

ADVERSITY PROFILE OF HIGHER SECONDARY SCHOOL STUDENTS: INFLUENCE OF GENDER, SIBLINGS, AND FAMILY ASPECTS

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Abstract

The concept of Adversity Quotient (AQ) has received significant attention within the field of psychology due to its ability to evaluate an individual's reactions and coping mechanisms in the face of challenging or unfavorable situations. The primary objective of this study was to investigate the current levels of AQ profiles among students enrolled in higher secondary schools in Gujarat. Specifically, the study aimed to explore the potential influence of variables such as gender, family nature, and the presence or absence of siblings on AQ profiles. The study utilized a descriptive survey research design to investigate the phenomenon under investigation. The present study employed a survey methodology to gather data from a total of 124 English-medium schools located within the state of Gujarat. Among the 3252 participants included in this study, it was observed that 43.9% of them were identified as boys, while the remaining 56.1% were identified as females. The findings of this study indicate that the levels of AQ among students attending English medium schools fall within the moderate range. The results of the study indicate that female students exhibited higher mean scores in the total AQ profile and its components, namely control, ownership, reach, and endurance, compared to their male counterparts. The findings of the study indicate that there is no evident variation in the AQ profile among the students, regardless of their family nature (joint and nuclear) or the presence or absence of siblings. The implementation of direct counseling interventions was recommended to be beneficial for students in acquiring skills and strategies to effectively cope with stress, surmount challenges, and attain desired outcomes. The utilization of the AQ within the realm of education has the potential to facilitate the development of a resilient mindset among students when confronted with various challenges.

Keywords: Adversity Quotient; Higher secondary school students; gender; resilience

INTRODUCTION

Adversity Quotient (AQ) is a concept that has gained attention in psychology as it helps assess individuals' responses to unpleasant circumstances. AQ refers to the scientific study of resilience, which is an individual's ability to recover and adapt effectively in the face of challenging situations. High levels of AQ have been found to be associated with superior performance, productivity, and morale, while those lacking the ability to cope may experience heightened emotional responses and withdraw from additional endeavors. The dimensions of AQ include control, ownership, reach, and endurance. Control refers to the perceived control over unfavorable occurrences, ownership refers to the degree to which an individual assumes responsibility for the consequences of adversity, reach refers to the extent to which an individual feels the influence of positive or negative events extend into other domains of their life, and endurance pertains to the perception of the duration or longevity of positive or negative events and their subsequent effects. The concept of adversity quotient was not particularly innovative, but it gained significant recognition after Paul Stoltz's 1997 book "Adversity Quotient." Stoltz posited that an individual's capacity to surmount challenges, assessed by their AQ, has a significant role in predicting their degree of achievement in life. This study aimed to examine the Adversity Profile of 11th grade students in English medium schools in Gujarat, focusing on variables such as gender, family nature, and presence/absence of siblings. The findings suggest that resilience is a crucial factor in overcoming adversities and promoting overall well-being.

RATIONALE OF THE STUDY

Adversity is a condition characterized by difficulty, affliction, misfortune, or tragic events. It affects individuals' personal and professional domains and is influenced by factors such as lack of fundamental necessities, limited access to educational resources, admissions hurdles, peer pressure, parental expectations, financial constraints, gender-based discrimination, and physiological difficulties. The Adversity Quotient (AQ) is a theoretical framework for understanding and enhancing multiple aspects of accomplishment. It serves as an evaluation instrument for assessing an individual's reaction to challenging circumstances. In recent decades, there has been a belief that intelligence and emotional quotients can predict success and achievement in higher

education and professional endeavors. The concept of AQ, or adaptability quotient, is increasingly important as the frequency of daily challenges intensifies. This research aims to provide insights for parents, teachers, counselors, and curriculum creators to explore novel approaches in supporting students' development of successful life management skills. The senior secondary school education system is designed to provide students with a foundation for further education and necessary skills for a successful future. Adolescence is a stressful phase, and it is crucial to provide students with appropriate attention and care to enable them to navigate challenging circumstances and achieve future success. This study aims to provide individuals with information on their Adversity Profile score and offer guidance on how to effectively manage it. Gaining insight into the AQ levels of students' instructors, parents, administrators, faculty, and staff can provide valuable assistance in coping with life's challenges and overcoming obstacles.

OBJECTIVES OF THE STUDY

- To study the levels of Adversity Profile of 11th standard students
- To compare the levels of Adversity Profile of male and female students
- To compare the Adversity Profile of students of nuclear and joint family
- To compare the Adversity Profile of students with siblings and without siblings

HYPOTHESES OF THE STUDY

- H0₁**. There will be no significant difference in the mean scores of Adversity Profile of male and female students.
- H0₂**. There will be no significant difference in the mean scores of Adversity Profile of students of nuclear and joint family.
- H0₃**. There will be no significant difference in the mean scores of Adversity Profile of students with siblings and without siblings.

DELIMITATIONS OF THE STUDY

The research investigation was delimited around a group of 11th-grade students in Gujarat State municipal corporations who were enrolled in English-medium Science and General courses.

Variables of the Study

Independent Variables

- Gender-Male and Female
- Nature of Family-Joint and Nuclear family
- Siblings- Students with siblings and without siblings

Dependent Variables

- Adversity Profile- Control, Ownership, Reach and Endurance

Research Method

In this study, the researcher opted for a descriptive survey research design in order to examine the prevailing levels of Adversity Profiles among students in higher secondary schools.

Population and Sample

This study includes 11th-grade students in Gujarat Municipal Corporations' aided and unaided English-medium schools. The population comprised 1343 English-medium upper secondary schools, 1198 unaided and 145 aided. In this study, stratified random sampling was employed to stratify Gujarat municipal corporations. Gujarat has eight municipal corporations: Gandhinagar, Ahmedabad, Rajkot, Bhavnagar, Jamnagar, Surat, Baroda, and Junagadh. The schools from each Gujarat municipal corporation were chosen using proportionate random selection. The survey sampled 124 schools—59 aided and 65 unaided. Students were sampled using cluster sampling. A total of 3252 samples were taken. Out of 3252 research participants, 43.9% were boys and 56.1% female. Among respondents, 43.5% were from joint families and 56.5% from nuclear families. Of the participants, 54.9% had siblings and 45.1% were without siblings.

Tools used and Data Collection

The researcher developed a scale to measure adversity profile in this study. This scale's reliability and validity were then assessed. Finally, the scale was used to assess and analyze. The final tool included 44 statements: 11 control, 13 ownership, 9 reach, and 11 endurance. The final tool has 29 positive and 15 negative statements. The 5-point Adversity profile scale was used. The lowest and greatest Total adversity profile scores were 44 and 220. The researcher obtained permission from the Principal and scheduled 11th grade students for data collecting. Students received and completed the study tool on data collection day. The AQP scale reported quantitative data. The tool contained student information about their gender, nature of family and presence or

absence of siblings.

DATA ANALYSIS AND INTERPRETATION

For this study, data was imported into MS Excel and categorised by variables, objectives, and hypothesis. Then each student's overall score was calculated and statistically analyzed. The Normal Probability Curve assumptions determined student adversity profile levels. Mean, Standard Deviation, and SED were determined for all variables. Hypotheses were tested using inferential statistics and critical ratio (C.R value).

1. Levels of Adversity Profile

Table 1: Levels of Adversity Profile in terms of Mean Scores and Percentage of Mean Scores

Levels	Mean Scores \pm S.D	% of Mean Scores
High	158.1 \pm 2.71	71.86
Average	147.26 \pm 4.20	66.96
Low	132.72 \pm 6.73	60.32

Table.1 shows that students have different Adversity Profiles. The adversity profile levels were derived by normal probability curve assumptions. In terms of percentage of mean scores, 71.86% are high, 66.96% are average, and 60.32% are low.

2. Effect of Gender on Adversity Profile

Table 2: Comparison of Adversity Profile of Male and Female Students

Gender	N	Mean	S.D.	SE _D	C.R Value	Remark
Total						
Male	1427	146.40	8.68	0.32	2.44	Significant at 0.05 level
Female	1825	147.18	9.35			
Control						
Male	1427	35.93	3.44	0.13	2.69	Significant at 0.01 level
Female	1825	36.29	4.13			
Ownership						
Male	1427	42.93	3.62	0.13	3.05	Significant at 0.01 level
Female	1825	43.33	3.81			
Reach						
Male	1427	32.42	3.29	0.12	2.45	Significant at 0.05 level
Female	1825	32.72	3.65			
Endurance						
Male	1427	35.36	3.67	0.13	2.02	Significant at 0.05 level
Female	1825	35.62	3.59			

The estimated C.R value was 2.44 and the table value was 1.96 at 0.05 for df=3250. The estimated C.R value exceeded the table value at 0.05. Thus, null hypothesis 1 was rejected since the estimated C.R value was significantly higher than the table value at 0.05 level. The table shows significant differences in male and female overall adversity profiles. The mean results show that female students were higher in adversity profiles than male students. It also indicated that significant difference was found in the components of adversity profile of male and female.

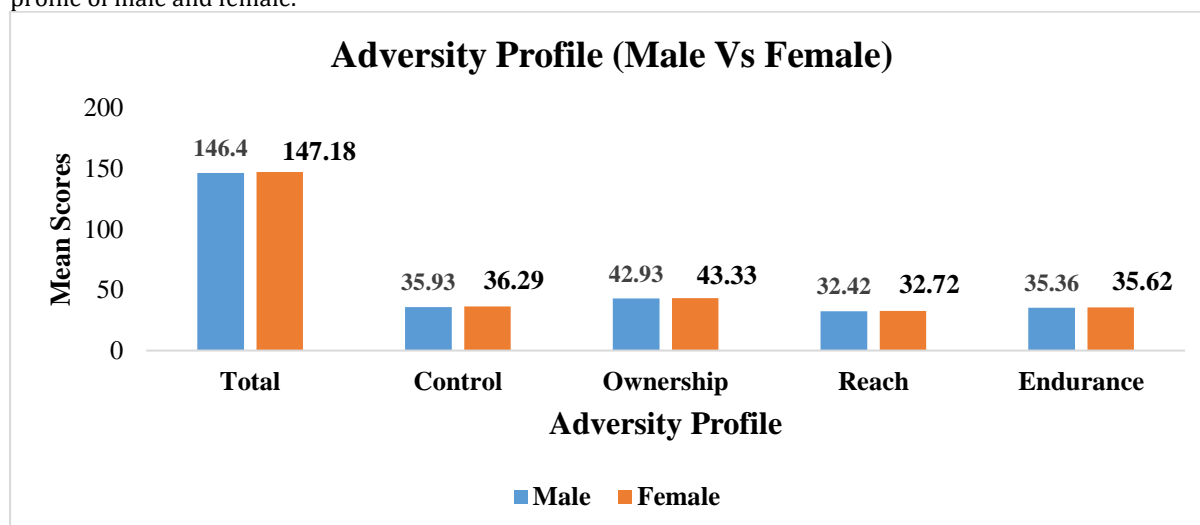


Figure 1: Comparison of Mean Scores of Adversity Profile of Students

Male and Female

From the mean scores, it clearly indicates that there was significant difference in control, ownership, reach and endurance components of AQP of male and female. It means there is real difference between male and female 11th standard students in components. Thus, it was evident from the above analysis that female 11th standard school students were higher in total adversity profile and its components-control, ownership, reach and endurance than the male 11th standard school students.

3. Effect of Nature of Family on Adversity Profile

Table 3: Comparison of Adversity Profile of Students of Nuclear and Joint Family

Nature of Family	N	Mean	S.D.	SE _D	C.R Value	Remark
Total						
Nuclear	1838	146.57	8.61	0.29	0.71	Not Significant
Joint	1414	146.79	8.34			
Control						
Nuclear	1838	35.65	3.25	0.11	0.12	Not Significant
Joint	1414	35.64	3.25			
Ownership						
Nuclear	1838	43.05	3.76	0.13	0.98	Not Significant
Joint	1414	43.18	3.70			
Reach						
Nuclear	1838	32.42	3.17	0.11	0.27	Not Significant
Joint	1414	32.45	3.24			
Endurance						
Nuclear	1838	35.44	3.29	0.11	0.56	Not Significant
Joint	1414	35.51	3.39			

The estimated C.R value was 0.71 and the table value was 1.96 at 0.05 for df=3250. The estimated C.R value was below the table value at 0.05. Thus, null hypothesis 2 was rejected since the estimated C.R value was significantly lower than the table value at 0.05 level. The table shows no significant differences in nuclear and joint family students in overall adversity profile and its components. Thus, it was evident from the above analysis that 11th standard students from nuclear and joint family showed no difference in total adversity profile and its components-control, ownership, reach and endurance.

4. Effect of Siblings on Adversity Profile

Table 4: Comparison of Adversity Profile of Students without Siblings

with Siblings and

Siblings	N	Mean	S.D.	SE _D	C.R Value	Remark
Total						
With Siblings	1786	146.69	8.54	0.29	0.16	Not Significant
Without Siblings	1466	146.64	8.44			
Control						
With Siblings	1786	35.66	3.24	0.11	0.25	Not Significant
Without Siblings	1466	35.63	3.27			
Ownership						
With Siblings	1786	43.12	3.74	0.13	0.25	Not Significant
Without Siblings	1466	43.09	3.73			
Reach						
With Siblings	1786	32.43	3.19	0.11	0.08	Not Significant
Without Siblings	1466	32.44	3.21			
Endurance						
With Siblings	1786	35.47	3.28	0.11	0.03	Not Significant
Without Siblings	1466	35.47	3.29			

The estimated C.R value was 0.16 and the table value was 1.96 at 0.05 for df=3250. The estimated C.R value was below the table value at 0.05. Thus, null hypothesis 3 was rejected since the estimated C.R value was significantly lower than the table value at 0.05 level. The table shows no significant differences in students with siblings and without siblings in overall adversity profile and its components. Thus, it was evident from the above analysis that 11th standard students with siblings and without siblings showed no difference in total adversity profile and its components-control, ownership, reach and endurance.

MAJOR FINDINGS

The levels of adversity profile of 11th standard school students were found to be moderate level. In the present study, female students showed higher mean scores of total adversity profile and its components such as control, ownership, reach and endurance than male students in the present study. The study also showed that there is no difference in the adversity profile in terms of control, ownership, reach and endurance among the students based on the nature of family and presence or absence of siblings.

DISCUSSION AND CONCLUSION

In this study, female students had higher mean scores for total adversity profile and its components than male students. This was corroborated by Kaur V and Billing H (2022) and Sachdev P (2009). However, Neeru and Shusila (2018), Hema (2015), RadhikaVakharia (2012), Cornista, G., and Macasaet, C. (2013), Cura, J., & Gozum, J. (2011), and Huijuan, Z. (2009) found no gender influence on the adversity profile and its components. A person's capacity to overcome obstacles and solve issues is determined by their adversity quotient. (Nahrowi, Susanto, Hobri, 2020). Listiawati and Sebayang (2019) suggest that training programs can be made to fit the needs of each student to help them deal with problems better. Direct counseling can teach students how to deal with stress, get past problems, and succeed. Using the adversity quotient in education can help students develop a strong attitude when facing problems. It can also be used to figure out each student's abilities, which allows for personalized learning.

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