

ADVERSITY QUOTIENT OF SECONDARY TEACHER EDUCATION STUDENTS

**A. Shanthi Devi & **Dr. R. Sasipriya*

Abstract

Adversity quotient is a value of one's skill to overcome the obstacles in his or her life. The present study aims to find out the significant difference between male and female, government-aided and self-financed, rural colleges and urban colleges and women and co-educational colleges secondary teacher education students in their adversity quotient. Survey method was adopted for this study. Adversity Quotient Inventory (2016) was used by the investigator and the guide. The sample consisted of 300 second year secondary teacher education students in Thoothukudi District. The sample was selected by stratified random sampling technique. The researcher found that i) there is significant difference between male and female secondary teacher education students in their endurance. Male students are better than female students. ii) there is significant difference between government aided and self financed college secondary teacher education students in their Reach and Adversity quotient. Self-financed college secondary teacher education students are better than government aided college secondary teacher education students. iii) There is significant difference between rural and urban college of secondary teacher education students in their Reach. Urban college secondary teacher education students are better than rural college secondary teacher education students. iv) There is significant difference between women and co-education college of secondary teacher education students in their control. Women college secondary teacher education students are better than co-education college secondary teacher education students.

Key words : Adversity quotient, LEAD, Quantitative expansion

Introduction

Adversity quotient is a value of one's skill to overcome the obstacles in his or her own life. Paul Stoltz (1997) defines Adversity Quotient as "the capacity of the person to deal with the adversities of his life. As such, it is the science of human resilience". Paul Stoltz coined the word 'adversity quotient' in his book 'Turning Obstacles into Opportunities'. Adversity Quotient is one of the probable indicators of a person's success in life and is also primarily useful to predict attitude, mental stress, perseverance, longevity, learning and response to changes in the environment. The ways to promote adversity quotient is LEAD (L-Listen, E-Explore, A-Analyze and D-Do) sequence.

Significance of the Study

A high adversity quotient leads to first-rate accomplishments, productivity and creativity. It can help people maintain their health, vitality and happiness (Tracy Luo, 2013). Today Indian population comprises of large part of youngsters and nuclear families with one or two children, are

increasing. In the recent years, there are many incidents portraying the low level adversity quotient among youngsters due to the lack of advice from previous generation and elders. The level of adversity quotient should be increased in the school level itself. In the present scenario, the education department had met a quantitative expansion. Now-a-days the teachers have a lot of work-load, health disorders, lack of security in the working place, pressure from management, closed climate, controlled climate in the working place and so on. For this they are pressured, tensed, taking sleeping-pills, taking drugs and smoking and so on. This is not a healthy way to overcome their problems.

The secondary teacher education students of today are the future moulders of the society. They should be prepared to train the students to overcome their obstacles. To overcome this, high level of adversity quotient is very essential for the secondary teacher education students. The investigator has selected this topic, keeping in mind the needs of society.

Keeping these ideas in mind, the investigator has selected the topic.

* M.Ed., Scholar, V.O.C. College of Education, Thoothukudi.

** Asst. Prof. of Physical Science, V.O.C. College of Education, Thoothukudi.

Objectives of the Study

1. To find out whether there is any significant difference between male and female secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

2. To find out whether there is any significant difference between government-aided and self-financed college secondary teacher education students in their control, ownership, reach and endurance in adversity quotient.

3. To find out whether there is any significant difference between rural and urban college secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

4. To find out whether there is any significant difference between women and co-education college secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

Hypotheses of the Study

1. There is no significant difference between male and female secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

2. There is no significant difference between government-aided and self-financed college secondary teacher education students in their control, ownership, reach and endurance and adversity quotient.

3. There is no significant difference between rural and urban college secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

4. There is no significant difference between women and co-education college secondary teacher education students in their control, ownership, reach, endurance and adversity quotient.

Methodology

Survey method is adopted for the present study. The sample for the study is chosen by using stratified random sampling technique. The stratification was done on the basis of gender, age, locality of residence, locality of college, nature of college, type of college family annual income. The sample consists of 300 second year secondary teacher education students who are studying in colleges of education affiliated to Tamil Nadu Teacher Education University in Thoothukudi District. Adversity Quotient Inventory developed and validated by the investigator and the guide. The

reliability coefficient was found by using test-retest method. It was 0.78. The statistical techniques used are: Arithmetic mean, Standard Deviation and t-Test.

Data Analysis

Table. 1 Difference between Male and Female Secondary Teacher Education Students in their Adversity Quotient

Dimensions of Adversity Quotient	Male (N=21)		Female (N=279)		Calculated Value of 't'	Remarks
	Mean	SD	Mean	SD		
Control	16.1	1.64	15.56	1.886	1.419	NS
Ownership	25.05	2.133	24.86	2.11	0.389	NS
Reach	42.81	4.045	42.41	4.242	0.436	NS
Endurance	24.29	2.432	23.01	2.846	2.281	S
Adversity Quotient	108.24	9.176	105.85	9.298	1.151	NS

(At 5% level of significance the table value of 't' is 1.96)

Table 1 indicates that there is no significant difference between male and female secondary teacher education students in their control, ownership, reach and adversity quotient, but there is a significant difference between male and female secondary teacher education students in their 'endurance'.

Table. 2 Difference between Government aided and Self - Financed College Secondary Teacher Education Students in their Adversity Quotient

Dimensions of Adversity Quotient	Government aided (N=109)		Self financed (N=191)		Calculated Value of 't'	Remarks
	Mean	SD	Mean	SD		
Control	15.68	1.88	15.55	1.871	0.55	NS
Ownership	25.17	2.205	24.71	2.039	1.779	NS
Reach	43.29	4.094	41.95	4.229	2.706	S
Endurance	23.37	3.033	22.95	2.711	1.181	NS
Adversity Quotient	107.5	9.663	105.16	8.992	2.07	S

(At 5% level of significance the table value of 't' is 1.96)

Table 2 indicates that there is no significant difference between government-aided and self-financed college secondary teacher education students in their level of control, ownership and endurance, but there is a significant difference between government-aided and self-financed college secondary teacher education students in their reach and adversity quotient.

Table - 3 Difference between Rural and Urban College Secondary Teacher Education Students in their Adversity Quotient

Dimensions of Adversity Quotient	Rural college (N=145)		Urban college (N=155)		Calculated Value of 't'	Remarks
	Mean	SD	Mean	SD		
Control	15.68	1.825	15.52	1.918	0.741	NS
Ownership	24.64	2.21	25.09	2.081	1.849	NS
Reach	41.87	4.295	42.97	4.098	2.264	S
Endurance	23.05	2.665	23.15	2.992	0.326	NS
Adversity Quotient	105.24	9.069	106.74	9.472	1.396	NS

(At 5% level of significance the table value of 't' is 1.96)

Table 3 indicates that there is no significant difference between rural and urban college secondary teacher education students in their control, ownership, reach and adversity quotient, but there is a significant difference between rural and urban college secondary teacher education students in their reach.

Table. 4 Difference between Women and Co-Education College Secondary Teacher Education Students in their Adversity Quotient

Dimensions of Adversity Quotient	Women college (N=37)		Co-Education college (N=263)		Calculated Value of 't'	Remarks
	Mean	SD	Mean	SD		
Control	16.27	1.726	15.51	1.876	2.495	S
Ownership	25.32	2.404	24.81	2.661	1.239	NS
Reach	43.27	4.611	42.32	4.162	1.188	NS
Endurance	23.19	3.265	23.09	2.775	0.174	NS
Adversity Quotient	108.05	10.713	105.73	9.063	1.26	NS

(At 5% level of significance the table value of 't' is 1.96)

Table 4 indicates that there is no significant difference between women and co-education college secondary teacher education students in their ownership, reach, endurance and adversity quotient, but there is a significant difference between women and co-education college secondary teacher education students in their control.

Findings

1. There is no significant difference between male and female secondary teacher education students in their control, ownership, reach and adversity quotient. But there is significant difference between male and female secondary teacher education students in their endurance. While

comparing the mean scores of male and female secondary teacher education students, the male students (m=24.29) are better than the female students (m=23.01) in their endurance.

2. There is no significant difference between governments aided and self-financed college secondary teacher education students in their control, ownership, endurance and adversity quotient. But there is a significant difference between governments aided and self-financed college secondary teacher education students in their reach and adversity quotient. While comparing the mean scores of government aided and self-financed secondary teacher education students, the government aided students (m=43.29) are better than the self-financed students (m=41.95) in their reach. While comparing the mean scores of government aided and self-financed secondary teacher education students, the government aided students (m=107.50) are better than the self-financed students (m=105.16) in their adversity quotient.

3. There is no significant difference between rural and urban college secondary teacher education students in their control, ownership, endurance and adversity quotient. But there is a significant difference between rural and urban college secondary teacher education students in their reach. While comparing the mean scores of rural and urban college secondary teacher education students, the urban college students (m=42.97) are better than the rural college students (m=41.87) in their reach.

4. There is no significant difference between women and co-education college secondary teacher education students in their ownership, reach, endurance and adversity quotient. But there is a significant difference between women and co-education college secondary teacher education students in their control. While comparing the mean scores of women and co-education college secondary teacher education students, the women college students (m=16.27) are better than the co-education college students (m=15.51) in their control.

Interpretations

1. Significant difference exists between male and female secondary teacher education students in their endurance. Here male students are better than female students. This may be due to the fact that male secondary teacher education students analyse the problems before tackling the problems. The male

can face any problem and solve it easily. They never worry about the problems.

2. Significant difference exists between government aided and self-financed college secondary teacher education students in their reach and adversity quotient. Here government aided college secondary teacher education students are better than self-financed college secondary teacher education students. This may be due to the fact that in government aided college secondary teacher education, management and government administrate the college. Therefore the management recognizes the teacher educators who make good teachers and train students very well and get very good marks in examination. Management engages the teacher educators to implement the innovative teaching practices which are provided by the University. Teacher educators work hard to produce good result forever.

3. Significant difference exists between rural and urban college secondary teacher education students in their reach. Here urban college secondary teacher education students are better than rural college secondary teacher education students. This may be due to the fact that urban college secondary teacher education students have enough facilities, resources (human and material) and guidance in their colleges. Urban college students have literate parents and siblings.

4. Significant difference exists between women and co-education college secondary teacher education students in their control. Here women college secondary teacher education students are better than co-education college secondary teacher education students. This may be due to the fact that women college secondary teacher education students have a good interaction with their friends while teaching. They have a good attraction in their teaching. They prepare good and attractive learning materials for teaching. In Women College of education, the teacher educators are mostly women. Therefore they are very strict.

Educational Implications

1. The institutions have to conduct various Yoga and Meditation programmes for students.

2. Teacher educators should identify and guide the students who have problems.

3. The management should appoint a Counsellor for solving the problems of the students.

4. Rural colleges should appoint appropriate teacher educators for teaching. The management

should provide needed teaching-learning materials, technological resources and extra-curricular materials.

5. Teacher educators should tell the great persons' stories like Abdul Kalam, Thomas Alva Edison and Nelson Mandela.

6. The students should be made to understand that the success and failure are both sides of the life by Teacher educators.

Conclusion

Every individual has a lot of problems personal, financial, mental, social and so on. Many individuals did not know how to overcome their problems successfully. It is necessary for secondary teacher education students to understand the problems easily. This study, therefore measured the influences of adversity quotient of secondary teacher education students.

References

LokeshKovl. (1984). *Methodology of Educational research*. New Delhi: Vikas Publishing House.

Million Schmacher. (1989). *Research Methodology*. New Delhi: WishwaPrakasham.

Stoltz, P.G. (1997). *Adversity Quotient: Turning obstacles into opportunities*. New York: Wiley.

Stoltz, P.G. (2000). *Adversity Quotient @ work: Make everyday challenges the key to your success-putting the principles of AQ into action*. New York: Wiley.

Hema and Sanjay Gupta. (2015) Adversity Quotient for higher education. *The International Journal of Indian Psychology*. Vol.2, Issue 3, pp 49 – 64.

VibhawariNikam and MeghaUplane (2011) Adversity Quotient among secondary school students. *Universal journal of educational research*. Vol. 1, No. 4, pp 303 – 308.

PritiSachdev. (2009). *Effectiveness of an intervention programme to develop adversity quotient of potential leaders* Mumbai: Shreemati Nathibai DamodarThackersey Women's University.

Tarapurwala. (2010). *A study of some correlates of AQ of college students*. Unpublished M.Ed. Dissertation, Mumbai: SNDT Women's University.

Zhou Huijuan (2009). Adversity Quotient and academic performance among college students at St. Joseph's College, Quezon City.