

INTERPLAY OF ADVERSITY QUOTIENT (AQ), ATTITUDE AND ACHIEVEMENT MOTIVATION IN THE B.ED.TRAINEE TEACHERS

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Abstract: The study aimed at assessing the level of adversity quotient (AQ), attitude and achievement motivation (Ach-motivation) of both the male and female formally trained B.Ed. trainee teachers of West Bengal. Sample comprised of 326 male and female formally trained B.Ed. trainee teachers of different districts of West Bengal (namely Kolkata, South 24 parganas, North 24 Parganas and Hooghly). Standardized Questionnaires were applied to collect the data and that was analyzed by using Mann-Whitney U Test along with other necessary analytical measures like mean as well as Pearson's Coefficient of Correlation etc. according to the need of the study. The study revealed that there lies a strong affinity amongst the adversity quotient (AQ), attitude and achievement-motivation of the B.Ed. teacher trainees and a significant difference was observed in the level of the above mentioned variables due to gender amongst the B.Ed. trainee teachers.

Key Words: Adversity Quotient (AQ), Attitude, Achievement-Motivation, Formally Trained B.Ed. trainee teachers.

- **Introduction:**

It is increasingly realized that teacher education, whether it is imparted through non-formal or formal mode, is indispensable for both the personal and professional upliftment of the teachers as they are the pioneer of the progress of the society. Teachers are the role model to their students and thus all their competencies are directly or indirectly being incorporated within their students. In every moment, the teacher has to face new challenges to accomplish their duties and responsibilities and therefore, if they are properly empowered and skilled enough, they will be able to overcome the hindrances that might be emerged in their lives, for being a successful teacher rather a role model, who can turn adversities into the opportunities to reform the entire situation through appropriate attitude and action.

The present study was planned to explore the interrelation between adversity quotient (AQ), attitude and achievement -motivation (Ach- mot) of the male and female formally trained B.Ed. trainee teachers of West Bengal.

- **Brief Concept of Adversity Quotient (AQ) and Achievement-Motivation :**

- ***Adversity Quotient (AQ):*** Adversity Quotient denotes the ability of a person to face any unfavorable situation in his/her professional and personal life. According to Dr. Paul Slutz (1997 & 2000) [5,6] the Adversity Quotient (AQ), is the science of human resilience.

- ***Four Components of Adversity Quotient (AQ):***

There are 4 components of AQ that are as follows (as quoted by Nikam & Uplane) [3]:

Control: It measures the extent to which a person can influence an adverse situation.

Origin and Ownership: This component measures the extent to which a person holds himself or herself responsible for improving any adverse situations.

Reach: It measures how far the adversity of one area of one's life influences the other aspects of his/her life.

Endurance: It measures how long the consequences of any unpleasant events of one's life will last over the time.

- **Attitude:** Thurstone defined attitude as the sum total of man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic. Attitude serves as a motivational force to any work. It is basically a tendency to act. It puts an individual into gear for action. It is an important aspect which

guides the behaviour towards or away from various goals. Attitudes are simply expressions of how much we like or dislike various things. It can be defined as tasting evaluations of virtually any and every aspect of the social world, issues, ideas, persons, social groups and objects etc. (According to Lakhiya [2]).

➤ ***Achievement Motivation:***

Achievement motivation is a tendency to strive for success or the attainments of a desired goal. It is the acquired tendency of the individual which impels action to aspire, strive and achieve in the competition with others, with the standard set by the individual himself/herself. (According to Shekhar & Devi [4] and Chetri [1]).

- **Objectives:**
- To assess adversity quotient [AQ], attitude and achievement motivation [Ach-motivation] of the male and female formally trained B.Ed. trainee teachers.
- To find out whether there is any difference between the overall adversity quotient (AQ) and attitude of both the male and female formally trained B.Ed. trainee teachers of West Bengal.
- To find out whether there is any difference between the overall adversity quotient (AQ) and achievement motivation [Ach-motivation] of both the male and female formally trained B.Ed. trainee teachers of West Bengal.
- To find out whether there is any difference between the overall attitude and achievement motivation [Ach-motivation] of both the male and female formally trained B.Ed. trainee teachers of West Bengal.
- To see if both the male and female formally trained B.Ed. trainee teachers of West Bengal differ in terms of the sub dimensions of adversity quotient [AQ] (viz. control, origin and ownership, reach and endurance etc.) along with the sub dimensions of attitude (namely teaching profession, child centered practices, pupils, classroom teaching, educational process, teachers etc.).
- To see if both the male and female formally trained B.Ed. trainee teachers of West Bengal differ in terms of the sub dimensions of adversity quotient [AQ] (viz. control, origin and ownership, reach and endurance etc.) along with their degree or level of achievement motivation.
- To see if both the male and female formally trained B.Ed. trainee teachers of West Bengal differ in terms of the sub dimensions of attitude (namely teaching profession, child centered practices, pupils, classroom teaching, educational process, teachers etc.) along with their degree or level of achievement motivation.

- To ascertain the interrelation between adversity quotient [AQ] and attitude of the male and female formally trained B.Ed. trainee teachers of West Bengal.
- To ascertain the interrelation between adversity quotient [AQ] and achievement motivation [Ach-motivation] of the male and female formally trained B.Ed. trainee teachers of West Bengal.
- To ascertain the interrelation between attitude and achievement motivation [Ach-motivation] of the male and female formally trained B.Ed. trainee teachers of West Bengal.
- **Variables:**

Dependent Variables:

- Adversity Quotient (AQ).
- Attitude.
- Achievement Motivation.

Independent Variable:

- Gender (male and female).

- **Delimitations:**

- 1).The data was limited to 326 formally trained B.Ed. trainee teachers of West Bengal.
- 2).The study was carried out only within the four districts of West Bengal such as Kolkata, South 24 Parganas, North 24 Parganas and Hooghly.

- **Methodology:**

The study was designed on a survey based descriptive research methodology. The questionnaire based on Adversity Quotient (AQ) was constructed by the researchers themselves and the content of the questionnaire was validated by the resource persons. Standardized questionnaires were administered on both the male and female formally trained B.Ed. trainee teachers to collect data and the data was quantitatively analyzed by using different statistical techniques such as Independent Samples Mann-Whitney U Test, Mean and Pearson's Coefficient of Correlation etc.

- **Sample:**

The sample comprised of 326 formally trained B.Ed. trainee teachers [163 male and 163 female trainee teachers] from different teachers' training colleges of various districts [Kolkata, South 24 Parganas, North 24 Parganas and Hooghly] of West Bengal.

Table:1

Sample Distribution

Mode of B.Ed. Training	Number of Male B.Ed. Trainee Teachers	Number of Female B.Ed. Trainee Teachers	Total
Formal Mode	163	163	326

- **Tools:**

1). **Personal Information Schedule** was developed by the researchers.

2). **Adversity Quotient (AQ) assessment scale** was constructed and standardized by the researchers [Reliability was measured by using the Cronbach's Alpha based on standardized items and was found to be 0.774 and the range of coefficient of content validity was .77 to .82. the average was 0.80].

3). **Teacher Attitude Inventory [TAI] (1978)** constructed and standardized by Dr. S.P. Ahluwalia, Retd. Professor and Head, Department of Education, Dr. H. S. Gaur University, Sagar (M.P.).

4). **DEO-MOHAN Achievement Motivation (n-Ach) Scale (1985)** constructed and standardized by Dr. (Mrs.) Pratibha Deo, Professor and Head (Retd.), Dept. of Education, Bombay University, Bombay and Asha Mohan, Lecturer of Education, Punjab University, Chandigarh.

According to the scoring pattern of the adversity quotient (AQ) assessment scale constructed by the researchers, high score is the indicator of being resilient enough to face and deal with the adverse situations and unfavourable circumstances both in teaching and allied aspects of one's life as well as, as per the scoring pattern of Teacher Attitude Inventory of Dr.S.P.Ahluwalia and DEO-MOHAN achievement motivation (n-Ach) Scale (1985), high score also indicates the presence of high level of attitude and achievement motivation respectively that prevails within an individual.

- **Quantitative Data Analysis:**

- ***Hypotheses of the Study:***

Ho 1: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their control over the adversities of the teaching profession.

Ho2: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their origin and ownership towards the adversities related to the teaching profession.

Ho 3: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their reach over the adversities related to the teaching profession.

Ho 4: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their endurance towards the adversities related to the teaching profession.

Ho 5: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession.

Ho 6: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards teaching profession.

Ho 7: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards child centered practices.

Ho 8: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards pupils.

Ho 9: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards classroom teaching.

Ho 10: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards educational process.

Ho 11: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards teachers.

Ho 12: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their overall attitude towards teaching profession.

Ho 13: There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their achievement motivation.

Ho 14: There is no significant relationship between adversity quotient and attitude of the male and female formally trained B.Ed. trainee teachers.

Ho 15: There is no significant relationship between adversity quotient and achievement motivation of the male and female formally trained B.Ed. trainee teachers.

H0 16: There is no significant relationship between attitude and achievement motivation of the male and female formally trained B.Ed. trainee teachers.

- **Results and Discussion:**

Table:2

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their control over the adversities of the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	38.64	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	36.44		

Inference 1: Ho 1 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their control over the adversities of the teaching profession. By comparing the means it can be said that male teacher trainees possess less control than the female teacher trainees.

Table:3

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their origin and ownership towards the adversities of the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally	163	38.07	.057	Not Significant at .05

Trained Female B.Ed. Trainee Teachers				level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	36.98		

Inference 2: Ho 2 is retained. There is no significant difference between the male and female formally trained B.Ed. trainee teachers regarding their origin and ownership towards the adversities related to the teaching profession. Though the null hypothesis is not rejected but retained, by comparing the means it can be said that male teacher trainees possess less origin and ownership than the female teacher trainees.

Table:4

Mean and Mann-Whitney U Test –value of the male and female formally trained B.Ed. trainee teachers regarding their reach over the adversities related to the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	38.88	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	36.09		

Inference 3: Ho 3 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their reach over the adversities related to the teaching profession. By comparing the means it can be said that male teacher trainees possess less reach over the adversities than female teacher trainees.

Table: 5

Mean and Mann-Whitney U Test –value of the male and female formally trained B.Ed. trainee teachers regarding their endurance towards the adversities related to the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	36.27	.039	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	34.86		

Inference 4: Ho 4 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their endurance towards the adversities related to the teaching profession. By comparing the means it can be said that male teacher trainees possess less endurance than female teacher trainees.

Table:6

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	151.78	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	144.40		

Inference 5: Ho5 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession. By comparing the means it can be said that male teacher trainees tended to have less adversity quotient (AQ) than the female teacher trainees.

Table:7

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	40.98	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	38.87		

Inference 6: Ho 6 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards teaching profession. By comparing the means it can be said that the female teacher trainees have more positive attitude than the male teacher trainees towards their teaching profession.

Table:8

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards child centered practices.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	39.91	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	37.21		

Inference 7: Ho 7 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards child centered practices. By comparing the means it can be said that male teacher trainees tended towards less child centered practices than the female teacher trainees.

Table:9

Mean and Mann-Whitney U Test –value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards pupils.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	42.41	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	38.83		

Inference 8: Ho 8 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards pupils. By comparing the means it can be said that male teacher trainees possess less positive attitude towards pupils than the female teacher trainees.

Table:10

Mean and Mann-Whitney U Test –value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards classroom teaching.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	42.31	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	38.26		

Inference 9: Ho 9 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards classroom teaching. By comparing the means it can be said that the male teacher trainees tended to have less positive attitude towards classroom teaching than the female teacher trainees.

Table:11

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards educational process.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	41.21	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	36.72		

Inference 10: Ho10 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards the educational process. By comparing the means it can be said that the male teacher trainees possess less positive attitude towards educational process than the female teacher trainees.

Table:12

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their attitude towards the teachers.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	39.35	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	37.19		

Inference 11: Ho 11 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their attitude towards the teachers. By comparing the means it can be said that the male teacher trainees tended to be attitudinally less positive towards the teachers than female teacher trainees.

Table:13

Mean and Mann-Whitney U Test -value of the male and female formally trained B.Ed. trainee teachers regarding their overall attitude towards the teaching profession.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	245.48	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	227.11		

Inference 12: Ho12 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their overall attitude towards the teaching profession. By comparing the means it can be said that the male teacher trainees possess less positive attitude towards the teaching profession than the female teacher trainees.

Table:14

Mean and Mann-Whitney U Test –value of the male and female formally trained B.Ed. trainee teachers regarding their achievement motivation.

Gender	N	Mean	Mann Whitney U Test Value	Significance Level
Formally Trained Female B.Ed. Trainee Teachers	163	142.42	.000	Significant at .05 level (Asymptotic Significances are Displayed)
Formally Trained Male B.Ed. Trainee Teachers	163	133.51		

Inference 13: Ho 13 is rejected. There is a significant difference between the male and female formally trained B.Ed. trainee teachers regarding their achievement motivation. By comparing the means it can be said that the male teacher trainees are having less achievement motivation than the female teacher trainees.

- **Graphical Representation of the Comparative Account of Overall Attitude, Adversity Quotient (AQ) and Achievement-Motivation on the Basis of the Obtained Mean Value:**

Figure:1

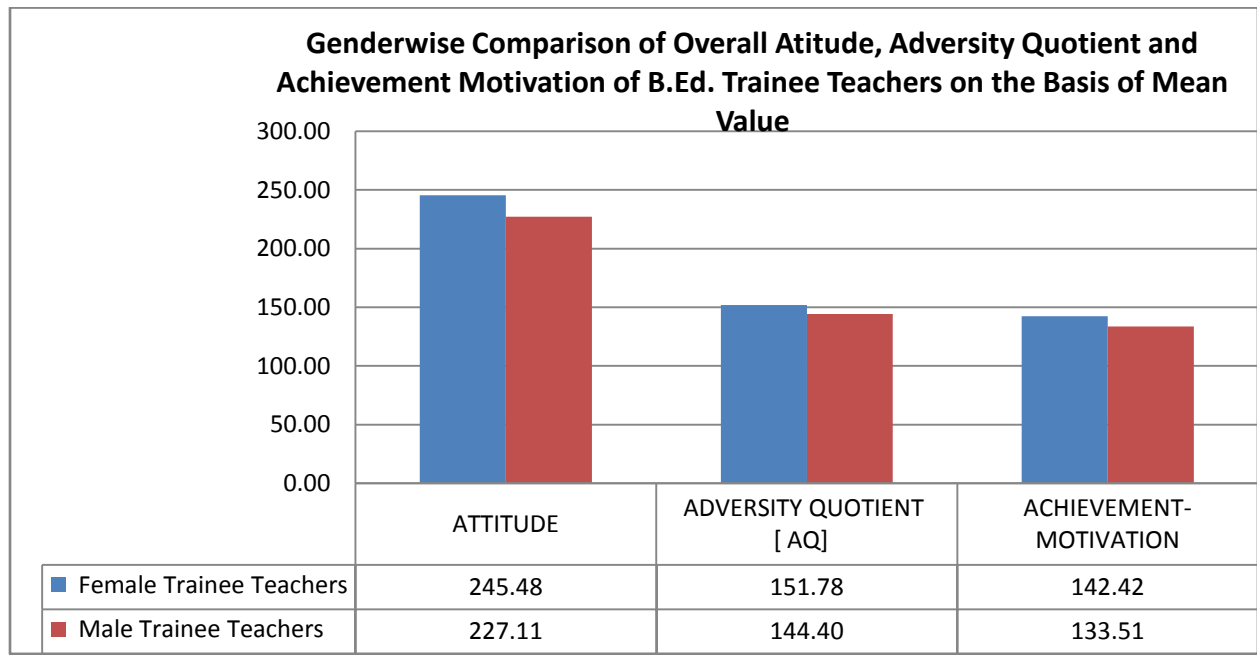


Figure:2

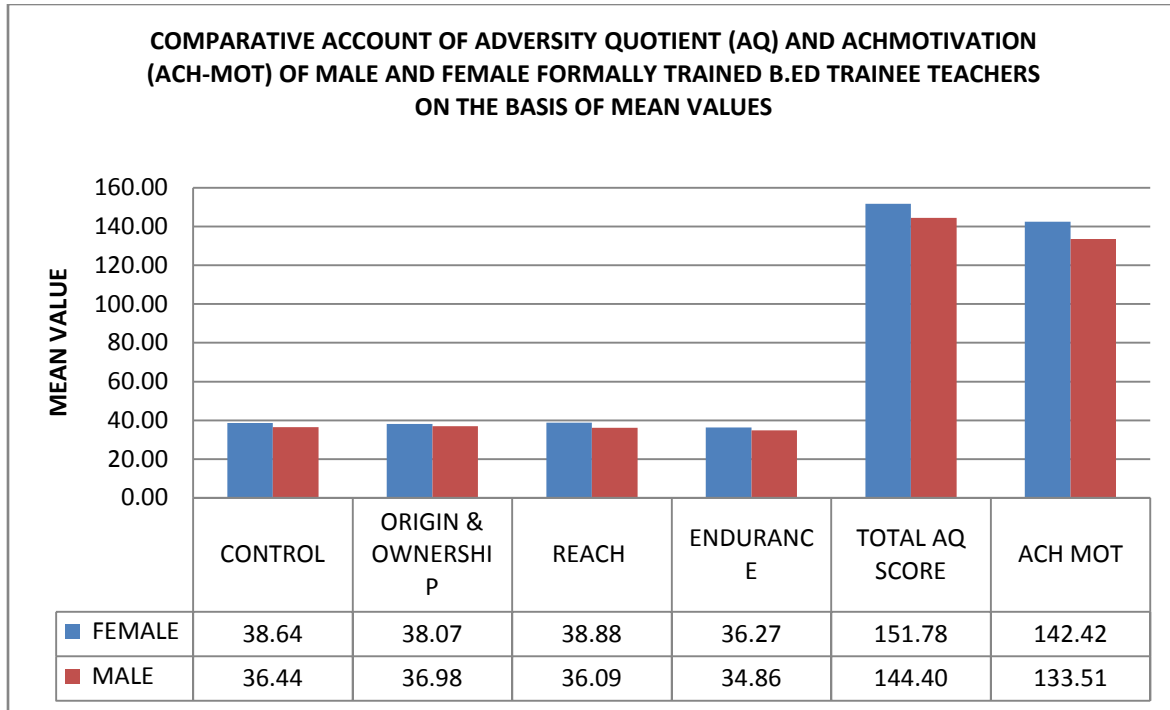


Figure:3

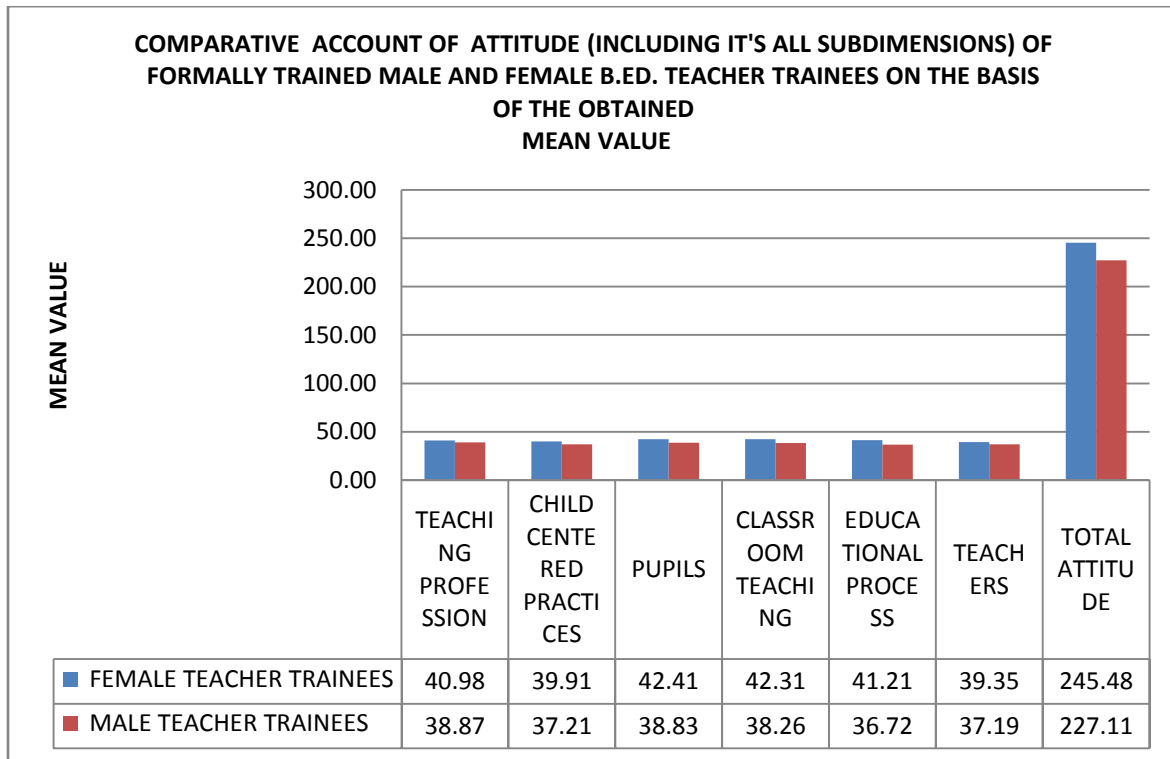


Table:15

- **Coefficient of Correlation amongst Overall Adversity Quotient [AQ], Attitude and Achievement-Motivation (By Using Pearson's Coefficient of Correlation):**

	ADVERSITY QUOTIENT (AQ)	ATTITUDE	ACHIEVEMENT MOTIVATION
ADVERSITY QUOTIENT (AQ)	1	.220 **	.178 **
ATTITUDE	.220 **	<i>1</i>	.269 **
ACHIEVEMENT MOTIVATION	.178**	.269 **	<i>1</i>

** denotes that correlation is significant at the 0.01 level (2-tailed).

*denotes that correlation is significant at the 0.05 level (2-tailed).

- **Inference:**

Ho 14: There is no significant relationship between adversity quotient and attitude of the male and female formally trained B.Ed. trainee teachers.

From table-15, it can be inferred that there is a strong affinity or positive correlation between adversity quotient [AQ] and attitude which is significant at 0.01 level. So the above mentioned Ho 14 is rejected at 0.01level.

Ho 15: There is no significant relationship between adversity quotient and achievement motivation of the male and female formally trained B.Ed. trainee teachers.

From table-15, it can be inferred that there is a strong affinity or positive correlation between adversity quotient [AQ] and achievement-motivation which is significant at 0.01 level. So the above mentioned Ho 15 is rejected at 0.01level.

Ho 16: There is no significant relationship between attitude and achievement motivation of the male and female formally trained B.Ed. trainee teachers.

From table-15, it can be inferred that there is a strong affinity or positive correlation between attitude and achievement-motivation which is significant at 0.01 level. So the above mentioned Ho 16 is rejected at 0.01level.

- **Significance of the Study:**

In the light of the findings, the following facts are revealed:

- A significant difference was observed between the male and female formally trained B.Ed. trainee teachers regarding their overall Adversity Quotient (AQ) towards teaching profession and allied aspects.
- A significant difference was observed between the male and female formally trained B.Ed. trainee teachers regarding their overall Attitude towards teaching profession and allied aspects.
- A significant difference was observed between the male and female formally trained B.Ed. trainee teachers regarding their overall Achievement-Motivation (Ach-mot) towards teaching profession and allied aspects.
- From the analysis it can also be seen that the female B.Ed. trainee teachers have more positive attitude as well as adversity quotient [AQ] and higher level of achievement-motivation towards the teaching profession and allied aspects rather than the male trainee teachers.

- A significant positive interrelation has been observed between the AQ and achievement motivation of the male and female formally trained B.Ed. trainee teachers which indicates that the teachers who have high AQ are also having higher level of achievement-motivation.
- A significant positive interrelation has been observed between the attitude and achievement motivation of the male and female formally trained B.Ed. trainee teachers which indicates that the teachers who have more positive attitude are also having higher level of achievement-motivation.
- A significant positive interrelation has been observed between the adversity quotient (AQ) and attitude of the male and female formally trained B.Ed. trainee teachers which indicates that the teachers who have high adversity quotient (AQ) are also having higher level/degree of attitude.

- **Limitations of the study:**

This study has surveyed 4 districts of West Bengal only. It would be better if all the districts would be considered.

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