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Differences in Student Adversity Intelligence by Gender

ABSTRACT : Difficulties, or in this term called adversity, should make a person tougher. Unfortunately when faced with life's challenges, most people stop before trying to do their best and know the limits of ability. Adversity can be a bridge to success if individuals are able to convert every difficulty into a challenge. The ability to deal with adversity is termed Adversity Intelligence or Adversity Quotient. Individuals with high levels of adversity intelligence are categorized as Climbers. Individuals with moderate adversity intelligence, categorized as Campers. The third group is Quitters, i.e. groups that are left behind in the Climbers. This research tries to reveal the tendency of adversity level of students of UPI (Indonesia University of Education) in Bandung, West Java, Indonesia, and to examine whether male and female students show differences in their adversity intelligence. Quantitative descriptive approach with cross sectional survey type was used in the study. The instrument used is an adversity intelligence questionnaire consisting of 44 items of questions with a Semantic differential scale. The instrument designed by researcher refers to the construct of the dimensions of adversity intelligence, namely CORE (Control, Ownership, Reach, and Endurance) developed by Paul Stoltz (1997). This study uses probability sampling type with multistages cluster sampling technique, with the technique obtained as many as 470 respondents. The result of data analysis shows that most of UPI undergraduate students are in Campers category. In statistics, the adversity intelligence of undergraduate students of UPI does not differ significantly in terms of gender is seen from the value of sig. 0.051 (> 0.05).

KEY WORDS: Adversity Quotient; Difficulties; Gender; Undergraduate Students of UPI.

INTRODUCTION

The AQ (Adversity Quotient) was first introduced by Paul Stoltz, in his book *Adversity Quotient: Turning Obstacles into Opportunities*, in 1997. The basic concept of Adversity Intelligence came in 1979, when Paul Stoltz was a student at the University of California USA (United States of America), asking questions to his Professor: "How

can we really know who will triumph and who will surrender?" (Stoltz, 1997). For nearly 19 years, Paul Stoltz and his team, then, investigated various theories and extracted the results of research from various branches of science; they concluded that there is strong evidence that one's ability to respond to adversity plays an important role in one's success. The ability to deal with

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adversity is called *Adversity Quotient* or *Adversity Intelligence* (Stoltz, 1997; Stoltz & Weihenmayer, 2010; and Daloo, 2015).

Adversity can be interpreted as difficulty, misfortune, suffering related to difficulty, or trauma (Jackson, Firtko & Edenborough, 2007; and Harriman, 2016). Paul Stoltz & E. Weihenmayer (2010) define also adversity as a negative impact, on someone or something you care about (Stoltz & Weihenmayer, 2010:36). S. Luthar & D. Cicchetti (2000), as cited in L. Harriman (2016), defines adversity as encompassing negative life circumstances with difficulty in adjustment (Luthar & Cicchetti, 2000; and Harriman, 2016). Difficulty is the consequence of an individual's failure to adjust to the demands of change (Tugade & Fredrickson, 2004; and Harriman, 2016). From some of the above meanings, adversity has elements: difficult conditions, suffering, negative experiences, or events both traumatized and traumatic facing individuals.

Perceptions about the difficult conditions vary from person to person. One kind of difficulty can be considered small for a person, but considered a big and serious for others (Harriman, 2016; and Cuff, 2017). The individual judging an event is considered to be disadvantageous depending on: (1) How big is the impact of the adversity; (2) Potential severity resulting from difficulty; and (3) How important it is to a person (Stoltz & Weihenmayer, 2010:37; and Cuff, 2017).

Because of the very nature of the difficulties, different individuals can react very differently from the same stressor, even the same individual can show different reactions at different times (Tripathi, 2011). In this context, Paul Stoltz (1997), in his research, reveals that the average individual faces 7 (seven) difficulties every day, and in the last ten years – as cited in B.M. Bakare (2015) – increases to 23 (twenty three) difficulties per day (Stoltz, 1997; and Bakare, 2015). N.R. Hadjam (2000), as cited in T.H. Dahlan (2012), declares the generation of today is faced with greater challenges than the previous generation (Hadjam, 2000; and Dahlan, 2012).

CORE Dimensions and Three Categories of Adversity Intelligence.

Adversity intelligence is measured in four dimensions abbreviated CORE (Control, Ownership, Reach, and Endurance). The four dimensions are described as follows: *Control* is the most important dimension in adversity intelligence, because symbol of determination in the minds of individuals to control adverse situations (Bandura, 1999; and Phoolka & Kaur, 2012). *Control* dimension questioned how much control is asserted (Tolhuizen, 1985; and Stoltz & Weihenmayer, 2010:226).

Ownership reveals the extent to which a person acknowledges the consequences of adversity and is willing to take responsibility for the error/failure regardless who or what causes it (Huijuan, 2009; and Cornista & Macasaet, 2013). *Reach* refers to the extent to which a person perceives a difficulty will affect other aspects beyond the situation (Bandura, 1999; and Cornista & Macasaet, 2013). People with high adversity intelligence will perceive difficulty as something specific and limited so as not to affect other areas of their lives (Levine, 2003; and Enriquez & Estacio, 2009).

Endurance is a measure of one's perception of how long the adverse effects of adversity tend last. A person with a high adversity intelligence does not regard difficulties as permanent, he/she is convinced that difficulty will surely pass away (Stoltz & Weihenmayer, 2010:110; and Tripathi, 2011). These four components are predictors of one's adversity intelligence level.

Paul Stoltz (1997), as cited in R.R. Villagonzalo (2016), defines 3 individual types based on how they respond to adversity, analogized by three types of climbing. Firstly, it is *Quitters* (people who stop), instead of trying to solve problems or controlling adversity, they prefer to stop and run from problems. Secondly, *Campers* are individuals who try to overcome difficulties and face challenges, but stop at a safe point and resist change. *Campers* step in and respond to challenges, but after reaching a certain stage of stopping, even though there is still a chance to further develop.

The last is *Climbers*, who are unyielding in the face of adversity, see the curtain of hope behind despair. They are the type of people who struggle for a lifetime, no matter how much trouble comes, will always think of alternatives and assume the existing difficulties or opportunities become more advanced (cf Stoltz, 1997; Huijuan, 2009; Cornista & Macasaet, 2013; and Villagonzalo, 2016).

The Difficulties Experienced by Students. Based on preliminary study of 16 undergraduate students of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, through questionnaire dissemination, obtained some list of difficulties experienced by students during the lecture, including: too many tasks from lecturers; disputes with group mates; lecturers teaching methods difficult to understand; ideas rejected by classmates; the habit of doing tasks at injury time; saturation in learning; subjects that do not like; feel entering wrong study program; the difficulties of college financing; and less good grades in the course.

In this context, R. Kadison & T.F. Digeronimo (2004), as cited in M.D. Varga (2012), add some problems that there are often experienced by students, such as: differences in background; cultural differences; economic status; lifestyle with friends in the campus environment; low motivation because the study program is not in accordance with the desired; and economic problems that make students need to work to meet their needs (Kadison & Digeronimo, 2004; and Varga, 2012). T.H. Dahlan (2012), and other scholars, reinforce this assumption, stating that most students have problems that hinder efficiency in studies, so they cannot achieve optimal academic success, and have a considerable impact on other aspects of their lives (Kadison & Digeronimo, 2004; Dahlan, 2012; and Kapur, 2018).

The ACHA (American College Health Association) survey of 79,266 college students from 140 colleges in the United States of America showed 47.5 percent of

college students found academic difficulty ranks first difficult to overcome after careers, family issues, relationships with friends, finances, and health issues (ACHA, 2014:15).

Students in Strata 1 (S-1) are in the age range 18 to 22 years, which is the final adolescent stage toward early adulthood (Qidwai *et al.*, 2010; and Ali & Mohammad, 2012). At this stage, students are required to have the ability to deal with a variety of issues; the demands are in accordance with the task of adolescent development centered on the prevention of childish attitudes and behaviors and preparing for adulthood (Hurlock, 1980; and Sho'imah, 2010). Students begin to realize that everyone faces and overcomes difficulties, fears, sadness, and failures in various ways. Students begin to understand the difficulties can be devastating, if not handled properly (Mitchell, 2005; Price, Cole & Goodwin, 2009; and Sho'imah, 2010).

The inability of students to face difficulties leads to frustration; easily overwhelmed and emotional; low tolerance of stress; tend to use negative coping strategies, avoid problems and blame others, when faced with a stressful situation; have low achievement motivations; easy to give up and not having a high learning interest; and often postponing college assignments and has no future orientation (Pangma *et al.*, 2009; Rachmawati, 2009; Lestari & Tintri, 2010; Sho'imah, 2010; Sudarman, 2012; Wardiana *et al.*, 2014; Agusta, 2015; Vinas & Aquino-Malabanan, 2015; and Bautista *et al.*, 2016).

Paul Stoltz & E. Weihenmayer (2010) stated that adversity can reduce the power of life, but the problem is no life free from adversity (Stoltz & Weihenmayer, 2010:87). The only way is to learn how to live with that. About 87 percent of the 150,000 respondents reported that more often responding to difficulties in a negative way; thus feeling the adverse effects of adversity. Most people lose the opportunity to rise from adversity, because they have a negative basic assumption about the adversity (Stoltz & Weihenmayer, 2010:41; and Southwick *et al.*, 2014).

Paul Stoltz & E. Weihenmayer (2010), further, explained that the difficulties

should be profitable, if used properly; the adversity can provide the challenge, the kick in the pants that help you grow (Stoltz & Weihenmayer, 2010:48). The difficulty does not create an insurmountable obstacle; should be the most powerful source of strength that shapes one's character; and could be the power to achieve success (Stoltz & Weihenmayer, 2010:49; and Tripathi, 2011). In line with the expression of M. Pangma *et al.* (2009) that individual happiness lies in "How well he can solve and fight against the problems which they are facing" (Pangma *et al.*, 2009).

Many studies prove, the success of students in overcoming difficulties is determined by the level of adversity intelligence it has (Huijuan, 2009; Hastuti, Sari & Riyadi, 2017; and Verma, Aggarwal & Bansal, 2017). Adversity intelligence is one of the predictors of academic achievement (Bakare, 2015; Matore *et al.*, 2015; and Villagonzalo, 2016). Students with high adversity intelligence have a tendency to have high self-esteem; he/she will feel comfortable with his/her-self; also realize that he/she has ability and importance for society (Pangma *et al.*, 2009; and Ahmar, Rahman & Mulbar, 2018). Students with high adversity intelligence will be able to cope with difficulties in lectures that will not allow themselves in procrastination (Rachmah *et al.*, 2015; and Vinas & Aquino-Malabanan, 2015).

On the Gender. Gender is an ascribed status or status that can be at birth. According to WHO (World Health Organization), gender is a category of men and women (in McGinn & Oh, 2017; and WEF, 2017). Gender refers to socially constructed roles, behaviors, activities, and attitudes deemed by a particular society appropriate for men and women (Chalabaev *et al.*, 2013; and Chin & Hung, 2013). H.E. Fisher (2011), and other scholars, also stated that men and women have many of the same characteristics; differences are seen only from personality types, most men have a steering personality type (associated with testosterone hormone activity), they tend have self-control, researching options

carefully without emotion, happy to compete, more systematic, analytical, logical and straightforward, and tend to be easier to choose than women (Fisher, 2011:133; Albert, Carre & Arnocky, 2016; and Andelin & Rusu, 2016).

Women are mostly negotiated (associated with estrogen hormone activity), which has a way of thinking (web thinking), the ability to think by analyzing various factors, have a high sense sensitivity, intuitive, encouragement to give the right response to the needs of others, the ability to realize everything that happens around, always encouraged to give, and always helping others (Fisher, 2011:243; and Meyers-Levy & Loken, 2015).

M.E.P. Seligman (1972), as cited in L. Harriman (2016), states women are twice as likely to be depressed than men. Women also tend to ponder to analyze what is wrong; whereas the other man, distracts them, and refuses to think of a temporary problem (Seligman, 1972; and Harriman, 2016). K. Dweck (2005), as cited in J. Enriquez & S.D. Estacio (2009), also shows that girls respond to many different things from boys to the criticism they receive from teachers and colleagues (Dweck, 2005; and Enriquez & Estacio, 2009). Girls learn to associate their failures with permanent traits, such as the difficulty of answering math problems (because they are stupid, unable to); whereas boys learn to link their failures with more temporary resources, such as lack of motivation, less attention, ect. (Wright, Mannathoko & Pasic, 2006; and Harriman, 2016).

Based on these facts, this study attempts to examine whether male students and female students show differences in their ability to face difficulties; and whether male students tend to have higher adversity intelligence than female students, or vice versa.

METHOD

The approach used in this research is a quantitative descriptive approach with cross sectional survey design type, which is used to test the validity of a hypothesis

formulation and can examine current attitudes, beliefs, opinions, and practices, or at a certain point in time (Kember & Leung, 2008; Creswell, 2015:757; and Fink, 2017).

The population in this research is student of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education)'s Bachelor Degree class of 2015, consisting of 8 Faculties, namely: FPSD (*Fakultas Pendidikan Seni dan Desain* or Faculty of Art and Design Education); FPEB (*Fakultas Pendidikan Ekonomi dan Bisnis* or Faculty of Economics and Business Education); FPOK (*Fakultas Pendidikan Olahraga dan Kesehatan* or Faculty of Sports and Health Education); FPTK (*Fakultas Pendidikan Teknologi dan Kejuruan* or Faculty of Technological and Vocational Education); FPMIPA (*Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam* or Faculty of Mathematics and Natural Sciences Education); FIP (*Fakultas Ilmu Pendidikan* or Faculty of Educational Science); FPIPS (*Fakultas Pendidikan Ilmu Pengetahuan Sosial* or Faculty of Social Studies Education); and FPBS (*Fakultas Pendidikan Bahasa dan Sastra* or Faculty of Language and Literature Education).

This study uses probability sampling type with multistage cluster sampling technique, where the researcher selects a sample in two or more stages (Creswell, 2015:293; and Showkat & Parveen, 2017). According to W.G. Cochran (1977), as cited in Y.H. Adisendjaja (2008), the first stage is to select a sample from the main units; and the second stage selects a sample of sub-units from each selected main unit, and so on (Cochran, 1977; and Adisendjaja, 2008). The first stage: determined 8 Faculties as cluster; in the second stage: determined the Study Program representing each Faculty at random; and third stage: selected Class representing each Study Program with the technique obtained 470 respondents.

The instrument used is an adversity intelligence questionnaire designed by researcher to refer to the construct of the dimensions of adversity intelligence, namely: CORE (Control, Ownership, Reach, and

Endurance) developed by Paul Stoltz in 1997. The dimensions are then translated into operational indicators (Stoltz, 1997; and Rafols, 2015).

The next step is writing the questionnaire. In this study used 44 items of questions with the form of scale Semantic differential, which is one form of measurement instrument in the form of scale with the pair of adjectives or sentences that form a continuum on two opposite poles (Miller & Wolf, 2008; and Creswell, 2015:333). Each respondent selects a point at intervals (1-5 intervals), where a very positive answer lies in the right most aphid, and a very negative answer lies in the leftmost pole or otherwise (Miller & Wolf, 2008; and Ciabuca, 2014:2).

Then tested the validity and reliability of the instrument. Testing of validity and reliability in this research using G. Rasch (1960) model with software named Winstep. Rasch modeling was first introduced by G. Rasch (1960), a Danish mathematician. The basic principle is probabilistic or sees the possibility of being interpreted as "the higher the individual's abilities value, and the higher the chance to answer the question correctly" (cf Rasch, 1960; Sumintono & Widhiarso, 2013; and Sjaastad, 2014). Validity or accuracy refers to whether an instrument can measure attributes that should be measured; whereas reliability refers to reliability, to what extent repeated measurements will produce the same information (Sumintono & Widhiarso, 2013:31-34; and Mohajan, 2017).

The parameters used to measure the validity of the item by using MNSQ (Outfit Mean Square), ZSTD (Outfit Z-Standard), and Pt Mean Corr (Point Measure Correlation). In this context, B. Sumintono & W. Widhiarso (2013) said that *infit* (inlier sensitive or information weighted fit) with the following criteria:

MNSQ Outfit Value received: $0.5 < MNSQ < 1.5$.
Accepted ZSTD Outfit value: $-2.0 < ZSTD < + 2.0$.
The value of Pt Mean Corr received: $0.4 < Pt$
Measure Corr < 0.8 .
Of the 46 questions that tested its validity,
there are 2 items (matter No.7 and No.21) are
not valid because it does not meet the criteria
(Sumintono & Widhiarso, 2013).

Table 1:
The Range of Adversity Intelligence Scor

Category	Score Range	Respondents	Percentage	Average
<i>Climbers</i>	> = 177	82	17.5%	184.9
<i>Campers</i>	143 < X < 177	300	63.8%	160.1
<i>Quitters</i>	< = 143	88	18.7%	135.5

Test reliability with G. Rasch (1960) model is described by the separation index, i.e. grain reliability item and reliability person. Person realibility shows the number 0.84 and item reability is indicated by the value of alpha cornbach 0.86 with criteria Very Good. Data analysis used in this research is T-test that serves to test the difference of two groups of data; in this case are two categories of gender. The software used for the analysis is SPSS (Statistical Package for Social Sciences) version 20 (Rasch, 1960; Sumintono & Widhiarso, 2013; Sjaastad, 2014; and Priyatno, 2017).

FINDINGS AND DISCUSSION

Preliminary study conducted on 16 students of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia's Bachelor Degree (S-1) obtained some lists of difficulties experienced by students during the period of college, including: too many tasks from lecturers; disputes with group friends; teaching methods difficult to understand lecturers; ideas rejected by classmates; the habit of doing tasks at injury time; saturation in learning; subjects that do not like; feel entering wrong study program; difficulty financing college; and less good grades in the course.

The list of difficulties above becomes the basis for the preparation of the questionnaire, as the adversity intelligence questionnaire measure the ability of a person facing difficulties, the research limits the difficulty in the context of lectures.

Data Analysis Questionnaire.

Questionnaires data inputted in microsoft excel format, then scored to determine the category of adversity intelligence of

each respondent (Kember & Leung, 2008; Creswell, 2015; and Rafols, 2015). The range of adversity intelligence scores is shown in the table 1.

The result of data analysis shows that most (63.8%) undergraduate students of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, both male and female, have an adversity intelligence score in *Campers* category, with an average score of 160.1. This indicates that undergraduate students of UPI, both male and female, have been quite successful in facing difficulties experienced during lectures, although they tend to stop at a safe point rather than continue to maximize potential. As Paul Stoltz (1997), and other scholars, described that the *Campers*, these people go only so far and then say, "This is as far as I can (or want to) go"; weary of the *Climbers*, they terminate their ascent and find a smooth, comfortable plateau on which to hide from adversity (Stoltz, 1997; Huijuan, 2009; and Cornista & Macasaet, 2013).

In line with the research conducted Y.N. Agusta (2015), on the final level students of Mulawarman University in Kalimantan, Indonesia, that most students belong to the category of *Campers*. Students do not want to take risks that are too big, and already feel satisfied with the conditions or circumstances that have been achieved at this time, students no effort to add information and knowledge in the field (Agusta, 2015). Similarly, R. Azis (2012) research on the final level students in UIN (*Universitas Islam Negeri* or State Islamic University) in Malang, East Java, Indonesia, based on the results of descriptive analysis, found most students (44.60%) are in the *Campers* category (Azis, 2012).

Table 2:
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Control	.944	1	468	.332
Ownership	.277	1	468	.599
Reach	.150	1	468	.699
Endurance	.361	1	468	.548
Total	.268	1	468	.593

Likewise, research conducted by Kusherdyana (2015) said that most respondents, who come from 4 (four) Tourism Science Colleges in Indonesia, have adversity intelligence in *Campers* category, where the students tend to enjoy the results of his/her effort before the ascent completed (Kusherdyana, 2015). Research conducted by D.K.D. Vinas & M.G. Aquino-Malaban (2015), on student respondents in 16-20 years age group, showed the result of adversity intelligence of majority of respondents in moderate category or *Campers* (Vinas & Aquino-Malaban, 2015).

Student adversity intelligence at the Faculty of Medicine UNILA (University of Lampung) in Sumatera, Indonesia, also shows that 94% are in moderate category (Rachmah *et al.*, 2015). Sudarman (2012) tries to map the students adversity intelligence associated with Mathematics achievement; the result is that the majority of students are in the *Campers* category, indicating a tendency to take too much risk and be satisfied with the conditions or circumstances they have attained, to be more active learning, they try to be simple (cf Efendi, 2005; Sudarman, 2012; and Prasetyo, 2015).

Test Independent Samples T-Test.

Prior to the independent samples T-test, a homogeneity test was conducted. The goal is to find out whether the variants in the two groups of data are the same or different. If the variant is the same, then, the t test uses the Equal Variance Assumed column; if the different variant t-test uses the Equal Variance Not Assumed column (Garcia-Perez & Peli, 2014; and Priyatno, 2017).

Collection of test results: If Significance (Sig) > 0.05, then the homogeneous data.

If Significance (Sig) < 0.05, then the data is not homogeneous. The homogeneity test results as shown in table 2.

Based on the result of homogeneity analysis in the table 2, it was found that the two groups of data, Gender has the same variant. It means the data is homogeneous, because the significance value of F (0.593) > 0.05. Thus, in the calculation of this hypothesis test parametric calculation is used, with a trust level of 0.05. Independent Sample T-Test test results are shown with the following SPSS (Statistical Package for Social Sciences) output:

Independent Sample T-Test, or free sample t-test, is used to test the difference in mean of two independent data groups.

Hypothesis:

Ho = There is no difference between the two groups of sex data.

Ha = There is a difference between the two groups of sex data.

Decision-Making:

If significance > 0.05, then H0 is accepted (no difference).

If significance < 0.05, then H0 is rejected (there is a difference).

Based on the results of the calculation using SPSS (Statistical Package for Social Sciences) software version 20.0, as shown in table 3, obtained results for the score dimension *Ownership* with sig (2-tailed) 0.01 < 0.05. While the dimensions of *Control*, *Reach*, and *Total* showed the value of sig (2-tailed) > 0.05. The findings of the study showed no differences between the two groups of gender, significant differences between the two groups of data only on the *Ownership* dimension.

Thus, it can be interpreted that the

Table 3:
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Control	Equal variances assumed	.944	.332	-1.346	468	.179	-.797	.593	-1.962	.367
	Equal variances not assumed			-1.398	200.709	.164	-.797	.570	-1.922	.327
Ownership	Equal variances assumed	.277	.599	-3.352	468	.001	-2.282	.681	-3.620	.944
	Equal variances not assumed			-3.324	185.638	.001	-2.282	.687	-3.637	.928
Reach	Equal variances assumed	.150	.699	1.008	468	.314	.572	.568	-.543	1.688
	Equal variances not assumed			.995	184.473	.321	.572	.575	-.562	1.706
Endurance	Equal variances assumed	.361	.548	-1.386	468	.167	-1.157	.835	-2.798	.484
	Equal variances not assumed			-1.406	192.839	.161	-1.157	.823	-2.779	.466
Total	Equal variances assumed	.286	.593	-1.953	468	.051	-3.611	1.849	-7.244	.021
	Equal variances not assumed			-1.987	193.536	.048	-3.611	1.817	-7.196	-.027

adversity intelligence of undergraduate students of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, statistically did not differ significantly in terms of gender seen from the sig value 0.051 (> 0.05). This finding is different from the research hypothesis which states that “*male and female adversity intelligence is significantly different*”.

Previous researchers have suggested similar results that adversity intelligence between men and women does not differ significantly (*cf* Canivel, 2010; Cura & Gozum, 2011; Patdo, Mariano & Gonzales, 2011; Olila, 2012; Napire, 2013; Nikam & Megha, 2013; Ablana & Isidro, 2015; Bakare, 2015; and Maureen, 2015). Adversity intelligence is not influenced by gender (Harriman, 2016; Suprianto & Novanto, 2016; and Verma, Aggarwal & Bansal, 2017).

However, some studies show contradictory results, that *one's adversity intelligence is influenced by gender* (Sachdev, 2009; Tripathi, 2011; Devakumar, 2012; Baroa, 2015; and Daloos, 2015); *gender differences significantly show differences in adversity intelligence* (Naderi, Abdullah & Aizan, 2008; Li, 2014; and Hema & Gupta, 2015); and *men have higher levels of control and stronger analytical power than women* (Arnot, 2002; Hema & Gupta, 2015; and Jones *et al.*, 2016).

The findings indicate that UPI graduate

students, male or female, do not differ in how to respond to difficulties during lectures. The absence of differences in adversity intelligence is thought to be because men and women face a similar set of difficulties, so their perception of difficulties is no different (Huijuan, 2009; and Merchant, 2012). Likewise, when experiencing academic stress, adolescent boys and girls tend to have the same perception of academic stress (Huan *et al.*, 2005; Lin & Lian, 2010; and Alka, 2012).

Gender does not determine whether a person has high or low adversity intelligence, because the ability to respond to adversity can be learned and developed by everyone; sex also does not affect the individual's ability to overcome challenges in life and ability, to express, understand, and self-control in social interaction (Parvathy & Praseeda, 2014; and Maureen, 2015). As explained by Paul Stoltz (1997) that the pattern of one's response to adversity is the result of repeated learning (Stoltz, 1997). Individuals will learn helplessness as a result of repeated failures and respond equally to failure; this is what eventually becomes the pattern of individual reactions (Abramson, Seligman & Teasdale, 1978; Stoltz, 1997; and Harriman, 2016).

Significant differences between male and female students were found in the dimension of *Ownership* with significance value (0.001) < 0.05 , and the highest mean

score of *Ownership* in women. This indicates that female students show a higher sense of responsibility for improving adverse situations, because the *Ownership* dimension determines the accountability, responsibility, action, and involvement of a person in responding to a difficulty (McCombs, 2010; Tremblay, Lalancette & Roseveare, 2012; and Sausa *et al.*, 2015).

Female students tend to take responsibility for a case, for example in a case where group tasks to be presented tomorrow have not been completed, female students tend to look for ways how to get things done properly. The high *Ownership* dimension in women will elicit feelings of involvement in the various situations that occur around it, this may lead to why women suffer from greater daily stress than men (Rehn & Sirleaf, 2002; Kabeer, 2014; and Solis & Elna, 2015).

CONCLUSION ¹

The research findings showed that adversity intelligence of undergraduate students of UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, statistically did not differ significantly in terms of gender seen from the sig value 0.051 (> 0.05). Gender does not determine whether a person has high or low adversity intelligence, because the ability to respond to difficulties can be learned and developed by everyone. Significant differences between male and female students are found only in the *Ownership* dimension with significance value (0.001) < 0.05 , and the average score of the highest *Ownership* dimension in women.

The ability to respond positively to difficulties is a quality that every male or female student has to possess, because with this ability one will not easily give up and make the illusion as a way of success.

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The results of the study can be used as a reference to provide what kind of stimulus should be given to students, who have low adversity intelligence tendencies, and how to maximize the potential of students who have high levels of adversity intelligence. More broadly research results can be used as a reference in developing adversity enhancement program.²

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