

A study on level of adversity quotient of adolescents across age and gender

Anshikha Singh, Khwairakpam Sharmila, Shalini Agarwal, Gayatri Prajapati

ABSTRACT

Adversity Quotient (AQ) is one of the probable indicators of a person's success in life. It is useful to predict attitude, mental stress, perseverance, longevity, learning, and response to changes in the environment. An AQ measures the ability of a person to deal with adversities in his or her life. This study assess the level of AQ of adolescents of Lucknow city. The study was conducted among 150 adolescents (10–19 years), out of which 79 were boys and 71 were girls. Adversity Response Profile by Paul Stoltz (2001) was used to assess the level of AQ of the respondents. Result reveals that a significant proportion (42.0%) of adolescents has a low level of AQ. At the same time, only 2% of them fall under the high AQ level. Further probing, the data reveal that, in the 10–14 years age group, significant proportion (47.1%) of respondents falls under a low level of AQ. At the same time, 2.3% of adolescents have above average level of AQ. The level of AQ in 15–19 years reveals that a major proportion (39.8%) of the respondents falls at low level of AQ, and 2.7% of them have a high AQ. The level of AQ of adolescents across gender showed that a major proportion (43.6%) of girls have a low AQ and 1.4% have a high AQ. Similarly, a major proportion (40.5%) of boys falls under the low level of AQ and 2.5% high level of AQ.

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INTRODUCTION

Adversity Quotient (AQ), as defined by Dr. Paul Stoltz, "is about how an individual responds to life, especially the tough ones. It is an established science, theory, and approach for becoming more resilient." There are four dimensions of AQ that describe the pattern of response to adversity. These are Control, Ownership, Reach, and Endurance (CORE).

- i. Control is the extent to which someone perceives they can influence whatever happens next. It is how much control a person perceives to have over the adverse event
- ii. Ownership is the likelihood that someone will do anything to improve the situation, regardless of their formal responsibilities. It is who or what the origin of the adversity is or the degree the individual owns the outcomes
- iii. Reach is the extent to which someone perceives adversity will "reach into" and affect other aspects of the situation or how far it will go beyond. It is how far the outcome will affect the other areas of the person's life
- iv. Endurance is the length of time the individual perceives the adversity will last (Amparo and Maureen 2015).^[1]

People generally assumed that Intelligence Quotient (IQ) is the most significant factor to determine success in life. The higher the IQ, the brighter the future. Parents, generally, assume that children with higher IQ will obtain higher academic achievement. However, IQ is not the only main factor speaking; here, recent researches have shown that AQ is an undeniably important factor also. In general, some researchers defined AQ with different viewpoints and interpretations (Fiola, 2020).^[2]

The development of students currently is quite complex, starting from physical, psychological development, both growing from the factors of self, family, and social relations. With the level of differences in intelligence, facing obstacles owned by each student, of course, there will be competition between students and other students in terms of learning achievement. At the AQ level, there are three types of students facing difficulties and obstacles,

Department of Human Development and Family Studies, School of Home Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh, India.

Corresponding Author: Khwairakpam Sharmila, Assistant Professor, Department of Human Development and Family Studies, School of Home Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh, India. E-mail: Khwairakpamsharmila@gmail.com

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namely, the type of Quitters who give up when overcoming obstacles, the type of Campers who are satisfied with the results, and the type of Climbers who have courage in every effort whatever obstacles they face in achieving success. The difference in the level of intellectual development had by students, which is different from other students to influence the process and results of learning. Not only are differences in intelligence facing obstacles but gender differences also have significantly different abilities in responding to difficulties. Research study also shows that gender will affect the AQ. However, when faced with difficulties, females tend to blame themselves, and males usually focus on the results of these difficulties (Sigit *et al.* 2019). People with high AQ have been found to perform well in the face of adversity, whether it is big or small. These people exhibit high productivity and have the high capacity by keeping their morale high. Research indicates that individuals with high AQ levels take greater responsibility to fix problems, and they do not blame others for their setback. Those who can handle adversity can become easily overwhelmed and emotional, then pull back and stop trying their further efforts. Not only adults but adolescents also adolescents have faced many

Table 1: Percent distribution of adolescents dimensions of adversity quotient as per age

| Level of Adversity Quotient | Total n=150 | 10–14 years | 15–19 years |
|-----------------------------|-------------|-------------|-------------|
| High | 3 (2) | 0 (0) | 3 (2.7) |
| Above Average | 7 (4.6) | 1 (2.3) | 6 (5.5) |
| Average | 22 (14.6) | 4 (9.5) | 18 (16.6) |
| Below Average | 55 (36.6) | 17 (40.4) | 38 (35.1) |
| Low | 63 (42) | 20 (47.6) | 43 (39.8) |

Table 2: Difference in level of adversity quotient across age

| Category | Variable | Mean | Std. Deviation | Df | F | Sig. | Conclusion |
|--------------------|-------------|------|----------------|-----|-------|-------|------------|
| Adversity Quotient | Age | | | | | | |
| | 10–14 years | 0.67 | 0.75 | 149 | 2.906 | 0.090 | NS |
| | 15–19 years | 0.96 | 1.02 | | | | |

NS: Non-significant

adversities at their personal and academic levels. School is one of the significant sources of stress. At the school level, students have to pass from a stressful environment. The present study is an effort in this direction and intends to assess the level of AQ of adolescents across ages and gender.

METHODOLOGY

This chapter outlines a detailed description of the procedure for carrying out the study. 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, South city, and Gomti Nagar of Lucknow city, Uttar Pradesh, India.

Sampling Procedure

Simple random sampling procedures are used to select a samples for the present study. The final sample comprised 150 adolescents (79 girls and 71 boys in the age groups of 10–19 years).

Tools and Technique

Adversity Response Profile developed by Paul Stoltz (2001) was used to assess the level of AQ of the respondents. The scale consists of 20 items and was divided into four dimensions as follows:

1. Control
2. Ownership
3. Reach
4. Endurance.

The scale has five-point rating scale, and the scoring ranges from 5 to 1 for each item. Each item has 5 point rating. The five-point scale included were as follows:

- 1 = Not important to my sense of who I am
- 2 = Slightly important to my sense of who I
- 3 = Moderately important to my sense of who I
- 4 = Considerably important to my sense of who I
- 5 = Completely important to my sense of who I.

The scale was administered to the respondents, and they were asked to respond to each of the 20 statements. After getting responses, the scores of each dimension were calculated for

Table 3: Gender-wise distribution of adolescents as per the level of adversity quotient

| Level of Adversity Quotient | Total n=150 | Boys | Girls |
|-----------------------------|-------------|-----------|-----------|
| High | 3 (2) | 2 (2.5) | 1 (1.4) |
| Above Average | 7 (4.6) | 1 (1.2) | 6 (8.4) |
| Average | 22 (14.6) | 13 (16.4) | 9 (12.6) |
| Below average | 55 (36.6) | 31 (39.2) | 24 (33.8) |
| Low | 63 (42) | 32 (40.5) | 31 (43.6) |

Table 4: Difference in level of adversity quotient across gender

| Category | Mean | Std. Deviation | df | F | Sig. | Conclusion |
|--------------------|--------|----------------|-----|-------|-------|------------|
| Adversity Quotient | | | | | | |
| Boys | 0.8608 | 0.916115 | 149 | 0.066 | 0.797 | NS |
| Girls | 0.9014 | 1.01637 | | | | |

NS: Non-Significant

respective statements, and categorized into High, Average, and Low.

RESULTS AND DISCUSSION

Data presented in Table 1 which shows the level of AQ in adolescents according to age group. In the 10–14 years age group, a major proportion (47.1%) of respondents falls under the low level of AQ, followed by the below average (40.4%) level of AQ. However, 9.5% of adolescents were found under the average level of AQ, while 2.3% of adolescents have above average level of AQ.

Similarly, the level of AQ among the age group 15–19 years reveals that significant proportion (39.8%) of the respondents falls under below low level of AQ, followed by below average (35.1%) level of AQ. At the same time, 16.6% adolescents have average AQ, while 5.5% adolescent has above average level of AQ, and 2.7% of them have high AQ.

Other findings by Kuhon (2020) showed that the majority of the students who excelled, in academic performance, were the students whose test results showed that they were classified with a high level of AQ. Furthermore, as this study included two groups of students, the data depicted that the adult students performed a better result in the AQ test than the fresh graduate students who were both in the same semester.

Result depicted that $P > 0.05$, thus, null hypothesis was accepted, which means that there is a significant difference between the level of AQ according to age. The result of the study is in line with the study conducted by Santos (2012)^[3] [Table 2] who also found that AQ was not influenced by gender and locality.^[4]

Data depicting the level of AQ of adolescents across gender are presented in Table 3. Data clearly show that a major proportion (43.6%) of girls have a low AQ, followed by below average (33.8%), while 12.6% have an average AQ. About 8.4% of girls were in above-average AQ, and 1.4% had a high AQ. Similarly, a major proportion (40.5%) of boys falls under the low level of AQ, followed by below-average level (39.2%), and average AQ (16.4%). However, 1.2% of boys fall under above-average level of AQ, and 2.5% have a high level of AQ.

Table 4 Result depicted that $P > 0.01$, thus, null hypothesis was accepted, which means that there is a significant difference between the levels of AQ according to gender.

The result of the study is in line with the study conducted by Sharma (2018)^[5] [Table 4] which also found that AQ was not influenced by demographic variables, that is, gender and locality. [Table 4] Similarly, Hema and Gupta (2015)^[6] also concludes that AQ is not influenced by gender, stream of education, and family factors; rather, it was seen to be influenced by the type of schools [Table 4]. Makvana (2015)^[7] also found that there was no significant difference in the mean scores of AQ on the basis of gender, stream of education, that is, Commerce, Science and Arts, and various family variables such as nature of the family, size of the family, qualification of parents, and occupation.

CONCLUSION

AQ for adolescents is a crucial factor in achieving success. Students who have high adversity intelligence always try to solve the

difficulties and challenges present in their lives. Based on the result of the study, it can be concluded that the level of AQ of the adolescents was primarily low. The level of AQ in adolescents according to age group showed that the majority of the adolescents have low AQ. However, in 15–19 years, 2.7% of adolescents have a high AQ. It can also be concluded that it was more of boys who had high AQ compared to girls.

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