ADVERSITY QUOTIENT (AQ) OF THE B.ED. TEACHER TRAINEES OF WEST BENGAL

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Abstract: The present study intends to investigate if there is any difference in the Adversity Quotient (AQ) level of the pre-service and in-service B.Ed. teacher trainees of West Bengal. Sample comprised of 652 (488 in-service and 164 pre-service) B.Ed. teacher trainees of different districts of West Bengal. A scale [RB-DB Adversity Quotient (AQ) Assessment Scale] is being developed by the researchers and has been standardized properly which was applied later to collect data that was analyzed by using Independent Sample Mann Whitney U test. Mean was calculated to describe the data. A significant difference in the level of Adversity Quotient of the in-service and pre-service B.Ed. teacher trainees was revealed. It was also concluded from the study that the in-service B.Ed. teacher trainees tend to have higher degree of Adversity Quotient rather than the pre-service B.Ed. teacher trainees.

Key Words - Adversity Quotient (AQ), In-Service B.Ed. teacher trainees, Pre-service B.Ed. Teacher Trainees.

1. INTRODUCTION:

Education in a wider sense refers to a process of all round development of an individual. It is a holistic, comprehensive and continuous process of adjustment which is associated with proper monitoring of one’s own emotion to maintain peace and harmony in every aspects of one’s life though sometimes, generally, we see many types of deviated behavior in adverse circumstances in every one’s life. Teachers are not also the exceptions, as life is not always smooth sailing as we often expect. In every moment, the teachers from various stratum and category of our society have to face new challenges to accomplish their assigned duties and responsibilities and therefore, if they are properly empowered and skilled enough, they will be able to overcome all the hindrances that might be emerged in their lives, for being a successful teacher rather a role model to their students in near future, who can turn the adversities into the most prospective opportunities by the reformation of the entire situation through appropriate attitude and action. For this, apart from mere bookish knowledge a teacher has to be well equipped and efficient enough to be able to tackle different issues as per the demand of a particular situation ethically. Therefore, Teacher Education has to be viewed as a long term social investment for the overall development of our society (such as promotion of academic as well as economic growth, cultural development and social cohesion) as teachers are indeed valued as the backbone of our society who nurture and nourish the future citizens of our nation. Every year so many new aspirants are joining in different teachers’ training institutions to gather the required knowledge and skill for being an effective teacher. Some of them are already serving in different schools and on the other hand some of those aspirants have just been graduated with a dream of being a teacher for serving truly as the pioneer of the progress of the society being a role model and thus, inevitably all their competencies are being directly or indirectly would be incorporated within their students.

So, here in the small span of this study we have tried our level best to find out the most pertinent answer of the question – “Is there any difference between the pre-service and in-service B.Ed. teacher trainees regarding their ability to tackle as well as overcome any adverse situation?.” So, the present study intends to assess if there is any difference in the Adversity Quotient (AQ) level of the pre-service and in-service B.Ed. teacher trainees of West Bengal in relation to the teaching profession as well as other aspects of their lives.

1.1 Adversity Quotient (AQ):

Dr. Paul Stoltz introduced and invented the concept of adversity quotient. Adversity Quotient denotes the ability of a person to face any unfavourable situation in his/her professional and personal life. According to Dr. Paul Stoltz (2000), the Adversity Quotient (AQ), is the science of human resilience, i.e. an ability to handle different adverse situations as and when required. It can be measured by the sum total of the following four components of the adversity quotient (AQ) that are as follows:

- Control: It measures the extent to which a person can influence an adverse situation.
- Origin and Ownership: This component measures the extent to which a person holds himself or herself responsible for improving any adverse situation or condition.
- Reach: It measures how far the adversity of one area of one’s life influences the other aspects of his/her life.
- Endurance: It measures how long the consequences of any unpleasant event of one’s life will last over the time.
Here, we have adopted/taken up the definition of adversity quotient (AQ) which is mathematically represented as: \( AQ = C + O_2 + R + E \) \[ O_2 = \text{Origin} (O_1) + \text{Ownership} (O_2) \].

Figure: 1. Components of Adversity Quotient (AQ)

2. REVIEW OF RELATED LITERATURE:
   Nikam and Uplane (2011) stated that no significant differences can be seen in the level of AQ and Defense mechanism of boys and girls. A study on adversity quotient levels of female grade school teachers of a public and private school in Rizal Province had been conducted by Villaver and Lucero (2005) and finally, it was discovered that no significant difference exists between the adversity quotient level of public and private, female grade school teachers. A significant relationship between AQ and academic performance was observed by Huijan (2009) and a positive correlation between AQ, school performance was also derived by D’souza (2006). The AQ enhancement programme remained extremely significant in case of the junior college students (Almeida, 2009) and in case of management students as propounded by Sachdev (2011) which is also found to be applicable for all the AQ Validation Studies that were conducted by peak learning.com globally. Shen (2014) revealed that androgynous subjects have higher scores of AQ where as Biswas and Banerjee (2016) in their two different studies have found a significant difference regarding the attitude, adversity quotient and achievement motivation of the formally trained B.Ed. teacher trainees due to their gender variation and these above mentioned variables possess strong positive correlation amongst them also.

3. OBJECTIVES:
   • To assess the adversity quotient [AQ] level of the in-service and pre-service B.Ed. teacher trainees.
   • To find out whether there is any difference between the overall adversity quotient (AQ) of both the in-service and pre-service B.Ed. teacher trainees.
   • To see if both the in-service and pre-service B.Ed. teacher trainees differ in terms of the sub dimensions of adversity quotient [AQ] (viz. control, origin and ownership, reach and endurance etc.).

4. VARIABLES:
   Dependent Variable: Adversity Quotient (AQ) [including all its sub-dimensions such as: control, origin and ownership, reach and endurance etc.]
   Independent Variable: Categories of B.Ed. Teacher Trainees according to their Type of Service (i.e. in-service and pre-service B.Ed. teacher trainees).

5. DELIMITATIONS:
   • The data was limited to 652 (in-service as well pre-service) B.Ed. teacher trainees of West Bengal.
   • The study was conducted only within the five districts of West Bengal such as: Kolkata, South 24 Parganas, North 24 Parganas, Hooghly and Howrah.

6. METHODOLOGY:
   The study was designed on a survey based descriptive research methodology and the questionnaire based on Adversity Quotient (AQ) was constructed by the researchers and the content of the questionnaire was validated by the resource persons properly. Standardized questionnaire was administered on both the in-service and pre-service B.Ed. trainee teachers of different Teachers’ Training Colleges of West Bengal to collect data. As the scores obtained were not following the nature of the normal probability curve the researcher had to go for non-parametric test and the data was quantitatively...
analyzed by using necessary statistical measure like Independent Samples Mann-Whitney U Test as per the need of the study. Mean was also calculated to describe the data.

7. **SAMPLE:**
The sample comprised of 488 in-service as well as 164 pre-service B.Ed. teacher trainees from different districts of West Bengal (namely Kolkata, South 24 Parganas, North 24 Parganas, Hooghly and Howrah).

<table>
<thead>
<tr>
<th>Table: 1- Distribution of the Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Pre-Service B.Ed. Teacher Trainees</strong></td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>164</td>
</tr>
</tbody>
</table>

8. **TOOLS:**
   (1). **Personal Information Schedule:** It was developed by the researchers.
   (2). **RB-DB Adversity Quotient (AQ) Assessment Scale:** It was constructed and standardized by the researchers [Reliability was measured by using the Cronbach’s Alpha based on standardized items and was found to be 0.774 and the range of coefficient of content validity was .77 to .82. The average was 0.80]. According to the scoring pattern of the above mentioned RB-DB Adversity Quotient (AQ) assessment scale, constructed by the researchers, high score is the indicator of being resilient enough to face and deal with the adverse situations and unfavourable circumstances both in teaching and allied aspects of one’s life.

9. **QUANTITATIVE DATA ANALYSIS:**
   **Hypotheses of the Study:**
   - Ho 1: There is no significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their control over the adversities related to the teaching profession.
   - Ho 2: There is no significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their origin and ownership towards the adversities related to the teaching profession.
   - Ho 3: There is no significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their reach over the adversities related to the teaching profession.
   - Ho 4: There is no significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their endurance towards the adversities related to the teaching profession.
   - Ho 5: There is no significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession.

10. **RESULTS AND DISCUSSIONS:**
   **Table:2 - Mean and Mann-Whitney U Test -value of the pre-service and in-service B.Ed. teacher trainees regarding their control over the adversities related to the teaching profession.**
Inference 1: Ho 1 is rejected. There is a significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their control over the adversities related to the teaching profession. By comparing the means it can be said that the pre-service teacher trainees posses less control than the in-service teacher trainees.

Table: 3 - Mean and Mann-Whitney U Test value of the pre-service and in-service B.Ed. teacher trainees regarding their origin and ownership towards the adversities related to the teaching profession.

<table>
<thead>
<tr>
<th>Categories of B.Ed. Teacher Trainees according to Their Type of Service</th>
<th>N</th>
<th>Mean</th>
<th>Mann Whitney U Test Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service B.Ed. Teacher Trainees</td>
<td>164</td>
<td>37.80</td>
<td>.000</td>
<td>Significant at .05 level (Asymptotic Significances are Displayed)</td>
</tr>
<tr>
<td>In-Service B.Ed. Teacher Trainees</td>
<td>488</td>
<td>39.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference 2: Ho 2 is rejected. There is a significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their origin and ownership towards the adversities related to the teaching profession. By comparing the means it can be said that the in-service B.Ed. teacher trainees tend to have higher level of origin and ownership rather than the pre-service B.Ed. teacher trainees.

Table: 4 - Mean and Mann-Whitney U Test value of the pre-service and in-service B.Ed. teacher trainees regarding their reach over the adversities related to the teaching profession.

<table>
<thead>
<tr>
<th>Categories of B.Ed. Teacher Trainees according to Their Type of Service</th>
<th>N</th>
<th>Mean</th>
<th>Mann Whitney U Test Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service B.Ed. Teacher Trainees</td>
<td>164</td>
<td>37.43</td>
<td>.000</td>
<td>Significant at .05 level (Asymptotic Significances are Displayed)</td>
</tr>
<tr>
<td>In-Service B.Ed. Teacher Trainees</td>
<td>388</td>
<td>39.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference 3: Ho 3 is rejected. There is a significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their reach over the adversities related to the teaching profession. By comparing the means it can be said that the pre-service B.Ed. teacher trainees posses less reach over the adversities than in-service B.Ed. teacher trainees.

Table: 5 - Mean and Mann-Whitney U Test value of the pre-service and in-service B.Ed. teacher trainees regarding their endurance towards the adversities related to the teaching profession.

<table>
<thead>
<tr>
<th>Categories of B.Ed. Teacher Trainees according to Their Type of Service</th>
<th>N</th>
<th>Mean</th>
<th>Mann Whitney U Test Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service B.Ed. Teacher Trainees</td>
<td>164</td>
<td>35.88</td>
<td>.001</td>
<td>Significant at .05 level (Asymptotic Significances are Displayed)</td>
</tr>
<tr>
<td>In-Service B.Ed. Teacher Trainees</td>
<td>488</td>
<td>36.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inference 4: Ho4 is rejected. There is a significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their endurance towards the adversities related to the teaching profession. By comparing the means it can be said that the in-service B.Ed. teacher trainees tend to have higher level of endurance than the pre-service B.Ed. teacher trainees.

Table 6 - Mean and Mann-Whitney U Test -value of the pre-service and in-service B.Ed. teacher trainees regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession.

<table>
<thead>
<tr>
<th>Categories of B.Ed. Teacher Trainees according to Their Type of Service</th>
<th>N</th>
<th>Mean</th>
<th>Mann Whitney U Test Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service B.Ed. Teacher Trainees</td>
<td>164</td>
<td>148.68</td>
<td>.000</td>
<td>Significant at .05 level (Asymptotic Significances are Displayed)</td>
</tr>
<tr>
<td>In-Service B.Ed. Teacher Trainees</td>
<td>488</td>
<td>155.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference 5: Ho5 is rejected. There is a significant difference between the pre-service and in-service B.Ed. teacher trainees regarding their overall Adversity Quotient (AQ) towards the adversities related to the teaching profession. By comparing the means it can be said that the pre-service B.Ed. teacher trainees tended to have less adversity quotient (AQ) than the in-service B.Ed. teacher trainees.

Figure: 3 - Graphical Representation of the Comparative Account of Overall Adversity Quotient (AQ) and Its Subdimensions on the Basis of the Obtained Mean Value according to the Type of Service

11. SIGNIFICANCE OF THE STUDY:
   In the light of the findings, the following facts are being revealed:
   • A significant difference was observed between the pre-service and in-service B.Ed. teacher trainees regarding their overall Adversity Quotient (AQ) including all its sub-dimensions namely control, origin and ownership, reach as well as endurance towards teaching profession and allied aspects.
   • Therefore, the study also revealed a significant difference in the level of the Adversity Quotient (AQ) of the pre-service and in-service B.Ed. teacher trainees and it was also concluded from this study that the in-service B.Ed. teacher trainees tend to have higher degree of Adversity Quotient (AQ) rather than the pre-service B.Ed. teacher trainees from all perspectives.

12. LIMITATIONS OF THE STUDY:
   This study has surveyed 05 districts of West Bengal only and the sample comprised of total 652 pre-service and in-service B.Ed. teacher trainees. It would have been better if all the other districts would be considered here in this study to make the study more comprehensive as well.

<table>
<thead>
<tr>
<th>Categories of B.Ed. Teacher Trainees</th>
<th>Control</th>
<th>Origin &amp; Ownership</th>
<th>Reach</th>
<th>Endurance</th>
<th>Total AQ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service B.Ed Teachers Trainees</td>
<td>37.8</td>
<td>37.6</td>
<td>37.43</td>
<td>35.88</td>
<td>148.71</td>
</tr>
<tr>
<td>In-Service B.Ed Teachers Trainees</td>
<td>39.71</td>
<td>39.67</td>
<td>39.14</td>
<td>36.78</td>
<td>155.3</td>
</tr>
</tbody>
</table>
REFERENCES: