvelous command on their subject of teaching. Less than half teachers were having the degree of B.A/B.S. the ratio of their education and experience in teaching showed that among these nineteen percent teachers, some teachers were recruited in the last recruited session and some have a long experience of teaching as they were hired before some years ago. Among the total sample size only twenty-one percent teachers were attained the education of masters of philosophy. After the data collection it was found that the teachers who have M.Phil. degree attain the education after hiring and only some had this degree at the time of recruitment. Among teachers only one teacher has attained the PhD degree and only have the qualification.So, the results of present study are similar and contrast in some aspect with the previous study.

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Relationship between adversity quotient and the teaching performance
Adversity quotient and teaching effectiveness are clearly related, with higher AQ positively correlated with increased classroom effectiveness. Building a strong adversity quotient will be crucial for maintaining high-quality instruction and promoting student achievement as educators encounter more and more difficulties in their work(Orth and Robins, 2014).

Relationship of adversity quotient with the teachers performance

Table 3 Relationship of adversity quotient with the teachersperformance

   One-Sample Test

Relationship of adversity quotient with the teachers performance	Test Value = 0.005				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Enable the teachers to manage the learning activities	35.745	147	.000	3.29905	3.1167	3.4814
Increase teachers' ability to manage the behavior of students	40.923	147	.000	3.62338	3.4484	3.7984
Develop the skill among the teachers to arrange the students views	38.922	147	.000	3.52878	3.3496	3.7080
Increase teachers' ability to manage the interpersonal relations of students	41.927	147	.000	3.51527	3.3496	3.6810
Enable the teachers to speak confidently	44.831	147	.000	3.73149	3.5670	3.8960
Increase the habit of convincing others with good words	40.307	147	.000	3.65716	3.4779	3.8365
Enable the teachers to explain the importance of educational events with convincing tone	39.984	147	.000	3.57608	3.3993	3.7528
Develop the ability to give positive argument in any public event	44.248	147	.000	3.73149	3.5648	3.8981
Increase the skill to give the views confidently regarding educational perspectives in events	45.156	147	.000	3.75851	3.5940	3.9230
Increase the skill to give the views confidently regarding educational perspectives in events	38.258	147	.000	3.33284	3.1607	3.5050

The table 3 presents the results of a one-sample t-test conducted to examine the relationship between adversity quotient (AQ) and teachers' performance. The test value used for comparison is 0.005, meaning the null hypothesis assumes no significant difference between the population mean and this value. The significance (Sig. 2-tailed) for all statements is 0.000, which is well below the standard threshold of 0.05. This indicates that adversity quotient has a statistically significant relationship with various aspects of teachers' performance.

The first statement, "Enable the teachers to manage the learning activities," has a t-value of 35.745, a mean difference of 3.29905, and a 95% confidence interval ranging from 3.1167 to 3.4814. This suggests that

teachers with a higher adversity quotient are significantly more capable of managing learning activities effectively. The second statement, "Increase teachers' ability to manage the behavior of students," has a t-value of 40.923, a mean difference of 3.62338, and a confidence interval between 3.4484 and 3.7984, indicating that adversity quotient enhances teachers' ability to manage student behavior.

The third statement, "Develop the skill among the teachers to arrange the students' views," shows a t-value of 38.922, a mean difference of 3.52878, and a confidence interval of 3.3496 to 3.7080, highlighting the role of adversity quotient in helping teachers structure student perspectives effectively. The fourth statement, "Increase teachers' ability to manage the interpersonal relations of students," has a t-value of 41.927, a mean difference of 3.51527, and a confidence interval between 3.3496 and 3.6810, demonstrating that adversity quotient contributes to teachers' skills in fostering positive student relationships.

The fifth statement, "Enable the teachers to speak confidently," has a t-value of 44.831, a mean difference of 3.73149, and a confidence interval ranging from 3.5670 to 3.8960, indicating that adversity quotient plays a vital role in improving teachers' confidence in speaking. The sixth statement, "Increase the habit of convincing others with good words," has a t-value of 40.307, a mean difference of 3.65716, and a confidence interval between 3.4779 and 3.8365, suggesting that teachers with a higher adversity quotient are more persuasive in their communication.

The seventh statement, "Enable the teachers to explain the importance of educational events with a convincing tone," has a t-value of 39.984, a mean difference of 3.57608, and a confidence interval of 3.3993 to 3.7528, emphasizing the positive impact of adversity quotient on teachers' ability to articulate educational matters persuasively. The eighth statement, "Develop the ability to give a positive argument in any public event," has a t-value of 44.248, a mean difference of 3.73149, and a confidence interval between 3.5648 and 3.8981, indicating that adversity quotient enhances teachers' ability to present constructive arguments in public settings.

The ninth statement, "Increase the skill to give views confidently regarding educational perspectives in events," has a t-value of 45.156, a mean difference of 3.75851, and a confidence interval ranging from 3.5940 to 3.9230, suggesting that adversity quotient strengthens teachers' ability to express their opinions confidently. The tenth statement, which is repeated, "Increase the skill to give views confidently regarding educational perspectives in events," has a t-value of 38.258, a mean difference of 3.33284, and a confidence interval between 3.1607 and 3.5050, further supporting the role of adversity quotient in enhancing teachers' self-assurance in academic discussions.

Overall, the results indicate a strong and statistically significant relationship between adversity quotient and various dimensions of teachers' performance. The consistently high t-values and positive mean differences suggest that teachers with a higher adversity quotient are better equipped to manage classrooms, interact with students, communicate effectively, and confidently participate in educational events.

Relationship of adversity quotient with the teachers performance

Table 4 Relationship of adversity quotient with the teachers performance

One-Sample Test

Test Value = 0.005

Relationship of adversity quotient with the teachers performance	t	df	Sig. (2-tailed)	Mean Difference	95% Interval Difference Lower	Confidence of the Upper
Directly convince the teachers to perform for the betterment	44.679	147	.000	3.56257	3.4050	3.7201
Increase active participation in all teaching activities	35.961	147	.000	3.45446	3.2646	3.6443
Increase the performance of teachers to implement the scheme of study confidently	38.894	147	.000	3.48824	3.3110	3.6655
Allocation of courses according to skills increase the ability to teach with full confidence	39.969	147	.000	3.50176	3.3286	3.6749
Enable them to make independent decisions	49.555	147	.000	3.92068	3.7643	4.0770
Bring clear vision in teachers	39.823	147	.000	3.52878	3.3537	3.7039
Encounter difficulties about implementing modern teaching strategies	36.919	147	.000	3.41392	3.2312	3.5967

The table 4 presents the results of a one-sample t-test conducted to examine the relationship between adversity quotient (AQ) and teachers' performance. The test value used for comparison is 0.005, meaning the null hypothesis assumes no significant difference between the population mean and this value. The significance (Sig. 2-tailed) for all statements is 0.000, which is well below the standard threshold of 0.05, indicating that adversity quotient has a statistically significant relationship with various aspects of teachers' performance.

The first statement, "Directly convince the teachers to perform for the betterment," has a t-value of 44.679, a mean difference of 3.56257, and a 95% confidence interval ranging from 3.4050 to 3.7201. This suggests that teachers with a higher adversity quotient are more likely to be persuaded to work toward improvement. The second statement, "Increase active participation in all teaching activities," has a t-value of 35.961, a mean difference of 3.45446, and a confidence interval between 3.2646 and 3.6443, indicating that adversity quotient enhances teachers' engagement in teaching activities.

The third statement, "Increase the performance of teachers to implement the scheme of study confidently," shows a t-value of 38.894, a mean difference of 3.48824, and a confidence interval of 3.3110 to 3.6655, highlighting that adversity quotient positively impacts teachers' ability to implement educational plans with confidence. The fourth statement, "Allocation of courses according to skills increases the ability to teach with full confidence," has a t-value of 39.969, a mean difference of 3.50176, and a confidence interval between 3.3286 and 3.6749, demonstrating that adversity quotient contributes to teachers' confidence when courses are assigned based on their expertise.

The fifth statement, "Enable them to make independent decisions," has the highest t-value of 49.555, a mean difference of 3.92068, and a confidence interval ranging from 3.7643 to 4.0770, indicating that adversity quotient plays a vital role in fostering teachers' ability to make independent decisions. The sixth statement, "Bring clear vision in teachers," has a t-value of 39.823, a mean difference of 3.52878, and a confidence interval between 3.3537 and 3.7039, suggesting that teachers with a higher adversity quotient are more likely to have a clear understanding of their goals and responsibilities.

The seventh statement, "Encounter difficulties about implementing modern teaching strategies," has a t-value of 36.919, a mean difference of 3.41392, and a confidence interval ranging from 3.2312 to 3.5967. This indicates that adversity quotient helps teachers navigate challenges associated with modern teaching strategies.

Overall, the results suggest a strong and statistically significant relationship between adversity quotient and various aspects of teachers' performance. The consistently high t-values and positive mean differences indicate that teachers with a higher adversity quotient are better at making independent decisions, engaging in teaching activities, implementing study plans confidently, and overcoming difficulties in modern teaching methods.

Relation of adversity quotient with the habit that improve professional performance in certain aspects

The ability of a person to tolerate and overcome hardship is known as their adversity quotient (AQ). It has a significant impact on how people perform professionally, especially in educational contexts. Teachers and educational organizations might get important insights by comprehending the connection between AQ and particular behaviors that improve professional performance(Andriani*et al.,* 2018).

Table 5 Relation of adversity quotient with the habit that improve professional performance in certain aspects

One-Sample Test

Relation of adversity quotient with the habit	t	df	Sig. (2-tailed)	Mean Differen ce	95% Interval Difference Lower	Confidence of the Upper
					Test Value = 0.005	
Increase the habit to follow the instruction for their best performance	41.717	147	.000	3.47473	3.3101	3.6393
Increase the thinking to give concentration on the head teachers' views	44.099	147	.000	3.71122	3.5449	3.8775
Increase the habit to listen others positively for best performance	35.970	147	.000	3.59635	3.3988	3.7939
Help the teachers in creating discipline in class	41.388	147	.000	3.53554	3.3667	3.7044
Strengthen self-perception skills for adoption of moral values	36.114	147	.000	3.65716	3.4570	3.8573

The table 5 presents the results of a one-sample t-test conducted to examine the relationship between adversity quotient (AQ) and habits that improve professional performance in certain aspects. The test value used for comparison is 0.005, meaning the null hypothesis assumes no significant difference between the population mean and this value. The significance (Sig. 2-tailed) for all statements is 0.000, which is well below the standard threshold of 0.05. This indicates that adversity quotient has a statistically significant impact on the professional habits of teachers.

The first statement, "Increase the habit to follow the instruction for their best performance," has a t-value of 41.717, a mean difference of 3.47473, and a 95% confidence interval ranging from 3.3101 to 3.6393. This suggests that adversity quotient positively influences teachers' ability to follow instructions effectively to enhance their performance. The second statement, "Increase the thinking to give concentration on the head teachers' views," has a t-value of 44.099, a mean difference of 3.71122, and a confidence interval between 3.5449 and 3.8775, indicating that teachers with a higher adversity quotient are more likely to pay attention to the perspectives of head teachers.

The third statement, "Increase the habit to listen to others positively for best performance," shows a t-value of 35.970, a mean difference of 3.59635, and a confidence interval of 3.3988 to 3.7939, highlighting that adversity quotient encourages teachers to develop positive listening habits, which contribute to their professional growth. The fourth statement, "Help the teachers in creating discipline in class," has a t-value of 41.388, a mean difference of 3.53554, and a confidence interval between 3.3667 and 3.7044, demonstrating that adversity quotient plays a crucial role in helping teachers establish discipline within the classroom.

The fifth statement, "Strengthen self-perception skills for adoption of moral values," has a t-value of 36.114, a mean difference of 3.65716, and a confidence interval ranging from 3.4570 to 3.8573. This indicates that adversity quotient significantly enhances teachers' self-awareness and ability to adopt moral values, which contribute to their professional development.

Overall, the results suggest a strong and statistically significant relationship between adversity quotient and the development of professional habits that improve teachers' performance. The consistently high t-values and positive mean differences indicate that teachers with a higher adversity quotient are more likely to follow instructions, pay attention to head teachers' views, listen positively to others, maintain classroom discipline, and strengthen their self-perception for adopting moral values.

PRACTICAL RECOMMENDATIONS

1. Conduct regular AQ training to help teachers better manage learning activities.
2. Integrate behavioral management modules in professional development to strengthen teachers' classroom control.
3. Provide workshops on organizing student ideas to improve interactive classroom engagement.
4. Train teachers in interpersonal skills to enhance student relationships and collaboration.
5. Include public speaking practice in teacher training to boost confidence.
6. Offer communication skills sessions focused on persuasive speaking.
7. Equip teachers with strategies to explain educational content persuasively.

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