

Survey On Adversity Quotient Of Secondary School Students

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Abstract

Adversity Quotient (AQ) is a concept that measures an individual's ability to cope with and overcome challenges and difficulties. It reflects how well a person can respond to adversity, setbacks and stressors in their life. This paper deals with a study on the adversity quotient of secondary school students.

Keywords: Adversity Quotient, Coping Strategies, Resilience.

Introduction

Education is the complex human enterprise. It is a multiple phase of activity. Having its influence on all aspects of human existence, education is considered as a most effective means for the original development of the learner. It's a help seem to grow socially, intellectually, morally and emotionally. Adversity Quotient (AQ) is a concept developed by Dr. Paul Stoltz in the 1990s, which measures an individual's capacity to handle adversity and challenges in life. It reflects how well a person can cope with difficulties, setbacks, and obstacles, and it plays a crucial role in determining their resilience and overall success. AQ is based on the premise that life is full of challenges, and the way individuals respond to these challenges significantly impacts their personal and professional growth. Unlike traditional measures of intelligence or emotional intelligence, AQ focuses specifically on how people navigate adversity. It encompasses several key components:

1. **Control:** This aspect assesses how much control individuals feel they have over their circumstances. Those with a high AQ tend to believe they can influence outcomes through their actions and decisions.
2. **Ownership:** This refers to the degree to which individuals take responsibility for their situations. High AQ individuals recognize their role in the challenges they face and are willing to learn from their experiences.
3. **Reach:** This component evaluates how far the effects of adversity extend in a person's life. Individuals with a high AQ tend to view setbacks as isolated incidents rather than events that define their entire lives.

4. Endurance: This aspect measures how long individuals believe they can sustain their efforts in overcoming challenges.

Understanding and developing a strong Adversity Quotient can lead to improved coping strategies, greater resilience, and enhanced problem-solving skills. By cultivating a higher AQ, individuals can transform obstacles into opportunities for growth, ultimately leading to greater success and fulfillment in various aspects of life.

Need and Significance of the Study

In today's fast-paced and often unpredictable world, individuals face numerous challenges, including academic pressures, job market fluctuations, personal crises, and global issues like pandemics and climate change. A strong AQ helps individuals to navigate these complexities effectively. A high AQ fosters resilience, enabling individuals to bounce back from setbacks and maintain a positive outlook despite difficulties. Adversity can serve as a catalyst for growth and self-improvement. Understanding and developing AQ allows individuals to view challenges as opportunities for learning and development, rather than insurmountable obstacles. In professional settings, employees with a high AQ are often more productive and engaged. They can handle stress better, adapt to change, and contribute positively to team dynamics, leading to improved organizational performance. It encourages proactive coping strategies that can mitigate the effects of stress and anxiety. Ultimately, a strong Adversity Quotient contributes to long-term success in various life domains-personal, academic, and professional-by fostering an attitude of perseverance and a proactive approach to challenges. As societies evolve and face new challenges, understanding AQ becomes increasingly relevant. It emphasizes the importance of resilience in cultural narratives, encouraging communities to support one another through adversity.

In conclusion, the need for Adversity Quotient stems from the complexities of modern life, while its significance lies in its ability to enhance resilience, coping mechanisms, personal growth, and overall success. By recognizing the importance of AQ, individuals can better prepare themselves to face life's inevitable challenges with confidence and determination.

Statement of the problem

The present study is entitled as ‘**Survey on Adversity Quotient of Secondary School Students**’.

Objectives of the Study

1. To identify the extent of Adversity Quotient of secondary school students
2. To compare the level of level of Adversity Quotient of secondary schools based on the sub groups
 - a. Gender
 - b. Type of locality
 - c. Type of school

Hypotheses of the study

1. There exists a significant level of Adversity Quotient among secondary school students
2. There is a significant difference on Adversity Quotient with respect to
 - a. Gender
 - b. Type of Locality
 - c. Type of School

Methodology

In the present study, survey method was used to find out the Adversity Quotient of secondary school students with respect to their gender, locality and type of school. Adversity Quotient is taken as the main variable of the study. Demographic variables like gender, locality and type of school are also taken into consideration. The sample for the study consists of 300 secondary school students from various schools of Idukki District. Tools used for the study was Adversity Quotient Scale.

Adversity Quotient Scale

In order to measure the Adversity Quotient of secondary school students, the investigator used the Adversity Quotient Scale.

Analysis and Discussion

1. Analysis of the extent of Adversity Quotient of secondary school students for the total sample. As the measurement of Adversity Quotient is the objective of the study, the investigator had taken the scores of Adversity Quotient Scale and tabulated them. From the Adversity Quotient scores the investigator then calculated the mean, median, SD, skewness, kurtosis and presented in the following table 1.

Table 1

Results of measures of central tendency, standard deviation skewness and of Adversity Quotient

Variable	N	AM	Md	SD	Sk
Adversity Quotient	300	51.08	48.12	10.03	0.73

From the analysis it is found that arithmetic mean for the total sample is 51.08 and standard deviation is 10.06. The median value 48.12 denotes that 50 percentages of the pupils scored above 48.12.

Since the value of skewness is 0.73, the distribution is said to be positively skewed. This shows that the number of students who got high scores are lower than those of low scores in the group. Positive skewness shows that the scores of the students are centred at the low end.

The investigator further identified high achievers, average achievers and low achievers based on Arithmetic mean and Standard Deviation. Those who scored between 40 and 60 were considered as average achievers, those who scored above 60 considered high achievers and those who scored below 40 were considered as low achievers. The investigator then calculated their percentage.

Table 2
Extent of Adversity Quotient for the total sample.

Category	No. of pupils	Percentage
High Achievers	48	16%
Average Achievers	34	11.33%
Low Achievers	218	72.66%

From the table it is clear that majority of the students are having low Adversity Quotient

2. Comparison of Adversity Quotient of students based on the sub samples

By finding out the critical ratio of their difference and testing it for significance, the analysis was conducted for the following sub samples.

- a. Gender
- b Locality
- c. Type of school

Comparison of Adversity Quotient based on gender

The mean and standard deviation of Adversity Quotient of boys and girls were calculated. The significance of differences between the mean score of these groups was found out by calculating their critical ratio. The data and results of test of significance are given in table 3.

Table 3
Comparison of Adversity Quotient of students based on Gender

Category	No	Mean	SD	't' value	Level of Significance
Boys	151	51.43	11.63	4.22	P< 001
Girls	149	46.63	8.17		

From the table it is clear that the calculated "t" value (4.22) is greater than the table value (2.58) at 0.01 level. Thus, it can be interpreted that there is significant difference in the Adversity Quotient of students based on gender. The mean value of boys is 51.43, which is greater than those for girls i.e. 46.63. Thus, the Adversity Quotient of boys is greater than girls.

Comparison of Adversity Quotient of students based on Locality

The mean and standard deviation of Adversity Quotient of urban and rural students were calculated. The significance of difference between the mean scores of these groups was found out by calculating their critical ratio. The data and results of test of significance are given in the table 4.

Table 4
Comparison of Adversity Quotient of students based on Locality

Category	No	Mean	SD	't' value	Level of Significance
Urban	140	49.92	8.73	1.92	p>0.01
Rural	160	50.13	11.13		

From the table it is clear that the calculated value (1.92) is less than table value (2.58) at 0.01 level. Thus, it can be interpreted that there is no significant difference in the Adversity Quotient of students based on the locality.

Comparison of Adversity Quotient of students based on type of school

ANOVA is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. The analysis of variance consists of total group's variance, within group variance, between group variance and F ratio. Here the total group variance is 1821.31, within group variance is 90.19 and between group variance is 1731.12 the F ratio is 19.19, which is greater than the table value (4.61) at 0.01 level. Here there is significance difference among the means of three groups. That is there is no significant difference in the Social Intelligence of students based on type of school.

Table 5
Summary of Analysis of Variance

Source	Sum of square	df	Mean Square	F	Level of Significant
Between Groups	3462.25	2	1731.12	19.19	P> 0.01
Within Groups	26787.04	297	90.19		

The significant F doesn't pinpoint exactly where the differences are in a pair wise way, that is the three groups differ significantly, but does group 1 differ from group 2 or group 3? These questions can be answered by using Scheffe's test. It is used because of its flexibility and robustness. It can be applied even to departures from normality and any assumptions of equal population variances than some other tests.

Scheffe's critical value was calculated between each pair of means and compared with actual sample mean differences. When actual sample mean differences exceeded the critical value, the Investigator rejected the null hypothesis.

Table 6
Scheffe's test Result

Groups	X1-X2	Scheffe's F value
Government Vs aided	7.66	8.2193
Government Vs unaided	1.18	8.37
Aided vs unaided	6.48	2.67

Since the actual sample mean differences of aided and unaided school students exceeded the critical value. So there exists a significant difference between aided and unaided school students on their Adversity Quotient. In other two cases the actual sample mean differences lie below critical values, so in those cases there exists no significant differences in Adversity Quotient.

Major Findings of the Study

Since 72.66% students scored below 40 on Adversity Quotient scale, the investigator concluded that majority of the students are having low Adversity Quotient. Certain related findings are listed below.

- There is a significant difference on Adversity Quotient of secondary students based on gender and the Adversity Quotient of boys was found to be greater than that of girls.
- There was no significant difference on Adversity Quotient of secondary students with respect to their locality.
- There is a significant difference on Adversity Quotient of Secondary students with respect to their type of School

Educational Implications of the Study

Teachers who are properly trained in educational psychology may help the student to be socially matured in their academic a non-academic aspect. Curriculum can be planned and transacted in such a way that it must fulfil the responsibility and social needs of the students. The present curriculum includes activities which are intended to enhance social responsibility feeling among the students. Teachers should compulsory practice what is envisaged in the curriculum. By focusing on these implications, educators can create an environment that not only supports academic success but also nurtures the resilience necessary for students to thrive in the face of adversity.

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