

Abstract

The current study aimed to develop an Indigenous tool assessing the Adversity Quotient in School Students. Mixed Method research design was used dividing the study into two Phases. Phase I consists of interviews, item generation and initial pilot study and Phase II encompasses the validation of the scale. The sample for the study constituted (N=500) School students with 250 boys and 250 girls studying in diverse Government and Private Schools of Lahore. Following data collection Exploratory Factor Analysis (EFA) was done on the collected sample (M (age) =1.34, SD= .47). Multi-dimensional Student Life Satisfaction Scale (MSLSS) and Buss and Perry Aggression Scale were used along with Adversity Quotient Questionnaire for the purpose of convergent and divergent validity. The results of EFA revealed four major factors on Adversity Quotient. All these factors as well as the overall tool proved to be a highly reliable measure for assessing this behavior ($\alpha=.94$). Moreover the Indigenous tool developed reported good convergent ($r=.67, p<.000$) and divergent validity ($r=-.15, p<.01$). After Factor Analysis 5 items were deleted. The findings revealed significant differences in adversity quotient on Self-coping strategies ($t(498) =-.4.94, p<.000$) and School-related adversities ($t(498)= 2.92, p<.000$) domains in Government and Private Schools. The Indigenous tool on Adversity Quotient would help researchers, educators and counselors to gain insight into helping to identify the kind of challenges faced by school students and plans to help the adolescents.