

COGNITIVE DISCOURSES

INTERNATIONAL MULTIDISCIPLINARY JOURNAL

ISSN 2321-1075 ISSN 2347-5692

VOLUME 11

ISSUE 1

JULY 2023

cdimj.naspublishers.com

Published Since 2013

Adversity Quotient and Logical Thinking Skill of Prospective Teachers at Secondary Level: A Correlational Analysis

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Abstract

Adversity quotient is the measure that determines the ability of the person to deal with adversities in their life and which indicates the person's success in life. Everyone faces so many problems in everyday life that will affect the behaviour of that person. So, everyone needs continuous processes of adjustment in every aspect of life. The way a person thinks or handles the problem to solve differs from person to person. The researcher thinks that the way of thinking will help every person to face adversities in life and hence one needs Logical Thinking Skill. The present study aims to investigate the relationship between Adversity Quotient and Logical thinking skill of Prospective teachers at secondary level. This study also analyses the level of Adversity Quotient and Logical Thinking skill of Prospective teachers at secondary level. A random sample consisting 106 prospective teachers at secondary level from Kerala state participated in the study. A percentage analysis was used to find the level of Logical thinking skill and Adversity Quotient level and Karl Pearson's Product Moment correlation was used to analyse the relationship between the variables. The result shows that there was a weak significant positive correlation between Adversity Quotient and Logical Thinking skill of prospective teachers at secondary level. ($r=0.195$, significant at 0.05 level).

Keywords: adversity quotient, logical thinking skill, prospective teachers

Introduction

Education helps in realizing our true potential and serves as a tool for empowerment. It teaches values, sharpens critical skills, creates equal opportunities, helps to know ourselves, improves mental as well as physical health, promotes and maintains peace, develops problem solving skills and logical thinking skills, improves healthy life style and quality of life. A teacher is responsible to develop these qualities. Teacher Education is the formal training programme to prepare the teachers at the Elementary school level and the Secondary school level. It is an ongoing process that helps the teacher to learn how to deal with the students and makes the learning effective in a new way. The curriculum and the syllabus of the teacher education programme are designed to produce professionally competent teachers. Competency is the capacity of the individual to meet the complex demands by drawing and mobilizing skills and attitude. Competency is an educator's pursuit of excellence (Nessipbayeva, n.d.). Good teaching skills that help a teacher to create a better generation in future life. The important skills are critical thinking skill, problem solving skill, logical thinking skill, communication skill, organizational skill etc. Logical thinking skills are important because in thinking process, one needs to use the logics and reasoning, and from them one comes up with a satisfactory answer, conclusion or solution. This thinking process in logical thinking will help them to lead a satisfactory answer or solution in any circumstances. A teacher with logical thinking skill has a solution for any problem.

The researcher thinks that the logical thinking skill has great importance in life as it enhances the ability to survive any adverse situation. So, the present study aims to find any relationship between Logical thinking and adversity quotient of prospective teachers at secondary level students.

Adversity Quotient (AQ):

The term Adversity Quotient was first coined by Dr. Paul G Stoltz in 1997. It tells the

ability of the individual to manage any difficult situation and find any solution to challenging problems. The four dimensions to measure Adversity quotient was proposed by Stoltz (2000) are:

- **Control:** Control is the capability to influence an existing situation, change a difficult situation and become a person who does not give up easily. It determines resilience, health, and tenacity.
- **Origin and Ownership:** It is the ability of the person to be responsible for improving the situation at hand. It determines accountability, responsibility, action and engagement.
- **Reach:** Reach is the ability to manage difficulties or problems encountered to not have an effect in other aspects of life. It determines stress, energy, and effort. It tends to have a cumulative effect.
- **Endurance:** Endurance is the length of the time the individual perceives the situation. It determines optimism, hope and willingness to persevere.

Logical Thinking Skill:

Logical thinking skill is the capability to analyse a problem or situation and using thinking processes to come up with a sensible solution. It involves reasoning skills and helps to take important decisions, solving problems, make communication and generate creative ideas through reasoning. The components of Logical thinking are:

Inductive reasoning: Inductive reasoning is the process of logical thinking that involves drawing conclusions using specific observation, experience or facts. It starts from particular cases and arrive at general principles.

Deductive reasoning: Deductive reasoning is a type of logical reasoning that starts with a general statement or principle and verifies all possibilities to reach the specific conclusion.

Analogy: Analogy is the logical reasoning which depicts similarities between two or more objects. It is the ability to discover the relationship between the pairs.

Abductive reasoning: Abductive reasoning is a form of logical thinking that helps reach a logical conclusion based on a single observation or a group of observations. It involves forming a conclusion from the information that is known.

Review Of Related Studies

Parvathy, D.U & Praseeda, M (2014) published an article entitled “Relationship between Adversity Quotient and Academic problem among Student teachers”. This study portrays that there was a significant, negative, substantial correlation between Academic problem and Adversity Quotient among student Teachers. Nikam, V. B & Uplane, M.M (2013) found no significant difference in the Adversity Quotient and Defence mechanism on the basis of gender. Biswas, R& Banerjee, D (2018) observed that there was a significant difference in the level of AQ of the pre-service and In-service B. Ed Teacher Trainees. Ristiana, M.G., Istianah, E., & Pratama, D. F (2023) investigated that the students following their Adversity Quotient in Climber category had very good Logical thinking skills, in Camper category had good Logical Thinking skill and in Quitter category had a very bad logical thinking skill.

Definition Of Key Terms

Adversity Quotient: The Adversity quotient is a person’s capability to face situations, problems and other obstacles in life. (Safi’i et al., 2021)

Logical Thinking: Logical Thinking is analysing a situation or problem using reason and coming up with potential solutions. (Kaplan, Z.,2023)

Prospective Teachers: Prospective teacher means people who are trained to be able to do teaching

profession (Filiz, 2020)

Objectives

1. To find the level of Adversity Quotient of Prospective Teachers at Secondary level.
2. To find the level of Logical Thinking Skill of Prospective Teachers at Secondary level.
3. To find the relationship between Adversity Quotient and Logical Thinking Skill of prospective teachers at Secondary level.

Hypothesis

There will be a significant relationship between Adversity Quotient and Logical Thinking Skill of Prospective teachers at Secondary level.

Methodology

A normative survey method was adopted for the study. The tools used for the study was Logical Thinking test and Adversity Response profile. A Logical thinking test was prepared by the researcher to find the level of Logical thinking skills of prospective teachers at secondary level. The test contains 10 questions, each question has four options and 1 mark for every correct answer. Adversity Quotient was measured using Adversity Response Profile prepared by Dr Paul Stoltz, the author of Adversity Quotient. It measures how many adverse events an individual experiences on an average day. Adversity Quotient comprised of four CORE dimensions. (C= Control, O= Ownership, R= Reach, E= Endurance). A random sample of 106 prospective teachers at secondary level from Kerala State was taken for the study. The statistics used for the present study was percentage analysis and Karl Pearson's Product Moment Correlation.

Analysis And Interpretation

Table 1

Grouping of Prospective teachers at secondary level based on the scores of Logical thinking skill

Group	Number of prospective teachers at Secondary level	Percentage
Low	26	24.52%
Average	60	56.60%
High	20	18.86%

On the basis of the scores obtained for Logical Thinking skill, prospective teachers at secondary level were divided into three groups as low group, average group and high group. Statistical analysis revealed that 24.52% prospective teachers at secondary level have low Logical thinking skill, 56.60% have average level Logical thinking skill and 18.86% have high level Logical thinking skill.

Table 2

Grouping of Prospective teachers at secondary level based on the scores of Adversity Quotient

Group	Number of prospective teachers at secondary level	Percentage
Low	6	15.09%
Average	70	66.03%
High	20	18.86%

From the above table, it is clear that the level of Adversity Quotient of prospective teachers at secondary level, 15.09% student teachers belonged to the low category, 66.03% belonged to the average category and 18.86% belong to the high category.

Table 4

Relationship Between Adversity Quotient and Logical Thinking Skill of Prospective Teachers at Secondary Level

variables	Mean	Standard Deviation	Correlation
Adversity Quotient	129.83	22.45	0.195
Logical Thinking Skill	6.86	2.12	

*Level of significance at 0.05 level

The correlation coefficient obtained for Adversity Quotient and Logical Thinking skill was 0.195. The obtained value is positive which indicates a positive relationship between Adversity Quotient and Logical thinking skill score of prospective teachers at secondary level. Negligible positive correlation shows that with the increase or decrease in Logical thinking skill, there may be a corresponding increase or decrease in Adversity Quotient.

Major Findings of the Study

The major findings of the present study are given below:

- Regarding the Logical Thinking skill, the number of prospective teachers at high and low group is less while those in the average group is more.
- Analysing the scores of Adversity quotient of Prospective teachers at secondary level showed that, numbers in high group and low group is very low when compared with average group.

- There is a weak but significant, positive correlation between Adversity quotient and Logical Thinking skill of Prospective teachers at secondary level.

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