

Assessing Various Strategies used by Adolescents to Overcome Adversity

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ABSTRACT

Adolescent adversity has been shown to predict later mental and physical health outcomes. Understanding which aspect and development timings of adversity is important. The study aims to assess various strategies adopted by adolescents to overcome adversity. The study was conducted on 150 adolescents from Lucknow city in the age ranging from 10 to 19 years, out of which 79 were boys and 71 were girls. The main strategies adopted by adolescents to overcome adversity were found that majority (94%) of the adolescents visualize the outcome of adversity. While, 86.6% adolescents take lesson from every failure and setback and so on. Among Girls, all (100%) of them visualize the outcome. While 70.4% drop negative self-talk and so on. Boys, and equal proportion (89.8%) of respondents reported that they Embrace adversity as a chance for opportunity, talk it over with a like-minded person, stop making excuses and Have faith, followed by create a game plan (73.4%), etc.

Keywords: Adolescence, Adolescents, Adversity quotient

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INTRODUCTION

In this world no one lives without problems, life is always side by side with various problems, as long as people live and expect something in this world, so long as it is also he will face problems. The problem is something that must be solved. Humans have different attitudes in dealing with a problem. There are people who respond to a problem positively, he views the existence of a problem as something that is natural, even consider the problem as a means to train themselves in the process of achieving success, the problem that is being faced is considered a challenge to practice life toward a better life. But others respond negatively to problems, problems are seen as a very burdensome obstacle, when problems come, they complain and there is less effort to overcome them. In general, those who view the problem negatively have a weak fighting mentality and often fail to achieve their goals (Hidayat *et al.* 2019).

In dealing with problems and pressures as well as the demands, some students prefer to overcome the problem in a destructive way. The observations of BNN in 2014, as many as 22% (90 thousand people) of drug users in Indonesia, were from students. This happens because teenagers do destructive ways to deal with any problems that occur. According to Pangma *et al.* (2009), achievement motivation is a factor that influences adversity intelligence. According to the study, with high achievement motivation the individual has a kind of ambition and from that ambition the individual tries with his courage to defeat everything.

Research conducted on middle school students (secondary school) in India shows as many as 90% of students' adversity intelligence is below standard or can be said to be in the quitter category. Quitters have a tendency to avoid obligations, moody, cynical, retreat and stop struggling, blame all individuals, and hate individuals who continue to struggle.^[1] Intelligent Quotient measures a person's knowledge. However, it is not the only criteria to be successful. Emotional Quotient is capacity to manage ones emotions. Thus, a high intelligence quotient and a high emotional quotient strengthens the chance of success. Then comes adversity quotient (AQ) which measures the person's ability to overcome the

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hardships of life and move ahead. Thus, only intelligence quotient and emotional quotient can also sometimes not be responsible for success, as AQ is needed to keep striving hard in tough situations. AQ is assumed to be one of the core fibers of what constitutes the foundation of the teaching-learning process (Stoltz, 1997). Therefore, Dr. Paul Stoltz said that each child must develop the ability to turn the obstacles of life into opportunities for which AQ is important. The researcher feels the need to make the higher secondary school students to be aware of coping with the adversities they are facing or going to face in latter period of life. The researcher also feels that as in the coming years the students will pass out and move to higher classes which will bring parental pressure in academics and also the other physical changes that they are going to cope with, require high AQ.^[2]

AQ consists of following four components, that is, Control, Ownership, Reach, and Endurance (Nikam & Uplane, 2013)^[3].

1. Control (C) - Control measures the degree of control the person perceive that he or she has over adverse events
2. Ownership (O) - Ownership measures the extent to which the person owns or takes responsibility for the outcomes of adversity or the extent to which the person hold himself or herself accountable for improving the situation

3. Reach (R) - Reach measures the degree to which the person perceives good or bad events reaching into other areas of life
4. Endurance (E) - Endurance measures the perception of time over which good or bad events and their consequences will last or endure.

AQ is based on work by many prominent scholars' research work of 35 years and breakthrough Psychoneuroimmunology⁽⁴⁾.

Adolescents need to have the ability to respond to difficulties positively, survive in a state of despair, not give up easily and can solve any difficulties called adversity intelligence. Thus, this research study was planned with the following objectives:

Objectives

The objectives are as follows:

1. To study the socio demographic profile of adolescents
2. To assess various strategies used by the adolescents to improve their AQ.

RELEVANT - REVIEW

Ma'ruf *et al.*⁽⁵⁾ conducted a study on training development model in improving Islamic intelligence based adversity for new students. A study conducted on everyone has different abilities dealing with problems. Intelligence in facing difficulties and the ability to survive in various difficulties of life is called as AQ popularized by Stoltz. This study tries to develop a training model to improve AQ that is integrated with Islamic values. Integration of Islamic values becomes important considering the research subjects are students of the State Islamic University with the consideration that the belief system (Islam) greatly influences all aspects of their lives. This research uses Research and Development design by Borg and Gall which is simplified into 5 stages, namely: (1) Preliminary study and needs analysis, (2) initial product development, (3) expert validation, (4) small group trials, and (5) limited group trials. The results of the evaluation and testing of the training model developed proved to be able to improve the adversity intelligence of the new students, so it can be concluded that the training model developed based on Islamic values is appropriate, feasible, and effective to improve the adversity intelligence of students.

Amparo and Maureen (2015)⁽²⁾, a study conducted on the level of AQ and social skills of student leaders At De La Salle lipa among 105 college student leaders, aged 15–21 years old, of which 38 were males and 67 were females. The respondents belong to the Bachelor of Science in Psychology, Business Administration, Education, Math, Nursing, Biology, Accountancy, Tourism, HRM, Engineering and AB Communication courses. Most of the respondents were from BS Business Administration course. In addition, most of the respondents got a low level of AQ in terms of Control and Reach while below average level in terms of Ownership and Endurance. Moreover, most of the respondents got an average level of Social Skills in terms of Emotional Expressivity, Emotional Sensitivity, Emotional Control, Social Expressivity, Social Sensitivity, and Social Control. The results show that the relationship of the overall level of AQ of the respondents and overall Social Skills of the respondents with demographic profiles are not significant. In conclusion, the results show that there was a significant relationship between the overall level of AQ and Social Skills.

Sigit (2019)⁽⁶⁾ studied the effect of AQ and gender to learning outcome of high school students using ex post facto 3 × 2 factorial

design. The results showed that (1) there was a significant difference between the average of student's learning outcome on type quitters, campers, and climbers. Learning outcome of climbers was higher than campers and quitters. (2) There was a significant difference between the average student's learning outcome between male and female students. Learning outcome of female students was higher than male students. (3) There was no interaction between AQ and Gender to student's learning outcome on Biodiversity material.

Hema and Gupta (2019)⁽⁴⁾ conducted a study on effectiveness of intervention program to empower AQ of higher secondary school students. A comprehensive intervention program was developed which aimed to improve the dimensions of AQ, that is, control, ownership, reach, and endurance. The intervention program was tested among 11th standard school students in a school in Ahmedabad. Purposive sampling technique was used to select the sample. True experimental design post-test only was employed to conduct the experiment. A self-constructed AQ Scale was administered to the students to collect data after the treatment. The experiment was replicated to confirm the results. The study revealed that the intervention program developed to enhance AQ was effective.

Rathee and Sharma (2018)⁽⁷⁾ studied AQ among high school students in relation to demographic variables. 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 AQ was not found to be influenced by demographic variables, that is, gender and locality.

Aprilia⁽⁸⁾ studied AQ of late adolescence a lesion to build survival skill from early life. As many as 330 college students participated in this study using incidental sampling. Significant differences in AQ were found between male and female participants and the level of their participation in the organization. The results of this study found that most of the respondents were at Camper level. Female participants dominated the Climber level while male participants dominated the Quitter level. Individuals who were in the Camper type would tend to stop in the middle of trying because they could not face the difficulties, while individuals in the climber type would endeavor to the end. It was concluded that strengthening the ability to face obstacles and be able to think positively need to be developed from an early age so that individuals will be able to deal and cope well with difficulties in their life.

RESEARCH - METHODOLOGY

This chapter outlines the detailed description of the procedure for carrying out the study. A systematic well-designed procedure was followed for conducting the investigations, as well as for the analysis and interpretation of the data. The research methodology adopted for the present study has been discussed under the following subheads:

- Locale of the study
- Sampling Procedure
- Tools and Techniques.

Locale of the Study

The study was conducted in various locations such as Rajnikhand, Southcity, and Gomti nagar of Lucknow city, Uttar Pradesh, India.

Sampling Procedure

Sample random sampling procedure is used to select sample for the present study. Sample comprised 150 adolescents (79- girls and 71- boys age groups 10 years–19 years).

Tools and Technique

1. A self- structured questionnaire was used to study the socio – demographic profile of the respondents
2. A self- structured checklist was used to identify various strategies adopted by adolescents to overcome strategies.

RESULTS AND DISCUSSION

Socio-demographic Profile

Table 1.1 highlights the distribution of respondents according to age. It is evident from the table that majority of the respondents were under 15–19 years followed by 10–14 years with (18.0%). In case of boys 75.9% were 15–19 years while 24.0% were in 10–14 years age group. Similarly, among girls majority (67.6%) are in 15–19 years followed by 10–14 years with (24.0%) children.

Percent distribution of respondents according to number of siblings is presented in Table 1.2 and it was found that majority of Boys (87.3%) are in 1–4, followed by 5–8 with (11.3%) children. While (1.2%) children were 9–12 and only (0%) were 12- above. Similarly girls majority (97.1%) were in 1–4 followed by (2.8%) were in 5–8 followed by 9–12 and 12 above equal proportion (0%) it is evident from the table that the greatest proportion (92%) of the children were 1–4, followed by (7.3%) were 5-8 followed by (0.6%) were 9–12 and only (0%) were 12- above.

Table 1.3 presents distribution of respondents according to birth order. Data reveal that major proportion (39.3%) of the adolescents were second born, followed by first born (38.0%) third born (16.6%), fourth born (4.6%), and only 2.0% were fifth born.

As depicted in data, major proportion (37.9%) of boys were first born children, followed by second born (36.7%), while 15.1% were third born children followed by fourth born children (7.5%) and fifth born children (2.5%). Similarly, in case of girls major proportion (42.2%) of adolescents were second born, followed by first born (38.0%), third born (16.9%), and an equal proportion of 1.4% were fourth born and fifth born children.

Data pertaining to paternal education is presented in Table 1.4 which reveals that major proportion (26.6%) of the children fathers who were postgraduation. It was also found that 24.6% children had father who studied till Graduation followed by 10th standard class (20.0%), which is followed by 12th standard (16.0%) and Primary standard (12.6%).

The data further reveals that majority (28.1%) of the father of girls were postgraduate, followed by graduation (25.3%), there were 18.3.0 per cent girls whose fathers studied up to 12th standard, followed by 10th standard (16.9%). While only 11.2% girls reported that their father studied till primary level. Similarly, in case of Boys major proportion (26.3%) of the father were Post- graduation, while 24.0% Boys reported that their father studied up to Graduation, followed by 10th standard and (22.7%), and an equal proportion (13.9%) boys reported that their fathers studied up to 12th and primary level.

Table 1.5 shows the distribution of respondents according to maternal education and it reveals that majority of the children

Table 1.1: Distribution of respondents according age

Age of children	Boys (n=79)	Girls (n=71)	Total (n=100)
10–14 years	19 (24.0)	23 (32.3)	42 (28)
15–19 years	60 (75.9)	48 (67.6)	108 (72)

Table 1.2: Per cent distribution of respondents according to number of siblings

Number of siblings	Boys (n=79)	Girls (n=71)	Total (n=150)
1–4	69 (87.3)	69 (97.1)	138 (92)
5–8	9 (11.3)	2 (2.8)	11 (7.3)
9–12	1 (1.2)	0 (0)	1 (0.6)
12–above	0	0	0

Table 1.3: Distribution of respondents according birth order

Birth order	Boys (n=71)	Girls (n=71)	Total (n=150)
First born	30 (37.9)	27 (38.0)	57 (38)
Second born	29 (36.7)	30 (42.2)	59 (39.3)
Third born	12 (15.1)	12 (16.9)	24 (16)
Fourth born	6 (7.5)	1 (1.4)	7 (4.6)
Fifth born	2 (2.5)	1 (1.4)	3 (2)

Table 1.4: Distribution of respondents according to paternal education

Paternal education	Boys (n=79)	Girls (n=71)	Total (n=150)
Primary	11 (13.9)	8 (11.2)	19 (12.6)
10 th	18 (22.7)	12 (16.9)	30 (20)
12 th	11 (13.9)	13 (18.3)	24 (16)
Graduation	19 (24.0)	18 (25.3)	37 (24.6)
Postgraduation	20 (26.3)	20 (28.1)	40 (26.6)

Table 1.5: Distribution of respondents according to maternal education

Maternal education	Boys (n=79)	Girls (n=71)	Total (n=150)
Primary	14 (17.7)	13 (18.3)	27 (18)
10 th	19 (24.0)	17 (23.9)	36 (24)
12 th	18 (22.7)	10 (14.0)	28 (18.6)
Graduation	14 (17.7)	21 (29.5)	35 (23.3)
Postgraduation	14 (17.7)	10 (14.0)	24 (16)

have mothers who studied only up to 10th standard, while 23.3% adolescents reported that their mothers were graduates, followed by 12th standard (18.6%), primary level (8.0%), and postgraduate (16.0%).

Gender-wise distribution of the respondents reveals that major proportion (29.5%) of the girls have mothers who were graduates, followed by studying up to 10th standard (23.9%), primary (18.3%), and an equal proportion (14.0%) of girls have mother who studied up to 12th standard and postgraduation. In case of boys, major proportion (24.0%) of their mothers studied only up to 10th standard followed by 12th (22.7%), and an equal proportion (17.7%) adolescents mothers studied up to primary and graduation and postgraduation.

It can also be observed from Table 1.6 that major proportion (34.6%) of the respondents have father who were doing Business followed by 26.0% respondents had father whose father were working in Private-sector, Government employee their (22.0%) and (17.3%) children had father who were engaged in Any other (please specify). Looking on the paternal occupation of girls it was found that major proportion (32.3%) of the girls reported that their father were doing Business, followed by private sector employee (28.1%), government employee (25.3%), and 14.0% girls “father” were working girls reporting as their father engaged as Government employee, and

Table 1.6: Distribution of respondents according to paternal occupation

Paternal occupation	Boys (n=79)	Girls (n=79)	Total (n=150)
Business	29 (36.7)	23 (32.3)	52 (34.6)
Government employee	15 (18.9)	18 (25.3)	33 (22)
Private - sector employee	19 (24.0)	20 (28.1)	39 (26)
Any other (Please specify)	16 (20.2)	10 (14.0)	26 (17.3)

Table 1.7: Distribution of respondents according to maternal occupation

Maternal occupation	Boys (n=79)	Girls (n=71)	Total (n=150)
House wife	59 (74.6)	51 (71.8)	110 (73.3)
Asha worker	6 (7.5)	1 (1.4)	7 (4.6)
Business	4 (5.0)	1 (1.4)	5 (3.3)
Teacher	4 (5.0)	16 (22.5)	20 (13.3)
Any other (Please specify)	6 (7.5)	2 (2.8)	8 (5.3)

Table 1.8: Distribution of respondents according to monthly family income

Monthly family income	Boys (n=79)	Girls (n=71)	Total (n=150)
Below-10,000	20 (25.3)	11 (15.4)	31 (20.6)
10,000-20,000	8 (10.1)	8 (11.2)	16 (10.6)
20,000-30,000	12 (15.1)	14 (19.7)	26 (17.3)
Above-30000	39 (49.3)	38 (53.5)	77 (51.3)

Table 1.9: Distribution of respondents according to types of family

Types of family	Boys (n=79)	Girls (n=71)	Total (n=150)
Nuclear family	26 (32.9)	21 (29.5)	47 (31.3)
Joint family	45 (56.9)	44 (61.9)	89 (59.3)
Extended family	1 (1.2)	1 (1.2)	2 (1.3)
Single parent	7 (8.8)	5 (7.0)	12 (8)

Table 1.10: Distribution of respondents according to total no. of family members

Total no. of family members	Boys (n=79)	Girls (n=71)	Total (n=150)
1-5	38 (48.1)	27 (38.0)	65 (43.3)
6-10	29 (36.7)	26 (36.6)	55 (36.6)
11-15	8 (10.1)	11 (15.4)	19 (12.6)
16-above	4 (5.0)	7 (9.8)	11 (7.3)

(14.0%) of girls father work as (any other please specify). Among Boys major proportion (36.7%) of children reported that father work as Business, followed by (24.0%) private – sector employee, (20.2%) any other please specify, and Government employee (18.9%).

Data on maternal occupation as presented in Table 1.7 reveals of the mother of the respondents were house wife followed by (73.3%) respondents having mother working as teacher (13.3%) any other (Please specify), and (5.3%) Asha worker (4.6%), only (3.3%) of the children reported that their mother is Business. Major proportion (71.8%) of girls mothers were found to be housewife, followed by teacher (22.5%), and Any other (Please specify) (2.8%) and an equal proportion (1.4%) of girls reported that their mother work as Asha worker and Business. A similar trend was found in case of boys (74.6%) children who reported that their mothers engaged in housewife. And equal proportion (7.5%) of girls reported that their mother work as Asha worker and any other (Please specify) and (5.0%) of children reported mother work as business and teacher.

Data presented in Table 1.8 regarding monthly family income reveals that major proportion (51.3%) of the respondent's monthly family income was above Rs. 30,000, followed by a contrast of Rs. Below 10,000 (20.6%) per month, Rs. 20,000-30,000 (17.3%) while 10.6% reported that their monthly family income was Rs. 10,000-20,000.

Distribution of respondents according to types of family is presented in Table 1.9 and data showed that majority (59.3%) of the respondents belonged to joint family, followed by nuclear family (31.3%), while 8.0% respondents reported that they belonged to single percent family, and only 1.3% were from extended family. Among girls majority (61.9%) of them were from joint family, while (29.5%) were from nuclear family, followed by single parent (7.0%) and only 1.2% girls were from extended family. Similar trends were found in boys, major proportion (56.9%) of them belonged to joint family, followed by Nuclear family (32.9%), single parent family (8.8%), and 1.2% were from extended family.

In Table 1.10, data showed that total respondents of the majority (43.3%) were 1-5, followed by 6-10, were (36.6%) and

Table 2.1: Strategies used by adolescents to overcome adversity

Statement	Boys (n=79)	Girls (n=71)	Total (n=150)
	Frequency (%)	Frequency (%)	
Learn to find peace within yourself.	64 (81.0)	68 (95.7)	132 (88)
Practice – self- control	67 (84.8)	60 (84.5)	127 (84.6)
Venture outside your comfort zone	59 (74.6)	54 (76.0)	113 (75.3)
Take lesson from every failure and setback.	66 (83.5)	64 (90.1)	130 (86.6)
Believe in yourself	65 (82.2)	61 (85.9)	126 (84)
Drop negative self – Talk	61 (77.2)	50 (70.4)	111 (74)
Practice self- compassion	67 (84.8)	60 (84.5)	127 (84.6)
Take responsibility for a life	69 (87.3)	63 (88.7)	132 (88)
Whenever you feel problematic situation ask for help from parents and friends	68 (86.0)	64 (90.1)	132 (88)
Create a game plan	58 (73.4)	53 (74.6)	111 (74)
Adopt an attitude of Gratitude	63 (79.7)	56 (78.8)	119 (79.3)
Find your sense of humor	64 (81.0)	61 (85.9)	125 (83.3)
Be Mentally Prepared	68 (86.0)	57 (80.2)	125 (83.3)
Embrace adversity as a chance for opportunity	71 (89.8)	57 (80.2)	128 (85.3)
Refuse to give up	64 (81.0)	58 (81.6)	122 (81.3)
Keep a positive mindset	61 (77.2)	63 (88.7)	124 (82.6)
Believe in your capabilities	69 (87.3)	59 (83.6)	128 (85.3)
Focus on situation	68 (86.0)	59 (83.6)	127 (84.6)
View obstacles or adversity as a test	68 (86.0)	60 (84.5)	128 (85.3)
Talk it over with a like- minded person	71 (89.8)	59 (83.0)	130 (86.6)
Visualize the outcome	70 (88.6)	71 (100)	141 (94)
Stop making excuses	71 (89.8)	60 (84.5)	131 (87.3)
Have faith	71 (89.8)	61 (85.9)	132 (88)

11–15 (12.6%) and only 16-above (7.3%). Among girls majority (38.0%) were 1–5, and (36.6%) were 6–10 and (15.4%) were 11–15, and only (9.8%) were 16- above. Some as major proportion (48.1%) were having 1–5, (36.7%) were having 6–10, (10.1%) were 11–15, and (5.0%) were 16 above.

Table 2.1 highlights the different strategies adopted by adolescents to overcome adversity. Data reveal that majority (94%) of the adolescents visualize the outcome of adversity, followed by an equal proportion (88%) of adolescents stating that they take responsibility for life, ask for help from parents and friends whenever they are in problematic situation and have faith. About 87.3% reported that they stop making excuses while 86.6% adolescents take lesson from every failure and setback and so on.

Further probing the data across gender reveals that among girls, all (100%) of them visualize the outcome whenever required followed by strategies like learn to find peace within yourself (95.7%), an equal proportion (90.1%) cited that they take lessons from every failure and setback and whenever you feel problematic situation ask for help from parents, friends, while 70.4% drop negative self-talk and so on. However, among boys, and equal proportion (89.8%) of respondents reported that they embrace adversity as a chance for opportunity, Talk it over with a like-minded person, stop making excuses and have faith, followed by visualize the outcome (88.6%), take responsibility for a life and believe in your capabilities (87.3%), create a game plan (73.4%), etc.

CONCLUSION

Adolescents must have the ability to overcome the adversities in his/her life. It measures the ability to face the adversities. A person with good AQ will have qualities such as self- esteem, motivation, fighting spirit, creativity, sincerity, positive attitude, optimism, and good emotional health. A person having the ability to overcome adversities can easily solve or face any problems. In this

study the main strategies adopted by adolescents to overcome adversity reveals that majority (94%) of the adolescents visualize the outcome of adversity. Girls are (100%) of them visualize the outcome. However, among boys, and equal proportion (89.8%) of respondents reported that they embrace adversity as a chance for opportunity, talk it over with a like-minded person, stop making excuses and have faith.

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