

Measuring the Effectiveness of Intervention Program on Adversity Quotient of the college students

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"We all face similar setbacks and problems in life. How we decide to react to what is thrown at us is what determines our level of happiness or frustration."

- Folorunsho Mejabi, *Enthusiasm: The Secret of Success*

Setbacks are part and parcel of every individual irrespective of one's demographic profile, what differs is the length and magnitude. Focussing on the teenagers, India at its breast has a wide diverse young demographic who are capable of enhancing India's stance as the world's most powerful hub. But at same India's suicide rate is increasing at an alarming rate, (See figure 1.1) with maximum suicides in the age group of 18- 30 years. Further probing deeper, students suicide comprises 8.2% (See Fig 1.2) alone. Depression on other hand has remained clueless with unknown facts and figures. This not only impacts the families of the victims but at the same time cause potential loss to the society and nation at large. This challenge is not occurring in isolation but spawning across the entire nation with Maharashtra reporting the highest suicide rate.

A student and a teenager, in particular, confront various challenges, that may be associated with academics, home environment, socio-economic situations, identity crisis, relations with peers, a physical, emotional, social and intellectual imbalance that can lead the student to drop out of education, suicides, substance abuse, violence, depression, stress, anxiety disorder, accident, homicide etc. Thus, resulting in creating hardships for the students and with COVID 19 the situation is even grimmer.

Education has a huge responsibility to churn individuals with enhanced capabilities that leads to sustainable development of an individual and communities at large. It is not only a means to enhance human capital and productivity but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Thus, it is a critical invasive instrument for bringing about social, economic and political inclusion and durable integration of people. Education thus, acts as a framework for shaping lives and future. It, therefore, plays a crucial role in shaping the citizens of tomorrow, citizens who are responsible, accountable, sincere, robust, emotionally healthy and resilient. In today's educational literature, it is common to see the term resilience used when describing the characteristics needed by students to be successful. Dr Paul Stoltz said, "Each child must develop the ability to turn obstacles into opportunities for which Adversity Quotient (AQ) is the word of the hour." (Stoltz, 1997). Thus, this experimental study that is based on RS 14 (Resilience Scale) evaluates the impact of an intervention program on the adversity quotient of the student enrolled in the HEI in the age group of 18-19 years.

Literature Review:

The literature review in this arena has been diversified varying from conceptualization to measurements of Adversity Quotient amongst various age groups, correlations of improved AQ with performance and impact of intervention programs on AQ.

Tripathi, S. (2012). studied the Use of Adversity Quotient AQ in creating strong business leaders of tomorrow. The study evaluated the AQ score and traits of the 131 employees engaged in the leadership positions in business dealing with value addition to services. The results evidenced that AQ is strongly influenced by qualities of Control, Reach, Endurance over the adversities. Further positive thinking overpowered performance goals rather than IQ. Liu, L. (2011). studied the relationship between AQ, work pressure, personal characteristics and work performance to ascertain the relationship between personality traits, AQ, work stress and work performance among different gender roles and to provide entrepreneurs with a direction of recruiting and training their employees and to create an enterprise competitive power. A descriptive type of study was used. 693 office workers in Taiwan were studied as samples. It was found that different gender roles and personality traits had a significant impact on AQ scores. Not only the AQ is perceived to be effective in achieving organizational goals, but also as a vital component in shaping the minds of the student fraternity. Almeida, A. (2009). developed a programme for enhancing the AQ® of junior college students. The objectives of the study were to develop a programme for enhancing the AQ® of Junior college students and to study its

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effectiveness through a quasi-experiment. A total of 100 students, 50 in the experimental group and 50 in the control group of the Junior college of Vasai were selected as samples. It was found that there is a significant difference between the AQ of the experimental group and the control group. The students of the experimental group showed enhanced AQ in the post-test than the control group. The ability to handle adversities had increased after the implementation of the programme on the experimental group. Dsouza, R. (2006). conducted a study with a the primary objective to compare and contrast AQ scores of students across selected boards i.e SSC, ICSE and CBSE. 548 Secondary school students of 9th standard of SSC, ICSE and CBSE English medium boards of Greater Mumbai were selected for the study. It was found that there is a significant difference in the AQ of SSC, ICSE and CBSE schools. The results revealed the AQ scores of students in ICSE and CBSE board was significantly higher than SSC boards which may be attributed to the existence of regular intervention programs.

Cura, J., & Gozum, J. (2011) conducted a correlational study amongst the 398 engineering students to evaluate the AQ scores to IQ scores and their demographic profiles. The results reveal there existed no significant relationship between IQ and AQ scores. Also, demographic profiles like sex, age, academic qualifications also didn't find their place in the AQ scores.

Thus, the literature with respect to measurement and correlation of AQ has been immense but sleek when it comes to studying the effectiveness of intervention programs. The present study thereby intervenes to study the effectiveness of intervention programs on AQ scores of the teenagers in the age group of 18-19 years enrolled with HEL.

Research Objectives and Hypothesis.

1. To study the effectiveness of Intervention program on the Adversity Quotient amongst the respondents under study.

Research Hypotheses

H1: There is significant difference in the Pre and Post test scores of AQ amongst the respondents under study.

The hypotheses have been framed in light with available literature review to provide significant evidence to the theoretical conceptualization of AQ.

Research Methodology

The study being experimental in nature, uses primary data, the details are as below-

Study Population: Students enrolled for undergraduate course.

Sample Size: 100, however 90 was the response rate with complete validation

Sampling method: Random Sampling from study population.

Data Collection tool: A resilience rating scale (RS-14) covering the attitude of students on the given challenging situations were administered on the students for the data collection.

Experiment Design:

The present study will follow quantitative study of experimental type. In this study, the researcher used "single group pretest- posttest pre-experimental research design, that can be diagrammatically shown as 01 X 02 in which 0-1 refers to pre-test scores ,X- refers to Intervention Program and 02 refers to post test scores. The Independent variable would be Intervention Programme while Dependent variable would be Adversity Quotient Scores. Pre- Post Test measures are used to study the impact of intervention program.

Concept of Adversity Quotient and Resilience.

The Indian Education system has largely till date focussed on sharpening the intellect of a student based on formalized education assessed through grade card. In early 2000, the need for skill-based development to gained momentum but what remains out of the ecosystem is to carve the students to face adversities, how to react and ability to handle adversities. This is one major cause that despite IQ levels being high students often commit suicide or aren't able to explore their potentialities to full. Off late Emotional Intelligence is finding its place in self-management curriculum, but Adversity Quotient still remains out of the scope of the education fraternity.

The concept of Adversity Quotient was pioneered by Dr. Paul Stoltz, California based Consultant. Stoltz said that life is like mountain climbing and that people are born with a core human drive to ascend. Ascending means moving toward one's purpose no matter what the goals. It is the underlying factor that determines one's ability to ascend (Stoltz, 2000). Adversity Quotient is about what it takes to get things done in highly demanding times. Adversity Quotient is a scientifically grounded theory that describes, measures, and strengthens how people respond to the full range of adversities that now comprise a typical day.

On other hand , the term Resilience is used to describe an individual's ability to overcome, with success, adverse conditions or situations that involve risk to their well-being, development and mental health (Reppold, Mayer, Almeida & Hutz, 2012). It is a transactional process mediated by the interaction between the individual

and the environment (Reppold et al., 2012) that ranges throughout life, since an individual who is resilient in an adverse situation, may not be in another situation (Windle, 2010)

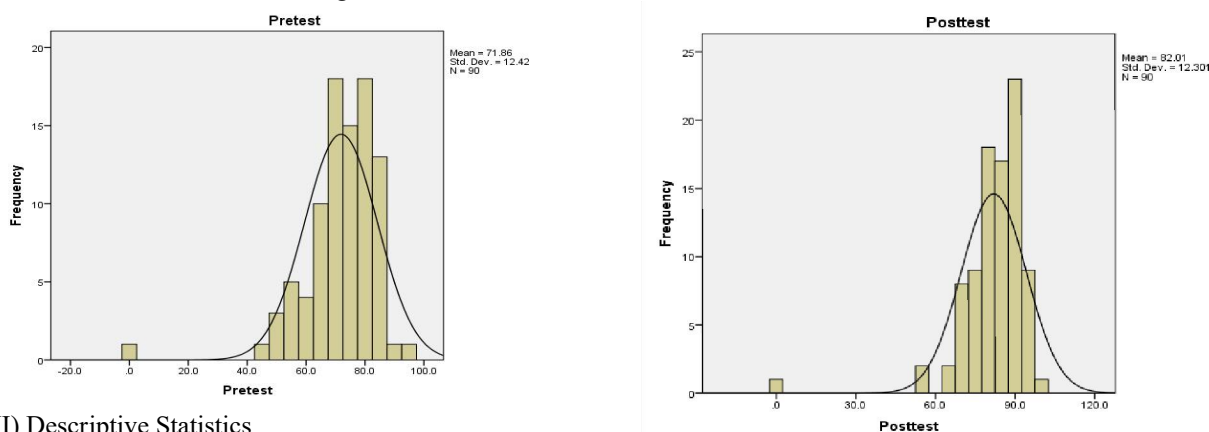
Resilience is the ability to steer through serious life challenges and find ways to bounce back and to thrive. Resilience helps people live happier, healthier, more successful lives and protects against depression. How do people react to unexpected difficulties? Healthy, resilient people have stress-resistant personalities and learn valuable lessons from rough experiences. Resilience is the process of successfully adapting to difficult or challenging life experiences. Resilient people overcome adversity, bounce back from setbacks, and can thrive under extreme, on-going pressure without acting in dysfunctional or harmful ways. The most resilient people recover from traumatic experiences stronger, better, and wiser.

Adversity quotient is the quantitatively measuring an individual's resilience. The present study measures the adversity quotient of the study population before the intervention program that are designed to develop resilience. The scores are once measured post intervention program to study the impact of the programs so developed and executed.

Data Analysis and Interpretation

The data distribution being normal in nature, Two Sample Paired test was conducted on the scores recorded before and after intervention program based on guidelines issued by the resilience manual to ensure robustness of the study.

Figure 1: Data Distribution Curve: Pre and Post Test



II) Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	90	94.0	.0	94.0	71.856	1.3092	12.4201	-2.383	.254	11.547	.503
Posttest	90	98.0	.0	98.0	82.011	1.2966	12.3010	-3.595	.254	21.565	.503
Valid N (listwise)	90										

III) Inferential Analysis for Hypothesis Testing

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-10.1556	6.4458	.6794	-11.5056	-8.8055	-14.947	89	.000

Source: Based on Data Inputs using SPSS 23 version.

The data inputs significantly evidence that the intervention program have a significant positive impact on improving (resilience) i.e. adversity quotient scores amongst the study population being the p value 0.00 leading to non- acceptance of null hypothesis. Further the descriptive statistics also point out the fact the mean score prior to the intervention program was 71.856 while post intervention program it jumped to 82.011 that marks a significant improvement conclusive through inferential analysis.

Conclusion

One of the most revealing facts, uncovered by Dr. Paul Stoltz, is that---“The average 6-year-old laughs 300 times per day, whereas, the average adult, just 17”. ‘This’, he says, ‘is the accumulated effect of adversity over time’. According to Stoltz, the number of adversities some individual faces, during a day, on an average has increased from 7 to 23, in the past ten years.

Education system by and large was a huge pressure cooker on a child’s intellect, it continued to focus on sharpening intellectual with an aim to turn learners into earners. But in this process it comprised on paying attention to the need of students dealing with adversities effectively. Resilience, the ability to face adversities and bouncing back does largely depend on individual’s traits and upbringing but when forms the part of the learning ecosystem the impact is positive. The present study did statistically prove the positive effectiveness of intervention program that help students improve on their adversity quotients thereby improving their life skills. As heading towards implementation of National Education Policy, paying heed towards measuring and improving adversity quotients amongst students is vital.

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