Adversity Quotient and Teaching Performance of Faculty Members

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Abstract- This study sought to determine the relationship between adversity quotient and teaching performance of thirty (30) faculty members at West Visayas State University– Lambunao Campus during the first semester of the school year 2008-2009. The researcher utilized to gather data the respondent's profile, adversity quotient profile, and the performance evaluation sheet. The study revealed that, generally, the faculty members had "high" adversity quotient mean scores and a "very satisfactory" teaching performance. Likewise, it identified some personal variables which may influence the adversity quotient of the faculty members. Further, the results showed that faculty members who were classified according to their age and academic rank had "high" adversity quotient. However, when they were classified according to length of service, those who served the school for more than 20 years have "high" adversity quotient while those who served less than 20 years have "average" adversity quotient. SPSS Computer Software was utilized in the computation of the research data. Results of the t-test showed that there is a significant difference in the adversity quotient of faculty members when they were classified according to their academic rank and length of service. Results of Pearson's r showed that there is a significant relationship between adversity quotient and teaching performance of faculty members at WVSU-LC.

Index Terms- Adversity, Adversity Quotient, Teaching Performance

I. INTRODUCTION

The common thinking of the people of long ago is that one's intelligence quotient can foretell his success in his field of endeavor. The higher the intelligence quotient, the higher is the success expectation from an individual. However, researches recently have shown that measurement of adversity quotient (AQ) is a better index in measuring success.

According to Stoltz (1997), adversity quotient is the science of human resilience wherein people perform skills in the face of adversity of challenges. This explains why some people survive better than others while facing some adverse situations. In this fast growing world, teachers are greatly exposed to the demands of speed, capacity, and capabilities in the performance of multifaceted tasks. It is inevitable that they will encounter difficulties, demands, complexities, and adversities. These adverse situations are encountered by teachers in their personal challenges, school, and in the community.

Thus, there is a need to determine the adversity quotient of every faculty member so that it can tell how one withstands adversity and how one overcomes it while performing his teaching duties.

II. RESEARCH ELABORATIONS

This present study determined the relationship between adversity quotient and teaching performance of faculty members at West Visayas State University – Lambunao Campus during the first semester of the school year 2008 – 2009. Specifically, it answered the following questions: 1) What is the adversity quotient of faculty members as a whole and when classified according to their a) age, b) academic rank, and c) length of service? 2) Is there a significant difference in the adversity quotient of faculty members when they are classified according to a) age, b) academic rank, and c) length of service? 3) What is the teaching performance of faculty members as a whole and when classified according to a) age, b) academic rank, and c) length of service? 4) Is there a significant difference in the teaching performance of faculty members when they were classified according to a) age, b) academic rank, and c) length of service? 5) Is there a significant relationship between adversity quotient and teaching performance of faculty members?

This study used a quantitative approach in determining the relationships that exist between adversity quotient and some antecedent variables and between adversity quotient and teaching performance of faculty members at West Visayas State University – Lambunao Campus. This study was conducted among thirty (30) faculty members of West Visayas State University – Lambunao Campus during the first semester of the school year 2008 – 2009. They were classified according to age, academic rank, and length of service. There were sixteen (16) faculty members who have ages thirty five years (35) and below and fourteen (14) have ages above thirty (35) years. There were twenty (20) who were instructors and ten (10) who were either assistant or associate professors. There were eleven (11) faculty members who have served for twenty (20) years and less and nineteen (19) who had served more than twenty (20) years.

There were three instruments used to gather data for the study. They were: a) Faculty member-respondent profile – this instrument provided information about the respondents' personal background such as age, academic rank, and length of service. b) Adversity quotient profile – this instrument was developed by Dr. Paul Stoltz and was adopted for this study. c) Faculty performance evaluation sheet – this instrument measured the teaching performance of faculty members. This was an evaluation tool which consolidated the focus of performance appraisal form for teaching effectiveness. It was composed of four components namely: a) commitment, b) knowledge of the

subject matter, c) teaching for independent learning, and d) management of learning.

The necessary permits to conduct the study were secured. The instruments were given to the teacher – respondents during their free time and were gathered by the researcher the next day. To determine the adversity quotient score, the researcher summed up the score then multiplied by 2. The performance rating of faculty members were taken from the office of the Dean of Instruction and were held with utmost confidentiality.

To describe the variables like age, academic rank, and length of service, the statistical tools used were frequency, percentage, mean, and standard deviation. To determine the significant difference of faculty members when they were classified according to age, academic rank and length of service, t-test was used. And to determine the relationship between adversity quotient and teaching performance of faculty members, Person's r was used.

III.   RESULTS

Table 1
Demographic Profile of Respondents

Variables	Frequency (f)	Percentage (%)
Age		
35 years old and below	16	53
Above 35 years old	14	47
Academic Rank		
Instructor	20	67
Professor	10	33
Length of Service		
20 years and below	11	37
More than 20 years	19	63
Total	30	100

As a whole faculty members exhibit a high score in their Adversity Quotient with a mean of 168.63. Faculty members who had academic ranks of professors have the highest mean with 155.30 and a standard deviation of 3.9735. This shows that there is homogeneity in the scores of faculty members. Those who hold instructor positions have scores of 140.00 with a high standard deviation of 11.5166 showed heterogeneity in scores.

Table 2
Adversity Quotient * Age

Age	N	Mean	Std. Deviation	Description
				High
35 years old and below	16	136.3750	9.5000	
Above 35 years old	14	155.0714	4.4629	High
Total	30	168.63	14.90	High

Table 3
Adversity Quotient * Academic Rank

Academic Rank	N	Mean	Std. Deviation	Description
				High
Instructor	20	140.000	11.5166	
Professor	10	155.300	3.9735	High
Total	30	168.63	14.90	High

Table 4
Adversity Quotient * Length of Service

Length	N	Mean	Std. Deviation	Description
				Low
20 years and below	11	133.364	6.5310	
More than 20 years	19	151.895	8.8311	
				High
Total	30	168.63	14.90	High

Table 5
(a) t-test Results for Differences in Adversity Quotient as to Age.

Category	Mean	df	t-value	t-sig
35 years old & below
Below 35 years old	.95714	28	-9.993	.008

The probability level of ratio is less than 0.05. This indicates that the age of the faculty members does differ significantly in terms of their adversity quotient. The results imply that they have the ability to handle and overcome difficult circumstances that they encountered while teaching. The results of this study do not agree with the findings of Lucero (2005) that there is a significant difference on the adversity quotient level of grade school teachers when they were categorized according to age.

Likewise, it is supported by the study of Capones (2004) where the results showed that the computed chi square value of 7.609 which is than the critical value of 15.507 for the variable age tested at 0.05 level of significance. Thus, the null hypothesis which states that there is a significant difference between age and adversity quotient is rejected. This means that age is a determinant of adversity quotient.

Table 6
(a) t-test Results for Differences in Adversity Quotient as to Academic Rank

Category	Mean	df	t-value	t-sig
Instructor
Professor	-.75500	28	4.633	.005

There is a significant difference in the adversity quotient and faculty members in their academic rank. The p-value 0.005 is less than 0.05. It means that faculty members who have higher academic ranks such as assistant and associate professors have become well-versed on strategies and ways to cope with various

complexities in teaching. These are the people who have made themselves to higher positions through hard work and perseverance. They became more vulnerable to stress reactions, tensions, and depression (Bandura, 1986).

Table 7
(a) t-test Results for Differences in Adversity Quotient as to Length of Service.

Category	Mean	df	t-value	t-sig
20 years and below
More than 20 years	-.78062	28	-5.132	.014

The results showed that there is a significant difference in the adversity quotient of faculty members when classified according to length of service. The t-value = 0.014 is less than

0.05, thus the hypothesis stating that there is no significant difference in the adversity quotient when teachers were classified according to length of service, is rejected.

Table 8.
Teaching Performance * Age

Age	N	Mean	Std. Deviation	Description
35 years old and below	9	4.6122	.18492	Very satisfactory
Above 35 years old	21	4.5429	.24757	Very satisfactory
Total	30	4.5637	.22967	Very satisfactory

The results showed that the performance rating of faculty members is "very satisfactory" regardless of their age. This result is not in agreement with the study of Kinny (1912) which states that older individuals are provided protection from discrimination on the basis of age. Hassan (2012) also said that older teachers easily "burn out". They easily get tired in teaching.

Table 9
Teaching Performance * Academic Rank

Academic Rank	N	Mean	Std. Deviation	Description
Instructor	21	4.5205	.24283	Very satisfactory
Professor	9	4.6144	.16576	Very satisfactory
Total	30	4.5637	.22967	Very satisfactory

Table 10
Teaching Performance * Length of Service

Length of Service	N	Mean	Std. Deviation	Description
20 years and below	7	4.5357	.23344	Very satisfactory
More than 20 years	23	4.5722	.23312	Very satisfactory
Total	30	4.5637	.22967	Very satisfactory

The results showed that length of service of faculty members make them have "very satisfactory" teaching performance. Studies of Simkin (2006) and Hassan (2012) showed that pupils will likely get better results if a teacher is new to the profession. It is more difficult for an older teacher to establish rapport with his class. It is also quite probable that a young graduate has more up to date knowledge and enthusiasm for the subject. Working experience showed a positive influence on teaching performance.

Table 11

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1 age - performance rating	-2.86367	.54784	.10002	-3.06823	-2.65910	-28.631	29	.000

Table 12

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1 Length of service - performance rating	-2.79700	.47362	.08647	-2.97385	-2.62015	-32.347	29	.000

Table 13

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1 Academic Rank- performance rating	-3.26367	.45545	.08315	-3.43374	-3.09360	-39.248	29	.000

Since the results showed that the sig. values are less than 0.05, then there is a significant difference in the teaching performance of faculty members when they were classified according to their age, academic rank, and length of service.

Table 14
(a) Relationship between Adversity Quotient and Teaching Performance.

		Adversity Quotient	Teaching Performance
Adversity Quotient	Pearson Correlation	-	.835**
	Sig (2-tailed)		.000
Teaching Performance	Pearson Correlation	.835**	-
	Sig (2-tailed)	.000	

Since the significance value is less than 0.05, there is a significant relationship between adversity quotient and teaching performance of the respondents in the study. This confirms the findings of Stoltz (2000) where was found that there is a significant relationship between adversity quotient and school performance of secondary school teachers.

Several studies on Adversity Quotient and performance initiated by PEAK Learning Inc. (2000) revealed that adversity quotient correlated positively and was a predictor of performance and promotion. These findings further signify that higher AQ individuals outperform and will be more likely promoted than their lower AQ counterparts. Stoltz (2000) believes that the higher one's AQ, the more likely one will not tap his full potential because people with high AQ embrace challenges, and they live with a sense of urgency.

IV. CONCLUSIONS

Generally, the adversity quotient of faculty members is "high" and their teaching performance is "very satisfactory".

There was a significant difference in the adversity quotient of faculty members when classified according to their academic rank and length of service.

There was a significant difference in the teaching performance of faculty members when they were classified according to their age, academic rank, and length of service.

There was a significant relationship between adversity quotient and teaching performance of faculty members at West Visayas State University-Lambunao Campus.

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