

# Adversity Quotient as a Mediator: The Effect of Locus of Control and Self- Efficacy on Student Work Readiness

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**Abstract.** Non-academic factors such as confidence, competence, and leadership significantly influence students' professional success beyond academic achievement. This study examines job market preparedness, self-efficacy, resilience, and problem-solving skills among Bachelor of Office Administration Education (BOAE) and Bachelor of Business Education (BBE) students at State University of Malang in 2021. Using quantitative methods and SEM-PLS analysis, data was collected from 133 randomly selected students out of 196 participants. The research explores how adversity quotient mediates the relationship between self-efficacy and locus of control in determining job readiness. Results demonstrate that locus of control strongly predicts adversity quotient and work preparation, while self-efficacy influences resilience, which subsequently affects job preparedness. The ability to manage challenges enhances the connections between self-efficacy, work readiness, and locus of control. This study contributes valuable insights into non-academic determinants of career preparedness, emphasizing the critical role of adversity management and providing recommendations for educational program improvements and future research directions.

**Keywords:** Locus of Control, Self Efficacy, Adversity Quotient, Work Readiness

## 1 Introduction

In an era of rapid globalization and digitalization, today's workplace is more complicated and competitive than in the past due to rapid digitalization and globalization. Graduates with technical skills are valuable, but employers are also looking for those who can persevere and adapt quickly. Given these changes, it is crucial for new graduates to have non-technical skills such as self-management, adaptability, and resilience before entering the industry. There is a consistent knowledge gap between academic and professional fields, leading many Indonesians to assume that new college graduates are not prepared to handle the fast-paced modern workplace [1]. The transition from college life to work life is a big and difficult one for all college graduates, but it is especially difficult for the Management Class of 2021. Due to the fast-paced, competitive, and sometimes demanding nature of business, students must be able to adapt. Besides having the necessary technical skills, students also need to be mentally and emotionally prepared to enter the field. They need to be mature and work-ready if they want to succeed in today's corporate world. Success in an individual's career depends on how one can adapt to an ever-changing, fiercely competitive and often surprising work environment [2].

According to BPS statistics, the percentage of the Indonesian population enrolled in higher education institutions is still low. In fact, after completing high school, most students do not continue their education to higher education. There is a shortage of schools that can produce graduates with D3 or S1 degrees, as a result of increasing demand from employers. Rising tuition fees make higher education unaffordable for many, which in turn can exacerbate income inequality and unemployment. According to [3], graduates' lack of readiness to enter the workforce is a major factor in the high unemployment rate. Another sign of graduates' lack of preparedness to enter the workforce is the five-month waiting time before they can find their first job. The time it takes to find a job can vary depending on one's degree program, the availability of jobs in their field of study, and how well their education and work experience match the position they are applying for. The source of this information is a article by [4].

Having a resilient, flexible and confident mindset is just as important as acquiring the knowledge and abilities needed to face unexpected challenges in the workplace. On the other hand, people who believe in themselves are those who always keep striving to achieve their dreams [5]. There is a relationship between self-confidence and work readiness, according to [6]. By presenting Adversity Quotient (AQ), this research expands our understanding of how self-confidence, self-control, and students' readiness for the world of work interact with each other. Mediating this relationship is AQ, which measures one's resilience in the face of adversity. Children who had greater self-confidence and self-control also showed higher levels of AQ, according to the study.

Their adaptability and resilience, generated by their high AQ, make them more marketable in the eyes of potential employers. various students feel worried and doubtful about their chosen career path after graduation, despite the fact that their degree is supposed to open doors to various opportunities [7]. In many cases, people's abilities are not utilized in their workplace [8]. Possible causes of this gap include inadequate knowledge and skills, level of difficulty, self-control, and confidence in one's own abilities. Today's companies are constantly looking for individuals who can quickly contribute to the success of the team. Workers are more than willing to work hard to do a good job when they have the information, abilities, personality traits and mindset essential to thrive in a professional environment.

Work readiness includes a combination of an individual's knowledge, abilities, and character traits that enable them to succeed in a work environment. Students in their final year, especially those taking the BOAE and BBE study programs in 2021, need to be prepared to adapt to the changing world and obtain employment in today's modern economy. A healthy sense of self-confidence, the ability to recognize strengths and areas for improvement, and the ability to set reasonable goals in relation to one's abilities all stem from self-efficacy. Education students have a unique foundation in preparing for work readiness through a combination of subject knowledge, transferable skills honed through the teaching and learning process (communication, organization, time management, teamwork, problem solving), and strong psychological capital (locus of control, self-efficacy, adversity quotient). This combination provides the potential for significant adaptation and contribution in various employment sectors.

## **2 Literature Review and Hypotheses Development**

### **2.1 Literature Review**

This literature review will describe the theoretical basis relevant to research on the effect of locus of control and self-efficacy on work readiness with adversity quotient as a mediating variable in education students, including:

## **2.2 Locus of Control**

[9] state that a person's perception of the control they have over their own lives and the extent to which they believe their choices affect the outcomes they experience, both positively and negatively, is associated with their sense of agency. Locus of control can be interpreted as how individuals perceive reinforcement, whether the failure or success they achieve is due to factors from within (their own behavior, their own efforts) or outside themselves (luck, fate, or opportunity). Locus of control as one of the personality characteristics that has been proven to have an important role in explaining individual behavior in organizations. In other words, this concept indicates the extent to which individuals feel they have the power to influence their own lives. In this study, the Locus of Control indicators are: 1) Ability, 2) Interest, 3) Effort, 4) Fate, 5) Luck, 6) Socio-economics, and 7) The influence of others [10].

## **2.3 Self Efficacy**

Believing in one's own capacity to achieve goals, referred to as self-efficacy, is a great motivator and also the main principle guiding human action [11]. Individuals who have self-confidence tend not to hesitate to take the first step and try harder to achieve their dreams. Self-efficacy is an element of personality that develops through individual observations of the consequences of their actions in certain situations. Increased self-efficacy allows students to be more confident in solving problems and developing their skills, both in the classroom environment and when engaging in practical activities. With high self-efficacy, they are more likely to set ambitious goals, overcome difficulties, and achieve better results. In this study, self-efficacy was measured using three indicators: 1) Magnitude, 2) Generality, and 3) Strength [12].

## **2.4 Adversity Quotient**

A person's resilience, stress tolerance, and chances of long-term success can be measured by their Adversity Quotient (AQ). AQ is able to predict which users will quit and which will continue using it. Research conducted by [13] showed that people with high Adversity Quotient (AQ) have intrinsic motivation to go beyond ordinary results, continue to learn and practice for maximum results, and never give up when facing failure. Thus, students with high AQ are expected to be more resilient in managing pressure, making decisions, and overcoming obstacles in the work environment. In addition, AQ also encourages individuals to see challenges not as obstacles, but as opportunities to develop and learn, which is very important for professional self-development. This study measures AQ using four indicators, namely 1) Control, 2) Origin & ownership, 3) Reach, and 4) Endurance [14].

## **2.5 Job Readiness**

Graduates' opportunities to develop and have a positive influence on their companies will increase if they have the right mentality, knowledge, and abilities [15]. Work readiness is a person's ability to respond in preparing for a job through his knowledge, skills and experience. High work readiness requires several things, namely expertise in accordance with their fields, personality, intelligence and broad insight, understanding in thinking that makes a person able to choose and feel comfortable with their work so that they can achieve success, especially in the world of work. To assess how ready a person is to face the world of work, this study relies

on three factors: 1) Physical, mental, and emotional conditions, 2) Needs, motives, and goals, and 3) Skills, knowledge, and understanding that have been learned [16].

## **2.6 Hypotheses Development**

Hypothesis development in this study is based on the theoretical basis and relevant previous research findings. From the explanation above, hypotheses can be formulated regarding the relationship between variables as follows:

### *H1: The effect of locus of control on work readiness*

A person's locus of control, or the extent to which they feel they can influence their own destiny [17], greatly affects their motivation to work hard. People who believe they can control their own destiny tend to put more effort into achieving their goals, according to a recent study [18]. They are more driven to get the education necessary for career advancement, which is why this is the case.

### *H2: The effect of self efficacy on work readiness*

Self-confident individuals are more prepared for the world of work [19]. Strong self-efficacy is believing that one is capable of achieving goals and facing challenges. [20] found that when children have this idea, they are more resilient, confident, and able to persevere through challenges. A student's "self-efficacy" is their belief in their ability and readiness to face and conquer obstacles in the real world.

### *H3: The effect of locus of control on adversity quotient*

A study conducted by [21] showed that individuals who strongly believe that their actions have a direct influence on expected outcomes tend to be stronger when facing obstacles. Their exceptional ability to solve problems is the reason behind this. People are better able to persevere and overcome adversity when they understand that their success can be directly attributed to their personal efforts. The confidence a person has in their ability to overcome adversity is a factor in their Adversity Quotient (AQ), which measures resilience. Students with higher AQ tend to be those who believe in their own abilities rather than relying on external validation [22].

### *H4: The effect of self efficacy on adversity quotient*

The way a person deals with adversity is greatly influenced by their level of self-efficacy. People who believe in themselves are usually better able to see the positive side of things. People are usually pessimistic when they question themselves. The main components of AQ, according to research conducted by [23]. People who have strong self-confidence, which is the belief that they can regulate their own actions when facing difficult situations, are usually more successful in completing the self-control aspect known as AQ (Adversity Quotient). Students' ability to cope with academic stress is positively correlated with their self-efficacy, according to research by [24].

### *H5: The effect of adversity quotient on work readiness*

A person's AQ is a measure of their resilience and ability to handle difficult situations. The correlation between the two is positive and statistically significant. Individuals need mental and emotional resilience to persevere through difficult times at work [25]. [26] found that AQ influences the drive for success by linking self-confidence with one's perception of their own

agency in the face of challenges. By describing the relationship between AQ and these two ideas, we hope to shed light on the character of this relationship.

#### *H6: Effect of locus of control on job readiness through adversity quotient*

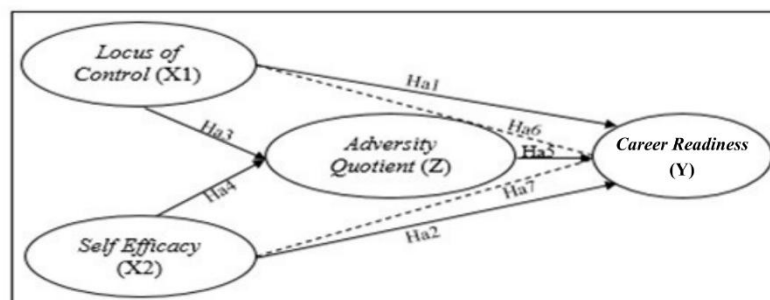
The extent to which an individual feels in control of their own life, or self-control, has a significant impact on how they prepare for work. Workers who exude self-confidence are an asset to any company, as they are more likely to take initiative, seek new knowledge and utilize their best judgment. Much evidence supports their strong desire to succeed in their careers [27]. In a study conducted by [28], it was found that individuals who have a high level of Adversity Quotient (AQ) tend to show a better level of self-confidence, and have stronger resilience in facing the challenges of adjusting to a new work environment. This indicates that AQ, as a measure of one's ability to deal with adversity, is positively correlated with self-confidence and adaptability in the workplace.

#### *H7: The effect of self efficacy on work readiness through adversity quotient*

A person's belief in their own abilities determines how they approach problem solving, goal setting, and plan making. Students who have self-confidence are more likely to adjust to new situations. People who believe in their own abilities tend to be more successful despite challenges, according to a study published by [29]. Skills such as clear and concise communication and flexibility in the face of change are part of this set of skills. [30] conducted another study supporting the idea that AQ strengthens the relationship between self-confidence and work flexibility. Why? Having high AQ makes people more confident and equips them to deal with tricky situations that they will inevitably face in the workplace.

### 3 Method

This study applies quantitative methods that are descriptive in nature and takes the form of explanatory research. The main focus of this study is on students in 2021 from the BOAE and BBE study programs at the State University of Malang. In this study, AQ mediates the relationship between job readiness (dependent variable) and locus of control (independent variable) and self-efficacy (independent variable). Surveys were used to collect data, and the research model shows how the variables are interrelated.



**Fig. 1.** Relationship Model between Variables  
Source: Processed by the researcher

This study aims to analyze the relationship between Adversity Quotient (AQ) and job readiness, focusing on the mediating role of self-efficacy and locus of control. Specifically, this study seeks to examine how AQ affects job preparation both directly, and indirectly through its influence on self-efficacy (an individual's belief in his or her abilities) and locus of control (an individual's perception of control over events in his or her life). The main premise of this study is that increasing self-efficacy and locus of control will make them more marketable in the job market. In addition, the researcher anticipated that self-efficacy and self-control would significantly and positively influence AQ. In addition, AQ is thought to significantly enhance preparation for the job market. Through the utilization of AQ as an intermediary, this study explored in depth the expected indirect positive influence of self-efficacy and self-control on job preparation.

This study involved 196 students from the class of 2021 who came from the BOAE and BBE study programs at the State University of Malang. They became the sample for this study. To ensure that each group in the population was adequately represented, a probability sampling approach, specifically proportional random sampling, was used to select the sample. The baseline data used in this study was obtained from an online survey conducted via Google Form, resulting in 133 valid responses. Evaluation of the predetermined indicators of the research variables was conducted using a Likert scale in the questionnaire. To analyze the collected data, this study applied the statistical approach of Structural Equation Modeling Partial Least Square (SEM-PLS), a method that allows researchers to examine complex relationships among variables simultaneously, especially when data do not meet the assumption of normal distribution or the sample size is relatively small. This method consists of two steps: outer model analysis and inner model analysis. We also tested the hypothesis of mediation effect, which is how adversity quotient affects the relationship between self-efficacy in job readiness and locus of control.

### **3 Result and Discussions**

Subjects are part of the Class of 2021 who are enrolled in the BOAE and BBE study programs at the Department of Management, State University of Malang. An online survey tool called Google Forms was used to collect primary data from people who were contacted directly. In this study, to ensure a balanced representation of different groups in the population and avoid bias, samples were drawn using random and proportional sampling methods. Questionnaires were used to collect data in this investigation, which adhered to the survey approach. The target audience for this survey was students of the 2021 graduating class enrolled in the BOAE and BBE study programs. From mid-December 2024 to early January 2025, we collected respondents' personal information in person.

The respondents in this study were 133 students from the BOAE and BBE undergraduate programs in 2021, who came from the Management department of the Faculty of Economics and Business, State University of Malang. Of the total 133 participants, most of them were female, 108 people or 81.2% of the total. On the other hand, there were 25 male participants, which constituted 18.8% of the total number of respondents. The results show a much greater dominance of female participation than male, indicating that in the context of this study, the level of participation of female respondents significantly outnumbered that of male respondents. Samples from offering EE had the highest frequency of 25 with a percentage of 18.8%. Meanwhile, offering BB has the lowest frequency of 11 with a percentage of 8.3%. Offering

AA, CC, DD, FF, and GG have varying frequencies and percentages. The sample from the BOAE study programs has more respondents than the BBE study programs because the study program has more students.

### 3.1 Descriptive Statistical Analysis

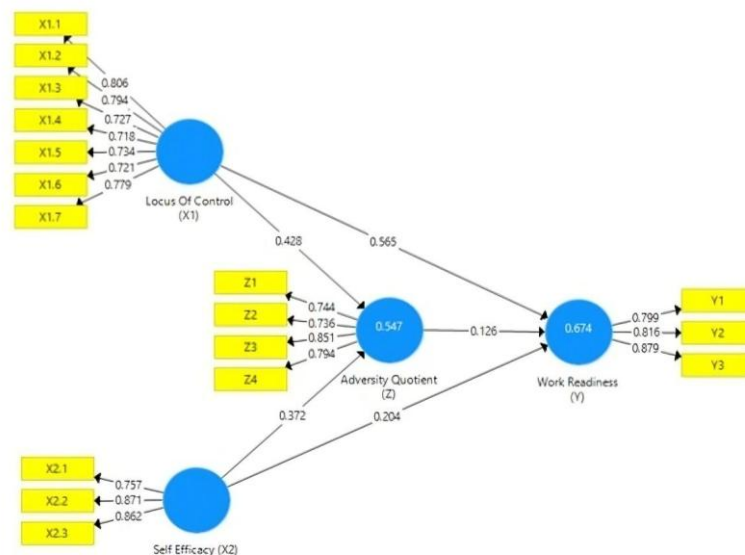
In this study, we collected data on four variables, namely locus of control (X1), self efficacy (X2), adversity quotient (Z), and work readiness (Y). To paint a descriptive picture of the respondents' answers for each variable, the processed data was then evaluated. Overall, all respondents scored above 4.00 for each of the indicators and elements assessing locus of control, self-efficacy, adversity quotient, and job readiness.

In particular, respondents clearly exerted a lot of effort at work, as the Locus of Control effort indicator had the highest average (4.31). The task difficulty (magnitude) indication in selfefficacy has the highest mean (4.25), indicating that respondents are confident in their ability to perform challenging tasks. The highest mean adversity quotient (4.29), for the indication of origin and self-recognition (origin & ownership), indicates that respondents are aware of and responsible for the outcome of their work. Finally, work readiness is characterized by a high mean score (4.28), indicating that one has well-defined goals and is highly motivated to succeed in the workplace. Overall, the score for work readiness was 4.22, self-control, self-efficacy and adversity quotient were all 4.20. All were rated as "High" or "Very High" on the highest scale.

### 3.2 Analysis on Structural Equation Modeling Partial Least Square (SEM-PLS)

#### Evaluation of the Measurement Model (Outer Model)

Measurement model evaluation ensures the validity and validity of the measured constructs, it is important to conduct an external model evaluation. Indicators are used to measure constructs, and the external model describes the mutual relationship between constructs in graphical form.



**Fig. 2.** Outer Model

Source: data processed by researchers using smartPLS

**Table 1.** Outer Loading

Indicator	Variable			
	Locus Of Control	Self Efficacy	Adversity Quotient	Work Readiness
X1.1	0.806			
X1.2	0.794			
X1.3	0.727			
X1.4	0.718			
X1.5	0.734			
X1.6	0.721			
X1.7	0.779			
X2.1		0.757		
X2.2		0.871		
X2.3		0.862		
Z1			0.744	
Z2			0.736	
Z3			0.851	
Z4			0.794	
Y1				0.799
Y2				0.816
Y3				0.879

Source: data processed by researchers using smartPLS, 2025

Work Readiness, Self-Control, Self-Efficacy, and Difficulty Intelligence all have indicators with external load values of 0.7 or more. This proves that the indicators are reliable and valid to evaluate important latent variables. That is, this study meets the requirements of convergent validity, as shown in the table.

**Table 2.** Average Variance Extracted (AVE)

Variable	Value
Locus Of Control	0.570
Self Efficacy	0.692
Adversity Quotient	0.613
Work Readiness	0.692

Source: data processed by researchers using smartPLS, 2025

Preparation for work, location of control, self-confidence, and intelligence all show AVE values of more than 0.5. This finding indicates that all latent variables have proven convergent validity, which means that each variable can explain more than half of the change in each of its indicators.

**Table 3.** Discriminant Validity (Cross Loading)

Indicator	Variable			
	Lotus of Control	Self Efficacy	Adversity Quotient	Work Readiness
X1.1	0.806	0.455	0.498	0.507
X1.2	0.794	0.476	0.518	0.493
X1.3	0.727	0.464	0.534	0.572
X1.4	0.718	0.336	0.367	0.383
X1.5	0.734	0.826	0.663	0.636
X1.6	0.721	0.442	0.445	0.563
X1.7	0.779	0.598	0.543	0.879



X2.1	0.480	0.757	0.487	0.468
X2.2	0.573	0.871	0.533	0.595
X2.3	0.692	0.862	0.648	0.640
Z1	0.467	0.434	0.744	0.438
Z2	0.372	0.406	0.736	0.403
Z3	0.649	0.672	0.851	0.597
Z4	0.614	0.544	0.794	0.568
Y1	0.588	0.593	0.611	0.799
Y2	0.603	0.529	0.482	0.816
Y3	0.779	0.598	0.543	0.879

Source: data processed by researchers using smartPLS, 2025

Discriminant validity tests were conducted and the results were obtained using the crossloading approach. Each indicator should emphasize the most heavily loaded construct to achieve maximum effectiveness. Although most indicators meet this criterion, X1.5 and Y3 can have problems with discriminant validity due to heavy loadings on other components. Although this table is a good place to start when looking at discriminant validity, there should be further study to fix problems with specific indicators.

**Table 4.** Construct Reliability (CR)

Variable	Cronbach's Alpha	Composite Reliability	Description
Locus Of Control	0.876	0.903	Reliable
Self Efficacy	0.777	0.870	Reliable
Adversity Quotient	0.791	0.863	Reliable
Work Readiness	0.778	0.871	Reliable

Source: data processed by researchers using smartPLS, 2025

Values greater than 0.70 on Cronbach's Alpha and Composite Reliability (CR) indicate that the following variables have reliability: Locus of Control, Self Efficacy, Adversity Quotient, and Work Readiness. Therefore, all latent constructs can be considered reliable, as evidenced by these results.

### Evaluation of the Structural Model (Inner Model)

Structural Equation Modeling (SEM) internal model evaluation examines the validity of the model and information regarding the relationships between variables to ensure their accuracy and significance. A number of checks and balances using structural model analysis are part of this procedure.

**Table 5.** R-Square *Coefficient of Determination* ( $R^2$ )

Variable	R Square	R Square Adjusted
Adversity Quotient	0.547	0.540
Work Readiness	0.674	0.666

Source: data processed by researchers using smartPLS, 2025

Adversity Quotient and Job Readiness have R-squared values of 0.547 and 0.674, respectively. With Job Readiness approaching the strong category, both models show a reasonable level of performance.

**Table 6.** f-Square *Effect Size* ( $f^2$ )

Variable	X1	X2	Z	Y
Locus Of Control			0.201	0.405
Self Efficacy			0.152	0.055
Adversity Quotient				0.022
Work Readiness				

Source: data processed by researchers using smartPLS, 2025

In Table 6, it can be seen that Locus of Control has a moderate effect on Adversity Quotient ( $f^2 = 0.201$ ) and a high effect on Work Readiness ( $f^2 = 0.405$ ). The results of the analysis in this study show that self-efficacy has a relatively small and insignificant effect on work readiness, with an  $f^2$  value of 0.055, and has a moderate but still insignificant effect on Adversity Quotient, with an  $f^2$  value of 0.152, indicating that although self-efficacy contributes to both variables, the contribution is not strong enough to be considered statistically significant. In conclusion, the effect of Adversity Quotient on Work Readiness is very small and not statistically significant ( $f^2 = 0.022$ ).

**Table 7.** Path Coefficient

Hipotesis	Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
H1	Locus Of Control (X1) -> Work Readiness (Y)	0.565	0.563	0,094	6.040	0.000
H2	Self Efficacy (X2) -> Work Readiness (Y)	0.230	0.226	0.123	1.867	0.063
H3	Locus Of Control (X1) -> Adversity Quotient (Z)	0.428	0.431	0.073	5.892	0.000
H4	Self Efficacy (X2) -> Adversity Quotient (Z)	0.372	0.370	0.081	4.605	0.000
H5	Adversity Quotient (Z) -> Work Readiness (Y)	0.177	0.188	0.081	2.192	0.029

Source: data processed by researchers using smartPLS, 2025

The reciprocal relationship between the variables of this study is revealed through the route coefficient analysis. The hypothesis can be accepted if the t-statistic value exceeds 1.96 and the p value is less than 0.05, which simultaneously indicates the statistical significance of the research results. In summary, Locus of Control (X1) strongly influences Intelligence (Z) and Job Readiness (Y). One single variable, Intelligence (Z), was significantly influenced by SelfEfficacy (X2). There was a high degree of correlation between Z, the capacity to overcome adversity, and Y, readiness for the workplace. They suggest that Locus of Control (X1) is an important factor linking Intelligence (Z) with Work Readiness (Y). However, statistical studies that evaluated the relationship between Self-Efficacy (X2) and Work Readiness (Y), with respect to Intelligence (Z), did not show meaningful results..

**Table 8.** Spesific Indirect Effects

Hypothesis	Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
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H6	Locus Of Control (X1) - > Adversity Quotient (Z) - > Work Readiness (Y)	0.071	0.080	0.032	2.194	0.029
H7	Self Efficacy (X2) -> Adversity Quotient (Z) - > Work Readiness (Y)	0.150	0.151	0.044	3.421	0.001

Source: data processed by researchers using smartPLS, 2025

Research shows that Intelligence acts as a link between self-control, self-efficacy, and readiness to work. The test found that Intelligence partially moderates the relationship between Work Readiness, Self-Control, and Self-Efficacy. The ability to solve problems effectively affects one's self-confidence, which in turn affects one's readiness to do the required work.

In the four measures of self-control, they had above-average levels of self-efficacy, intelligence and career readiness. There are several important reasons for this, such as believing in one's own abilities, believing one can overcome difficult challenges, feeling satisfaction from accomplishments, and hope for future success. This indicates that they have met the requirements and competencies needed to enter the workforce.

#### *H1: The Effect of Locus of Control on Work Readiness*

Preparation for work is strongly influenced by the ability to control oneself. Hypothesis 1 can be validated with a t-statistic of 6.040, a path coefficient of 0.565, and a p-value of 0.000. A high level of work readiness is associated with self-control, the belief that one's actions directly affect one's professional success.

[31] also found that individuals with higher levels of self-control tend to complete tasks more effectively, and this finding is in line with the results of our study. Research conducted by [32] confirmed the relationship between work readiness and self-control. [33] also found that an individual's level of agency largely determines their work readiness, hence the results of their study are similar to it.

#### *H2: The Effect of Self Efficacy on Job Readiness*

This study questions the common opinion that believing in one's own ability can make one more likely to get a job. Statistical analysis showed that there was no significant relationship ( $t=1.867$ ,  $p=0.063$ , and  $path=0.230$ ) between the level of self-efficacy and job readiness. It is possible that the reason self-efficacy affects job readiness is because of how confident the participants are, but this study could not provide further explanation on that.

Similar to previous research [34] which failed to find a correlation between self-efficacy and work readiness, and research by [35] who confirmed that selfconfidence has no effect, this study also indicates that self-efficacy is a crucial factor in assessing candidates' work readiness. This occurs along with knowledge, character, experience, social support, and aptitude.

#### *H3: Effect of Locus of Control on Adversity Quotient*

According to the study, individuals' adversity quotient is positively and significantly affected by their locus of control. With the t-statistic reaching 5.892, the p-value being 0.000, and the path coefficient hovering around 0.428, we can confidently support Hypothesis 3. Someone who has a high Adversity Quotient score is not only full of confidence, but also views challenges as opportunities to learn and grow.

The results of this study corroborate the results of [36], who also found that locus of control affects AQ. [37] found a high correlation between AQ and locus of control, which reinforces these findings. The significance of the relationship between AQ and locus of control is highlighted by both results. When individuals have a positive locus of control, which is the belief that they can control their destiny, they usually have high AQ.

#### *H4: Effect of Self Efficacy on Adversity Quotient*

The correlation between AQ and self-efficacy is positive and statistically significant. There was an error in rejecting Hypothesis 4. The p value showed 0.000, while the t statistic was recorded at 4.605. The route coefficient is 0.372. High intelligence, which is a measure of SelfEfficacy, is usually associated with those who believe in their capacity to overcome challenges.

There is a strong relationship between self-efficacy and intelligence in the face of challenges, as described in this study as well as previous research. Researchers [38] found that self-belief affects one's level of intelligence. [39] also found a strong correlation. [40] found a substantial relationship between self-efficacy and adversity quotient, which supports this evaluation.

#### *H5: Effect of Adversity Quotient on Job Readiness*

This study confirms that individuals' ability to overcome adversity (AQ) has a positive and significant influence on their readiness to enter the workforce. Hypothesis 5 is correct, as indicated by the t-statistics, path coefficients, and p-values, which all totaled 2.192. Because of their ability to persevere through difficult times, those who score high on AQ are often considered to be highly Employable.

Therefore, the findings of this study corroborate the findings of previous research showing that adversity quotient (AQ) significantly improves job performance. Stress at work is more easily handled by people with high AQ, according to studies by [41], [42], and [35]

#### *H6: The Effect of Locus of Control on Job Readiness through Adversity Quotient*

This study found that Adversity Quotient (AQ) is a medium that indirectly affects Job Readiness through Self-Control. The p-value of 0.029, t-statistic of 2.194, and route coefficient of 0.071 all support Hypothesis 6. A person's resilience, which affects their readiness to enter the workforce, is influenced by the extent to which they believe they can control their own destiny.

Based on this study, a good correlation was found between locus of control and readiness to work as measured through adversity quotient. This study, in line with the findings of [43] and [42] who demonstrated the mediating role of Adversity Quotient in the relationship between locus of control and work readiness, explores the psychological aspects that influence individual work readiness, providing important insights into relevant factors.

#### *H7: Effect of Self Efficacy on Job Readiness through Adversity Quotient*

The findings of our study indicate that AQ acts as a link between self-efficacy and work readiness. The t-statistic obtained is 3.421 and the p-value recorded is 0.001, which strengthens

the case for accepting hypothesis 7. Therefore, confidence in one's aptitude affects problem-solving ability and, thus, job readiness; the first sample assessed an impact value of 0.150.

Consistent with previous research, this study confirms that self-efficacy significantly affects work readiness ([25]; [44]). This relationship is also influenced by one's intelligence to face challenges (AQ). Optimistic thinkers usually have an ability referred to as "intelligence in the face of challenges" (AQ), which means they are able to persevere and continue even when the situation becomes difficult. A high AQ makes one more marketable in the eyes of potential employers. Rather than the other way around, self-efficacy influences job readiness through the process of challenge intelligence.

## 4 Conclusion

This research shows that students have excellent self-control, self-confidence, ability to deal with difficulties, and readiness for work. This is evident in their effort, ability to complete challenging tasks, as well as self-awareness, sense of responsibility, motivation and clear career goals. There is a meaningful relationship between self-control and self-confidence on coping skills, which acts as a link for the positive influence of self-control and self-confidence on work readiness. Although self-confidence does not directly influence work readiness significantly, it still plays an important role through its association with the ability to overcome challenges. Overall, the results of this study highlight the importance of students' self-confidence, resilience, and belief in self-control in improving their work readiness. Students should work on improving their self-confidence and resilience. This needs to be supported by training offered by institutions. Further research is needed to determine the elements that influence self-confidence and its impact on work readiness.

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