

TO STUDY THE RELATION BETWEEN ADAPTABILITY QUOTIENT WITH THE GENERAL ECOLOGICAL BEHAVIOUR AND PERSONAL WELL-BEING AMONG STUDENT TEACHERS

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Abstract:

This study investigated the intricate relationship between Adaptability Quotient (AQ), General Ecological Behaviour (GEB) and Personal Well-being (PW) among student teachers of B.Ed. colleges of Karwar, Karnataka. In a rapidly changing world, adaptability has emerged as a critical skill, and this research explored its impact on both ecological behaviour consciousness and individual well-being.

The survey method is used to collect the data. The participants, student teachers from B.Ed. educational institutions provided valuable insights into their AQ levels, ecological behaviour, and personal well-being. The study analysed the data using statistical techniques and thematic analysis.

The results revealed a significant positive correlation between AQ and ecological behaviour, suggesting that individuals with higher adaptability tend to exhibit greater environmentally friendly practices. Furthermore, the study uncovered a noteworthy association between ecological behaviour and personal well-being, highlighting the potential benefits of sustainable living on overall life satisfaction, mental health, and physical well-being.

The study also found that AQ plays a mediating role in the relationship between ecological behaviour and personal well-being, indicating that adaptability might act as a bridge connecting environmentally responsible behaviours with improved individual well-being.

These findings contribute to the growing body of knowledge on adaptability, ecological consciousness, and well-being. They have implications for both educators and policymakers, suggesting the importance of fostering adaptability skills among student teachers to promote ecological awareness and enhance personal well-being.

The study underscores the interconnectedness of adaptability, ecological behaviour, and well-being in a world characterized by constant change and environmental challenges.

Keywords: Adaptability Quotient (AQ), General Ecological Behaviour (GEB) and Personal Well-being

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Introduction:

In today's rapidly changing world, where technological advancements, societal shifts, and environmental challenges occur at an unprecedented pace, the ability to adapt to new circumstances and face novel challenges

has emerged as a cornerstone of success and resilience. This capacity to adapt is encapsulated by the concept of the Adaptability Quotient (AQ), a measure of an individual's ability to navigate dynamic and uncertain environments successfully. As we move further into the 21st century, the prominence of AQ as an essential skill is undeniable, and it has ignited a growing interest in understanding its multifaceted impact on various aspects of life.

Educational institutions have long been tasked with the mission of preparing students for their future roles as professionals, citizens, and contributors to society. However, as the future becomes increasingly uncertain and unpredictable, there is a growing realization of the need to equip students with not only academic knowledge but also the skills and attributes necessary for adapting to the unknown. It is within this context that the relationship between adaptability, general ecological behaviour, and personal well-being has garnered significant attention. Student teachers, who stand at the crossroads of their personal and professional development, represent a unique and pivotal demographic for studying the intricate interplay between adaptability, ecological behaviour, and well-being. These individuals are not just acquiring the skills and knowledge needed to enter the workforce; they are also entrusted with the profound responsibility of nurturing and shaping the minds of future generations. As such, their ability to adapt to change, engage in environmentally responsible behaviour, and maintain personal well-being carries profound implications, not only for their professional efficacy but also for the broader societal context they will influence.

The concept of Adaptability Quotient, often referred to as AQ, is a relatively recent addition to the lexicon of human attributes. It encompasses a range of cognitive, emotional, and behavioural traits that collectively define an individual's ability to learn, unlearn, and relearn in response to changing circumstances. AQ has been identified as a potent predictor of success in various domains, including education. However, its relationship with other critical dimensions of life, such as general ecological behaviour and personal well-being, remains relatively uncharted territory.

General ecological behaviour refers to an individual's actions and attitudes toward environmental sustainability, an issue of increasing global significance. In an era marked by climate change and environmental crises, understanding how an individual's adaptability intersects with their ecological behaviour is essential for fostering a sustainable future. Simultaneously, personal well-being, encompassing facets of physical, emotional, and psychological health, stands as a fundamental determinant of an individual's overall quality of life. The delicate balance between these dimensions of adaptability, ecological behaviour, and well-being forms the crux of this research endeavour.

This study endeavours to examine the intricate and nuanced relationship between AQ, general ecological behaviour, and personal well-being among student teachers. By unravelling the connections between these variables, we aim to provide valuable insights into the holistic development of individuals within educational contexts. Moreover, the knowledge derived from this research can serve as a foundation for shaping educational policies and practices, ensuring that future educators are equipped with the skills and attributes necessary to thrive in an ever-changing world, while simultaneously championing sustainability and well-being.

While existing literature has offered glimpses into the individual impacts of adaptability, ecological behaviour, and personal well-being, a comprehensive exploration of their interdependencies, particularly within the context of student teachers, remains limited. This research seeks to bridge this gap by conducting a rigorous and multifaceted investigation into how AQ levels relate to general ecological behaviour and personal well-being within the student-teacher population.

The implications of this research extend beyond the classroom. The findings could have profound effects on educational institutions, guiding them in the development of programs that not only foster academic excellence but also empower students to become role models, advocates, and effective agents of positive change. As our world continues to demand adaptability, sustainability, and personal fulfilment, understanding the intricate dynamics between AQ, ecological behaviour, and well-being among student teachers can illuminate pathways to a brighter future. Ultimately, this research aspires to contribute to the collective knowledge essential for addressing the challenges and opportunities of the 21st century effectively and with foresight.

Rationale:

Studying the relationship between Adaptability Quotient (AQ), General Ecological Behaviour, and Personal Well-being among student teachers is crucial for several reasons:

- **Adaptability:** In our fast-changing world, adaptability is vital for personal and professional success. As student teachers prepare to enter the workforce, understanding their AQ is essential.
- **Environmental Awareness:** With growing global environmental concerns, it's important to explore if higher adaptability links to pro-environmental behaviours among individuals.
- **Well-being:** The well-being of student teachers affects their career and personal growth. Investigating the connection between AQ and well-being can offer insights into their mental and emotional health.
- **Educational Impact:** As future educators, understanding how adaptability and ecological behaviour relate to their well-being can improve teacher training programs and support systems.
- **Informed Decision-Making:** Empirical data on AQ, ecological behaviour, and well-being can inform policies, curriculum development, and environmental education initiatives.
- **Holistic Insight:** This study contributes to a broader understanding of factors shaping well-being, revealing how adaptability and ecological consciousness impact overall satisfaction and happiness.
- **Scientific Progress:** It adds to existing research on adaptability, ecological behaviour, and well-being, enhancing our understanding of these complex concepts.
- **Sustainable Future:** Findings can have long-term societal implications by equipping individuals with high AQ and environmental commitment to address evolving challenges and promote sustainability.

In summary, this research is vital for addressing modern challenges, helping individuals thrive in a changing world, and advancing environmental sustainability. It impacts education, policy, and individual and societal well-being.

Aim: To study the relation between Adaptability Quotient with the General Ecological Behaviour and Personal Well-being among student teachers.

Objectives:

1. To study the relation between Adaptability Quotient with the General Ecological Behaviour among student teachers.
2. To study the relation between Adaptability Quotient with the Personal Well-being among student teachers.
3. To study the relation between the General Ecological Behaviour with the Personal Well-being among student teachers.

Hypothesis

1. There is no significant relation between the Adaptability Quotient with the General Ecological Behaviour among student teachers.
2. There is no significant relation between Adaptability Quotient with the Personal Well-being among student teachers.
3. There is no significant relation between the General Ecological Behaviour with the Personal Well-being among student teachers.

Methodology of the Study:

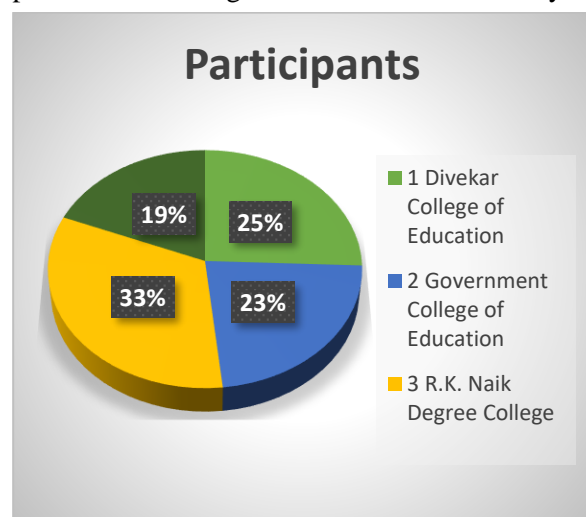
Population:

The current research area was Karwar, Karnataka.

Sample:

The population for the current study consists of student teachers from B.Ed. colleges in Karwar, Karnataka. A total of 207 student teachers participated from 4 colleges of education in the study.

NO	Colleges	Participants
1	Divekar College of Education	53
2	Government College of Education	47
3	R.K. Naik Degree College	68
4	Shivaji College of Education	39



Tools:

Tool A: Digital Pedagogy:

For this study, the research instrument was based on the I-ADAPT model created by Ployhart and Bliese, which utilizes the eight dimensions identified by Pulakos et al. (2000). Ployhart and Bliese (2006) developed a 55-item scale, the I-ADAPT-M, to assess adaptability based on these eight dimensions, namely crisis, cultural, work

stress, interpersonal, physical, creativity, learning, and uncertainty. The definitions of these dimensions can be found in table 3.6.3, which was adapted from the article by Pulakos et al. The researcher made adjustments to 22 items from the original tool to fit the requirements of the study, and the modified version was reviewed by educational experts for validation. Based on their feedback, changes were made to the number and format of the questions.

Tool B: General Ecological Behaviour

For this study, the research instrument was based on the General Ecological Behaviour Scale. The GEB Scale measures individual environmental attitudes, which are used in research and behavioural management. It is derived from the Guttman scale by Fejer (1978), which consists of 40 items. The researcher selected 12 statements appropriate for the study to collect the data. A version that had previously been expanded to 65 items was then reduced by 15 items, resulting in the final version of the CER scale with the following areas of action: (1) Energy saving, (2) Mobility, (3) Waste avoidance, (4) Consumption, (5) Recycling and (6) Social engagement. Reliability: The separation reliability of the personal characteristics typically varies between $rel = .71$ and $rel = .88$.

Tool C: Personal Well-Being

For this study, the research instrument was based on the Personal Wellbeing Index (PWI 5th edition; International Wellbeing Group, 2013). It is a 9-item self-report questionnaire that asks people to rate how satisfied they are with different domains of their lives. The PWI is recommended by both the WHO and OECD as a preferred tool for measuring Subjective Well-being among adults. The scale is useful for monitoring self-reported quality of life over time, particularly in non-psychiatric settings. The Personal Wellbeing Index was created from the Comprehensive Quality of Life Scale by Cummins et al. (2013). The scale has been comprehensively validated for use among adults across the age range in Australia. Khor et al. (2020) provided normative data for the PWI in a sample of 65,722 Australian adults, showing a mean score of 75.3 (SD = 12.6).

Data Collection and Tabulation: Collecting data is an essential and critical aspect of any research project. This involves obtaining the necessary data for the study using the appropriate tools that have been designed. The researcher identified colleges and obtained prior permission from the respective principals to gather data from their student teachers. The student teachers were provided with a Google Form link through their contact numbers or email addresses, along with basic instructions on how to complete the questionnaire.

Findings of the Study:

1. Correlation between Adaptability Quotient with the General Ecological Behaviour among student teachers.

Var.	N	'r' value	Level of Sig.	H ₀ Accepted/ Rejected
			**0.01/*0.05	
AQ	207	-0.16	**S	Rejected
GEB				

2. Correlation between Adaptability Quotient with the Personal Well-being among student teachers.

Var.	N	'r' value	Level of Sig.	H ₀ Accepted/ Rejected
			**0.01/*0.05	
AQ	207	-0.19	**S	Rejected
PWB				

3. Correlation between the General Ecological Behaviour with the Personal Well-being among student teachers.

Var.	N	'r' value	Level of Sig.	H ₀ Accepted/ Rejected
			**0.01/*0.05	
GEB	207	-0.13	**S	Rejected
PWB				

Significance of the Study:

The significance of the study examining the nexus between Adaptability Quotient (AQ), General Ecological Behaviour (GEB), and Personal Well-being (PWB) among student teachers is articulated through the following scientific perspectives:

Holistic Educators: It goes beyond traditional teaching methods, considering emotional, social, and environmental aspects, and helps create well-rounded educators.

Sustainable Pedagogy: It encourages sustainability principles in teacher training, fostering ecological awareness among educators to pass on to students.

Educator Well-Being: It focuses on the mental and emotional health of educators, which can lead to positive classroom environments.

Improving Teacher Training: Findings can enhance teacher training curricula by including AQ, ecological consciousness, and well-being, making education programs more effective.

Influencing Education Policy: It informs policymakers about holistic teacher development, potentially leading to better education policies.

Global Impact: It can contribute to international efforts for sustainable education in a world facing environmental challenges.

Empowering Student Teachers: By understanding AQ, GEB, and PWB, student teachers gain self-awareness.

Sustainable Education: It supports eco-conscious education by integrating sustainability into teaching practices and curricula.

In summation, the study on the interrelation between Adaptability Quotient, General Ecological Behaviour, and

Personal Well-being among student teachers assumes profound scientific significance. Its findings have the potential to catalyse positive transformations in teacher education, policy formulation, and the overall well-being of educators, thereby conferring benefits upon the educational experiences of forthcoming generations and fostering a more sustainable and adaptable society.

Conclusion:

In conclusion, this study underscores the importance of adaptability as a valuable skill for student teachers, both in their future careers and personal lives. Moreover, it highlights the interconnectedness of adaptability, ecological behaviour, and well-being, emphasizing the need for holistic approaches to education and personal development. These findings have broad implications for education, policy, and the well-being of individuals in the context of a changing world and growing environmental concerns.

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