

CLIMBING UP AGAINST CHALLENGES

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Whether a child succeeds in life or not is not determined by Intelligence Quotient (IQ) but by Adversity Quotient (AQ). Stoltz (1999) defined AQ as the capacity of an individual to manage and endure whatever struggle they face without quitting.

People with high adversity quotient are termed, Climbers. Climbers persevere no matter what and stick to their goals despite being slammed with numerous sufferings. Recently, the pandemic has tested the AQ of both the learners and the educators. For the learners, the said situation hindered them from coming to school and led them to exposure to newly- innovative methods of learning, which they were unfamiliar with. For educators, it has tested their professional competence (a key relevant factor determined to have a direct relation to AQ) (Widodo et al., 2022) and their pedagogical skills in the new environment with more workloads and fewer technical capacities. Despite the struggles, educators still need to focus on developing the AQ level of the students through various approaches. Limos (2019) suggested that high AQ is seen through an active approach toward creating solutions to any problem that may arise. He emphasized that in the study by Werner (1993), children would have a good perception of dealing with their experiences constructively instead of developing negative outlooks amidst the struggles in life. It is very applicable in the contemporary setting taking into account that learners are subject to the challenges of the pandemic: demotivating them to learn and emotionally destroying them not to be engaged in developing literacy and other relevant skills. Some may find such challenges difficult, especially for students; however, a positive outlook would greatly help. At the bottom line of it lies the context of adaptability, the key indicator of high AQ.

Furthermore, to achieve such, educators could utilize the Oz Principle developed by Connors et al. (2004), wherein the individual must be able to recognize the changes and the outcomes brought about by these changes. Another thing is owning the changes and being accountable for the failures that may come along the way; creating plans that could improve adaptability and execute all the actions one had thought about in a planned manner.

Through this, adapting to any possible change would be much more systematic than when one has no idea how to address such. Success means that through the AQ, one must stop camping from the comfort zone and embrace changes (Viswanath, 2020). In the modern world, where changes are inevitable and the outcomes, whether positive or not, are irreversible, quick adaptability and critical problem-solving skills would be necessary. With these skills, one could persevere amidst the trials encountered in the journey. Developing the students' learning and realigning them to a bright path could be challenging. More than just improving what they know and strengthening their management of emotions, an educator must develop the toughness of the student to remain fighting despite the tests of life.

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