

## Adversity Quotient Among High School Students In Relation To Demographic Variables

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**ABSTRACT:** The aim of the present study is to determine Adversity Quotient among high school students with respect to demographic variables i.e Gender and Locality. A sample of 400 high school students was collected from one district each from five zones (i.e. North, South, East, West and Central zone) of Haryana State by multistage random sampling. Descriptive survey method was employed to conduct the research. A self developed 'Adversity Quotient Assessment Scale' was employed to collect data. The results revealed that Adversity Quotient was not found to be influenced by demographic variables i.e Gender and Locality.

**KEY WORDS:** Adversity Quotient

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### I INTRODUCTION

We see unfavorable conditions like poverty, scarcity of resources and increase in social and political problems etc. All these adverse situations created life miserable not only for adults, but also for students. In the last decade in all over the world, it has been witnessed the problems of drug abuse, teenage pregnancy, suicides, rapes, depression, assaults, dropping out of school etc.,(Stolz, 1997) [19.a]. These situations are the challenges that the students face today. These challenges are referred as adversities. Adversity involves exposure to unfavorable or calamitous circumstances like cyclone, earthquake or could be hardships faced by the individual at home or workplace. The out breaking discovery of A.Q has attract the psychologist to measure how people respond against adverse conditions. The concept of A.Q was developed by Stolz (1997) [19.b] according to Stolz “, Adversity Quotient is the science of resilience”. While Resilience is a universal capacity which allows a person, a group or a community to prevent or overcome the damaging effects of adversity. It is the bouncing back ability of a person from any adverse conditions. The people who possess high A.Q have been found to perform well in the face of adversity whether it is big or small. These people exhibits high productivity and have high capacity by keeping their morale high (Vakharia,2012) [20]. It has been found that individuals with high A.Q level take greater responsibility to fix problems and they do not blame others for their setbacks. Those who can't handle adversity can become easily overwhelmed and emotional, then pull back and stop trying their further efforts.

Not only adults but the young also have to face many adversities in their personal and academic level.School is one of the major source of stress and create several types of adversities. At school level students have to pass from a stressful environment (Hema and Gupta, 2015) [9.a].They have to fight with the competitions, too many assignments, failures and poor relationships with other students or lecturers, have to bear a high pressure of getting good scores and to perform at their best in the examinations, peer pressure or their exclusion, adverse remarks of the teachers and parents, and other aspects related to their school education. Sarita and Sonia(2015) [15] has reported, Concept laden Curriculum, inappropriate school timings, high student-teacher ratio, nonconductive physical environment of classrooms, the absence of healthy teacher-student interaction, irrational rules of discipline, excessive or unbalanced school-work, teaching methodology, indifferent attitudes of teachers, overemphasis on weaknesses rather than strengths (Masih&Gulrez, 2006) [12]. Stress in family like divorce, intrapersonal conflicts and maternal depression leads to stress in the adolescents which deteriorates functioning (Rex Forehand et al, 1991) [14]. Examination related stresses were found to be causing high adversity in the form of academic stress (Shirom, 1986) [17] have become unavoidable adversities for students. If students are not able to handle these conditions they may fell in to several psychological disturbances which directly affect their physical and mental health causing a harm to them. If the degree of disturbances is too high to beyond their ease of comfort then many of the times such students commit suicides.All age groups of students face different sorts of adverse situations. Adversity Quotient has been found positively correlated with school performance and school climate. (D'souza, 2006) [5].

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**Dimensions of Adversity Quotient**

1. **Control:** The degree of control the person perceives that he or she has over adverse events
2. **Ownership:** The extent to which the person owns or takes responsibility for the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation
3. **Reach:** The degree to which the person perceives good or bad events reaching into other areas of life
4. **Endurance:** The perception of time over which good or bad events and their consequences will last or endure

**Objectives:**

**O<sub>1</sub>.** To compare difference between Adversity Quotient of Male and Female high school students.

**O<sub>2</sub>.** To compare difference between Adversity Quotient of Rural and Urban high school students

**Hypothesis**

**H<sub>1</sub>.** There exists no significant difference between Adversity Quotient of Male and Female high school students.

**H<sub>2</sub>.** There exists no significant difference between Adversity Quotient of Rural and Urban high school students

**Operational Definitions of the Terms Used.**

➤ **Adversity Quotient:** It is a science of resilience deals to gauge the ability of an individual to respond against adverse condition.(Stolz, 2000) [18]

**II METHOD OF THE INVESTIGATION ANDPROCEDURE:**

The study undertaken to ascertain the effect of demographic variable i.e Gender and Locality on adversity quotient among high school students of 9<sup>th</sup> class belonging to rural and urban areas. The investigator had employed descriptive survey method of research for the present study. In order to collect the data, Adversity Quotient was administered on male and female high school students. The scores of high school students in these scales were tabulated and analyzed by using appropriate statistical techniques.

**SAMPLE**

A sample of 400 High school students (200 Male and 200 Female)of 9<sup>th</sup> of class was selected (by multistage random technique) from 25 secondary schools located in urban and rural areas of from one district each from the *five zones i.e. North, South, East, West and Central zone* of Haryana State.

**MESURE USED:**

**For the present Study following Scale was administered:**

- Adversity Quotient Assessment Scale: Tool is constructed and standardized by **Rathe and Sharma (2015, Unpublished) [16]**

**III ANALYSIS AND INTERPRETATION**

The collected data were classified, tabulated and subjected to statistical analysis using Mean, S.Ds and correlation. The interpretation of the collected data is as follows:

**H<sub>2</sub>.** There exists no significant difference between Adversity Quotient of Male and Female high school students.

**Table 1. Means, S.D's and 't' ratios of different groups of High School Students on Adversity Quotient**

S.No	Dimensions Of Adversity Quotient	Male N=200		Female N=200		't'-Value
		Mean	S.D.	Mean	S.D.	
1.	<b>Control</b>	43.79	6.78	44.22	6.52	0.646
2.	<b>Origin</b>	53.20	8.64	53.78	8.46	0.684
3.	<b>Reach</b>	43.19	7.57	43.57	7.00	0.529
4.	<b>Endurance</b>	45.46	9.72	43.68	8.32	1.890
5.	<b>Global Adversity Quotient</b>	185.64	<b>20.11</b>	185.25	<b>17.72</b>	1.910

**\*P<0.05=1.96, df=398**

It is clear from the Table 1 that the mean score of Male high school students(185.64±**20.11**)and the mean score of female (185.25±**17.72**)high school students shows that there is no significant difference among them on control, origin and ownership, reach and endurance of adversity quotient at any level. Hence, it can be deduced that both groups are similar on all dimensions of Adversity Quotient. Therefore, the proposed hypothesis that, *“There exist no significant difference between male and female high school students on adversity quotient”*, **has been retained.**

**Figure1.1 Showing Mean, and SD's of Male and Female High School Students on Different Dimensions of Adversity Quotient**

**H<sub>2</sub>.** There exists no significant difference between Adversity Quotient of Rural and Urban high school students

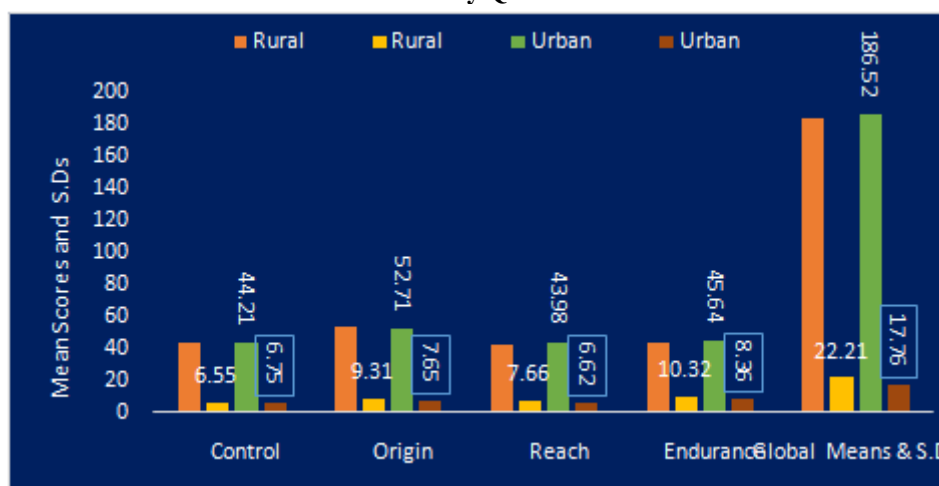
**Table 2. Means, S.D's and 't' ratios of different groups of Rural and Urban High School Students on Adversity Quotient**

S.No	Dimensions Of Adversity Quotient	Rural N=200		Urban N=200		't'-Value
		Mean	S.D.	Mean	S.D.	
1.	Control	43.81	6.551	44.21	6.756	0.601
2.	Origin	54.27	9.316	52.71	7.656	1.836
3.	Reach	42.79	7.669	43.98	6.621	1.661
4.	Endurance	43.51	10.327	45.64	8.366	2.267*
5.	Global Adversity Quotient	184.37	22.212	186.52	17.761	1.072

*P*≤0.05=1.96, *df*=398\* *Significant at 0.05 Level*

It is evident from Table 2 that the mean score of Rural high school students (184.37±22.212) and the mean score of Urban high school students (186.52±17.61) shows that there is no significant difference among them on control, origin and ownership and reach of adversity quotient at any level except on Endurance dimension of Adversity Quotient. Hence, it can be deduced that both groups are similar on control, origin and ownership and reach dimensions of Adversity Quotient. Therefore, the proposed hypothesis that, “*There exist no significant difference between Rural and Urban high school students on adversity quotient*”, **has been retained.**

**Figure 2 Showing Mean, and SD's of Rural and Urban High School Students on Different Dimensions of Adversity Quotient**



#### IV DISCUSSION OF THE OBTAINED RESULTS

From the analysis of the present study, Adversity Quotient was found to be insignificant with respect to gender and locality. The results were supported by the similar findings of Huijuan(2009) [9], Nikam and Uplane (2013)[13], Flejoles and Muzones (2009) [8], Hema and Gupta (2015)[9.b], Cornista, G.& Mascasat,C (2013) [4]. Both male and female students face adversities, the strength and magnitude of which may differ. But the findings of Dweck (2005) [7] and Beri (2016) [2] were found contradictory to the findings of the present investigation. Beri found that male have high control over adversity quotient. While Liu,L (2011) [11] also showed significance difference in adversity quotient with respect to gender. In the present study locality was not found to influence the adversity Quotient of high school students.

#### V CONCLUSIONS

- Both male and female high school students were similar on all the dimensions of Adversity Quotient Assessment Scale.
- Urban and Rural high school students were similar on Adversity Quotient. No significant difference has been found between both the groups on the dimensions of Adversity Quotient.

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