ADVERSITY QUOTIENT: COMPELLING DEMAND FOR SCHOOL ADMINISTRATORS AMIDST COVID-19

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Truly, COVID-19 pandemic has affected most of us human beings. All the sectors of the government not only in our country but in the whole world have undergone issues and challenges. According to the executive summary report of United Nations written in the Policy Brief: Education during COVID-19 and beyond, this pandemic has created the largest impact or disruption to the education system in history affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world’s student population, up to 99 percent in low and lower-middle income countries.

In the Philippines, the opening of classes was deferred from June to August and lately to October 5, 2020. From the usual setting of face to face instruction, pupils and teachers are no longer allowed to meet personally for physical learning engagement. Different learning modalities were presented and planned to implement. One of which is the Distance Learning Modality wherein learning will take place with no physical contact between teachers and learners. Instruction may be delivered online, through TV or Radio and the most popular is the Modular approach wherein learners will use modules for a self-directed learning. Though the Department of Education is doing all their best to continue the learning process of every learner, still there are many issues and challenges confronting the education sector.

These greatly affect school administrators as the front liners in facing these adversities as part of their responsibilities and accountabilities underlying their position. Mismanagement
and unsuccessful handling of every challenge caused by COVID-19 will surely affect the performance of school children, parents, and even the entire school community. Now, these challenges test the ability of the school administrators to manage the school operations which also includes leading their people. Adversities are real and present which cannot be denied. No one is exempted but to take the risk. These growing changes and adversities caused by the pandemic do not only require the school administrators to have strong, improved and stable mental, physical and emotional resilience but more so the ability to manage pressure is really vital. How to respond to life’s complexity and unpredictable eventualities is a question that needs answer. How to build mental resilience to sustain emotional health of school administrators is also question to be considered. All of these lie in a common endpoint which is the capacity to have adversity quotient (AQ).

According to Stolz (1997) Adversity Quotient is a way of measuring and strengthening human resilience. It is rooted in three sciences: cognitive psychology, psychoneuroimmunology, and neurophysiology. AQ is about how a person responds to life especially the tough times many people encounter every day. It is a gauge to measure how a person deals with challenges and adversities that many times catch him totally off guard and unprepared. By understanding the concept of Adversity Quotient, people can better understand how and why we and others react to challenges and adversities, cultivate emotional responsiveness and strong minds and own a significant advantage in all aspects of life. The ability to respond to adversity is a strong indicator of persons’ ability to succeed in any endeavor.
Likewise, according to Ferrer (2009) with all the countless duties associated with being a school head, the path is often strewn with conflict, adversity and crisis. In order to improve school leaders’ performance level, they must be well equipped with not only knowledge and skill but with the right attitude towards the adversities they may encounter. They should not only possess the IQ and EQ which stand for Intelligence Quotient and Emotional Quotient but moreover to be good also in having adversity quotient. Indeed, adversities can be an obstacle to the fulfillment of the school administrators in achieving their goals and aspirations for the institution they are serving. However, adversities can be a great experience to strengthen persons’ character in facing problems in life. Overcoming any adverse event will lead a person or a leader to better way of understanding a problem. Thus, improving adversity quotient among school administrators is a compelling demand amidst any challenges to eventually surpass obstacles and sooner success will be realized.

References:

