

**A RESEARCH PROPOSAL**  
**ON**  
**ADVERSITY QUOTIENT OF HIGHER EDUCATION STUDENTS**  
**IN RELATION TO ACHIEVEMENT MOTIVATION AND**  
**LEARNING BEHAVIOUR**

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## INTRODUCTION

### 1.1 THEORETICAL ORIENTATION OF THE PROBLEM

#### ADVERSITY QUOTIENT

“Strength does not come from winning. Your struggles develop your strengths.  
When you go through hardships and decide not to surrender, that is strength.”

– Mahatma Gandhi

Students deal many problems/difficulties in their daily life. There is need to develop strength among them so that they can handle these problems/difficulties. As above quoted by Mahatma Gandhi about strength, according to Gandhi ji when a person deals with problems/difficulties that show the strength of the person and this is not necessary that h/she should always win. In same manner students also face many problems that can be related to academics, home environment, socio-economic situations, identity crisis, relations with peers, physical, emotional, social and intellectual which can further lead the student to dropping out of schools, suicides, acquisition of bad habits, violence, depression, stress, anxiety disorder, accident etc. It is very necessary that students must know; only success in academic is not only important, they must also know how to deal with the adverse and hard situation which they are facing and will also face in their entire life.

Everyone desired success but there are very few people who become successful in their life. Success always attain after so many adversities. Such persons not only face adversities about also they overcome it which further leads to success. In such manner struggle with adversity always remain with human life from the school time after completion of schooling and during the college and after completion of degree and then at the work place, after marriage person faces many adversities, after having children and also in their later age. Struggle is another name of life and no one can escape from it but adversities are different according to the level of each person for example: during childhood child faces different adversities which are further keep on changing with age, time and place. According to Dr. Paul Stoltz, “Each child/student must develop the ability to turn obstacles into opportunities for which Adversity Quotient is the word of the hour.” (Stoltz, 1997).

The concept of adversity quotient was developed by California consultant named Dr. Paul Stoltz, who is working on how students deals and respond to the adverse situation in their life. Stoltz's research indicates that some people are having high Adversity Quotient which means they are efficient to deal with the adverse situation. This is the part of their pattern of response which they learn in childhood. Persons having low adversity quotient leads to fear and uncertainty. Dr. Stoltz strongly believes, individual can change their adversity quotient.

Adversity Quotient is based on the scientifically grounded theory that describes the measures and strengthens how students respond to the full range of adversities. Dr. Paul Stoltz said Adversity Quotient is the science of human resilience. Individuals, who successfully apply Adversity Quotient, they can perform much better in the adverse situation although it can be big and small, which test us every day, which helps us not only to learn from these challenges, but also to respond to them in a better and faster way. Adversity Quotient is an very strong predictor of performance, effectiveness, learning, innovation, resilience, ability to promote, wealth and health.

Adversity Quotient is a main part to understand what it takes to succeed. According to Dr. Stoltz, Adversity Quotient determined the success in work and in life:

1. Adversity Quotient tells how effectively a student deals with adverse situation and has the capability to overcome it.
2. Adversity Quotient predicts who will resolve adverse situation and who will be crushed by it.
3. Adversity Quotient tells who will increase expectations of their performance and potential and who will fall to do it.
4. Adversity Quotient predicts who gives up the efforts and who succeeds (Stoltz, 1997).

Adversity refers to hardships, challenges or misfortune. Adversity is a state of hardship or affliction, trouble. The word 'adversity' was originated from classical Latin word 'adversus', which means 'against' and 'opposite'. In Old French it was known as

‘advers’ and in Middle English it was ‘adverse’. ‘Adverse’ most often refers to such things or denoting something which is in opposition to someone's interests. The state of adverse conditions; state of misfortune or calamity and a tough period in one’s life in which person have many problems is known as adversity.

Adversity means unfavorable situations and difficulties. Adverse conditions make person able to learn many things form difficult situations. Such conditions test an individual his ability that how far s/he can manage with adverse situation. One’s qualities find full scope for development and expression under unfavorable conditions. It is difficult and tough that brings out the best in a man. It is common saying that Misery is the best teacher in person’s life. Person learns many things from the different experiences of life, more the bitter experiences more the learning will be. We learn many things from the bitter experiences and they become best guides to deal with life. These understandings of situation help us to take better decisions for. This also helps to gain new knowledge and also various experiences. Bacon said rightly that fortitude is the virtue of adversity. Individual should always face the challenging situations bravely in his life which will make him stronger.

Adversity is like an opportunity which makes a person attentive, pro-active and ready to handle with any condition that arises in the different part of life. Individual should accept such opportunities because with the help of such situations individual can judge his ability and develop courage to deal with them.

Dr. Paul Stoltz defined adversity quotient as “the capacity of the person to deal with the adversities of his life. As such, it is the science of human toughness.”

Earlier researchers were focused to work on Intelligence Quotient of an individual (IQ) and Emotional Quotient (EQ), and both of these are the bases of achievement in person’s life. A decade ago (1997), Paul Stoltz presented an innovative and exciting idea that is known as “Adversity Quotient” or AQ, that shows the ability of a person to deal with and to victory over the adverse situations.

The term deals with several important aspects of a person; (A) their history of adversity or adverse conditions in his/her life and how they’ve overcome it, (B) the ability of a person to stay level-headed in otherwise stressful situations, and (C) the ability to take

blow after blow, obstacle after obstacle and still keep moving forward. An adversity quotient is how well a person work in the adverse situations. With the help of AQ concept it is better to understand how a student reacts to challenge and adversity faced by him/her in each situation of their lives. In fact, how they respond to adversity is a strong indicator of ability to succeed in many activities and situation. History of adversity and how someone overcomes it informs one's ability to stay level-headed and make good decisions in stressful conditions.

Frequently we use the word "tough." Whether it was used to describe a friend, an adversary or any person "toughness" was valuable, it was necessary amongst peers and it was useful in almost every situation of a person's life. In the professional ground, the idea of "toughness" is rarely used. The once valuable commodity was replaced with the desire to be intelligent, analytical or well-spoken. These characteristics, among others, dominate resumes and interviews in the professional world. Everyone wants to prove that they're smart no one talks about being tough. It is harmful to overlook the importance of toughness. In the same way as IQ and EQ is one of the important traits an individual having also AQ is most important.

Adversity doesn't make challenging obstacles. Each adverse condition is a challenge and each challenge is an opportunity to grow. Change is the universal law and it should be accepted positively, it is very important for a person to know how to face the negative or adverse conditions than to be positive and there are mainly three types of individuals:

1. Quitter: They mostly remain unhappy, emotionally numb and unpleasant. They also remain frustrated, take every task very hard and they blame others for the mistakes.
2. Campers: Campers are mostly remain satisfied with their actions. They like to do work with their own. Maslow gave a Hierarchy of Needs and campers can achieve their needs like food, water, security, shelter, as well as sense of belonging. They are not focused to achieve self-actualization which is top at the Maslow's Hierarchy. It can be said that campers are stronger and motivated by comfort and fear because they have fear to lose the base and they don't want to change in their comfort zone.
3. Climber: Climbers are passionate and they live their life fully. They are much passionate and purposeful regarding their. They are aware about the necessity of life.

They enjoy the life as it is a gift. They feel that life is like a peak and they also know peak can be mysterious.

Adversity Quotient is widely accepted measure and technique for evaluating and strengthening how people respond to and deal with adverse situation in their life. People who successfully apply AQ perform perfectly when they faced challenges or adverse situations in their lives no matter these are big or small. Such persons learn many things from these adversities as well as react to them in an effective and quicker way. Adversity Quotient response is included of four CORE dimensions which are C= Control, O= Ownership, R= Reach, E= Endurance.

**C = Control**

How can one influence the situation?

Are you in control of the situation?

**O = Ownership**

Do you owe yourself responsible for making situations favorable?

What responsible role is played by you in making things better?

**R = Reach**

Does adversity affect situations beyond your immediate concern?

Do you dealing generalize into other areas of your work or life?

**E= Endurance**

How long will the adversity endure/tolerate by any person?

Dr. Paul Stoltz defined success as the degree to which individual moves ahead, rising and succeeding in his entire life, in spite of all obstacles or other forms of adversity. Dr. Paul said that the favorable result in students' academic area and in life is largely determined by adversity quotient.

Kanjanakaroon (2000) studied the relationship between adversity quotient (AQ) and self-empowerment of lower secondary grade students in schools under the jurisdiction of the Office of the Basic Education Commission. The sample in this study included 400 students

and the result of the study indicated that the students' AQ and self-empowerment were at high levels and the students' AQ and self-empowerment as classified by their personal information like gender, age, class and grade point average did not have significant differences. Relationship between AQ and self-empowerment was found positive.

Villaver and Lucero (2005) studied the variations in levels of adversity quotient of female government and private school educators. Study included the sample of 105 female school teachers. Findings of the study are: majority of the adult female having moderate adversity quotient and the older female having moderately low adversity quotient. The unmarried females got moderate percentage and moderately low adversity quotient and married females having moderate AQ level. Further, majority of the females belonging to middle socio-economic status having moderate adversity quotient and those have low socio-economic status having low adversity quotient level. No significant relation was found in the dimensions of adversity quotient of female government and private school teachers.

Johnson (2005) conducted a study to ascertain relationship between Explanatory Style and Adversity Quotient and to ascertain Explanatory Style and Adversity Quotient to Sales Performance. Sample of the study was 112 employees of Fortune 500 Company. Sales persons having high adversity quotient their performance level was also very high.

Dsouza (2006) studied Adversity Quotient of Secondary Schools students in Relation to their School Performance and School Climate. Sample of the study was 548 Secondary school students of 9th standard of Secondary School Certificate (SSC), Indian Certificate of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) in English 27 medium boards of Greater Mumbai. The study revealed that there is significant difference in the Adversity Quotient of all three boards of schools. The student from ICSE and CBSE school types were having better ability to deal with the adversities as compare to the students from SSC. Irrespective of school type responded students with low Adversity Quotient also responded in a similar manner to adverse situation. School performance and adversity quotient both are correlated.

Yun (2008) conducted study with college students and their living surroundings. The study revealed that it is easy for the students who are having high adversity quotient to

adjust in the new environment as well as in the varying unfavorable conditions into favorable conditions.

Pangma, Tayraukham and Nuangchalerm (2009) studied the factors which affect the adversity of 12<sup>th</sup> grade and third-year vocational students of Sisaket. 672 of 12<sup>th</sup> class and 376 3<sup>rd</sup> year vocational students were selected as a sample. It was found that there are various factors like sense of personal freedom, dominance, self-esteem, ambition, self-confidence, enthusiasm, and achievement motivation factors influencing the adversity quotient. Self-confidence was directly and indirectly influencing the adversity quotient of students. Achievement motivation directly influence the adversity quotient, dominance indirectly influence the adversity quotient, some of the variables which both directly and indirectly influencing the adversity quotient of these students were sense of self-esteem, personal freedom, self-confidence, enthusiasm, and motivation.

Enriquez (2009) conducted a study to find the effectiveness of a mentoring program on the Adversity Quotient of college freshmen to develop a mentoring programme and to study effectiveness of programme on Adversity Quotient. Researcher used Pre-test Post-test experimental design. Sample in the study was 181 college students which were taken from 17 different courses of a college. The study revealed that the Adversity Quotient scores improved for most of the student and the programme proved to be effective.

Canivel (2010) studied Styles, Performance and Practices to study Adversity Quotient profile of the principals. Sample of the study was 47 principals from 40 private schools in the province of Rizal. It was found in the result that adversity quotient of private schools principals is average. In the ownership dimension they got scores below average. No correlation was found between the principals Adversity Quotient and the leadership style of principal. Adversity Quotient and leadership style of the principal has no significant correlation with demographic profiles.

Tarapurwala (2010) conducted a study on the correlation of Adversity Quotient and socio economic status of the students of F.Y degree colleges of Mumbai. Sample of the study was 643 students of F.Y degree colleges of Greater Mumbai. There is no significant difference between Adversity Quotient and socio economic status of the students.



Deesom (2011) examined the influence of positive thinking program on the adversity quotient of 6<sup>th</sup> standard students. There were two groups; experimental and controlled. There were 12 training sessions of positive thinking program were used to trained students of experimental group and on the other hand, controlled group was not trained. Analysis of data revealed that the scores of experimental group of the adversity quotient were found higher before the experiment as compare to the controlled group at the .05 level of significance.

Liu (2011) studied relationship between personality traits, Adversity Quotient, work stress and work performance among different gender roles and to provide entrepreneurs a direction of recruiting and training their employees and to create the enterprises competitive power. Study was descriptive in its nature and the sample of the study was 693 office workers in Taiwan. Study revealed that there was difference in the gender roles and adversity quotient. Personality trait had a positive influence on Adversity Quotient. Adversity Quotient does not have a negative influence on work stress.

Tripathi (2012) studied the Use of Adversity Quotient in creating strong business leaders of tomorrow. The study focuses to measure the ability of individual to overcome or deal the adversities. Sample of the study was 131 top management professionals/Leaders engaged in adding value to their people & business. The study also revealed that one's Adversity Quotient, particularly as it relates to the dimensions of Adversity Quotient: Control, Reach Ownership and Endurance over one's adversities, reliably can be used as a standard to identify leaders who create well establish business and they can direct them to excellence in overall performances & growth.

Cornista and Macasaet (2013) studied the adversity quotient and achievement motivation in psychology students of 3<sup>rd</sup> year and 4<sup>th</sup> year. It was found that there exit relationship between adversity quotient and achievement motivation but not all dimensions like: c-control, o-ownership, r-reach and e-endurance of adversity quotient were found influenced by the achievement motivation.

Nikam and Uplane (2013) explored the relationship in the different dimensions of adversity quotient and different dimensions of defense mechanism of secondary school

students. Study found the relationship between adversity quotient and defense mechanism having different dimensions like Projection, Turning against object, Principalisation, Turning against self and Reversal. Another aim of the study was to study whether there exist any difference between the level of AQ and DM of boys and girls. The sample in the study included 156 girls and 152 boys (aged from 13 years to 15 years) selected randomly from Uran, Maharashtra. No relationship was found between the adversity quotient and defense mechanism of secondary school students. There was no difference in the different dimensions of both adversity quotient and defense mechanism of both boys and girls.

Tian and Fan (2014) conducted a study on adversity quotients, environmental variables and career adaptability in student nurses. Sample of the study was 431 student nurses. The results of the showed that student nurses' adversity quotients, individualized clinical learning environment, and family social support positively correlated with their degree of career adaptability, even after multiple adjustments. Those who were student leader their career adaptability scores higher than others.

## **ACHIEVEMENT MOTIVATION**

The term 'achievement motivation' is comprised of two terms 'achievement' and 'motivation'. 'Achievement' means 'the process of achieving something'. The word 'achievement' is derived from middle French word 'achievement'. Something that has been done or achieved through effort and a result of hard work is known as achievement.

Motivation means reasons for acting or behaving in a certain way. Intrinsic and extrinsic elements which arouse desire and energy in an individual to be continually interested and responsible towards any task, role of individual in any activity and make him active to achieve set goals.

It is the energy to follow and achieve goals. An individual with achievement motivation desires to attain objectives and advance up on the hierarchy of success. Here, success is essential for its own shake and not for the rewards that accompany it.

Motivation is the result of conscious and unconscious elements like: (i) power/power of wish or any need, (ii) remuneration/extra value of the particular task or

work and lastly (iii) expectations of the individuals related to results. These are the main factors which become the reason to behave in a certain way. For example mother always gives incentive to child for her good behave.

Achievement Motivation is psychological thought that links personality traits and social background of an individual with his or her level of 'need for achievement.' Achievement motivation is a process which reasons for acting or behaving in a certain way to achieve something. It is very important for success or the accomplishment of excellence. Individuals use various ways to fulfill their needs, and are determined to succeed for different reasons both internal and external. As per the views of expert in behavioral area and scientists, there are various types of motivation and achievement motivation is one of them. Achievement motivation is a type of force that helps the person to make an effort to be more successful as well as goal oriented which will further lead towards good life.

Achievement motivation is the core need for achievement in life as well as this is vital element of aspiration/hope, effort/struggle, and persistence/determination when an individual supposes that his performance will be evaluated in relation to some standard of excellence. Such type of behavior is called achievement-oriented.

Motivation is the driving force behind all the actions or task performed by an individual. Both needs and desires of an individual have great influence on the behavior and these also give direction to the behavior. Achievement goals and emotions are the base for motivation. There are various types of motivation like intrinsic/internal motivation, extrinsic/external motivation and achievement motivation. Achievement motivation can be defined as the need for success or the attainment of excellence.

Achievement motives comprise the main two terms; (i) need or desire for achievement and another one is the fear of failure. Both achievement and fear of failure are the main reasons which further lead to our behavior towards favorable and unfavorable results. Achievement goals are very strong mental illustrations which helps individual to move toward a specific goal and target. There are basically 3 types of achievement goals; a performance approach goal, a performance avoidance goal, and a mastery goal. The first performance approach goal: as its name reflect the goals which are focused on attainment of

excellence which is relative to others, goal which is focused on reducing ineffectiveness as compared to others is known as performance avoidance goal and lastly a mastery goal is focused on the development of competence itself and of task mastery. Achievement motives are the direct predictors of achievements which are relevant circumstances. Achievement motives have an indirect effect on the achievement-relevant outcomes on the other hand achievement goals have a direct or close effect on it.

Motivated person remain active as well as give feelings of be in control over their actions. Difficult but appropriate targets are set by the persons who are motivated through achievement, which will help them to confirm that they achieve their goals. Persons who are achievement motivated set such goals that are not too easy to achieve they look beyond the challenges and find ways to deal with them. They don't set such goals which are too difficult because they know their strengths and can do the task in which they feel able to handle honestly. This is generally come to know that persons who are achievement motivated have great chance of progressing their work as compare to those who are less motivated.

Persons who are motivated through achievement motivation work on specific task or problem for its solution rather just waiting of result. When individual work on specific assignment or problem, s/he remain focus can handle adverse situations and able to attain goals. Such persons are interested in their actions rather than to the incentives they will get. For such persons achievement is a reward in itself.

In the present era every individual struggle in his/her life and they should capable in their activities. Achievement goal provides purpose to students for involving in any assignment. Experts who worked on achievement concept they mainly found two different ideas toward competence: a performance goal focused on representing ability when compared to others, and a mastery goal focused on the expansion of competence and task mastery. They also said that performance of individual and his mastery goals related to any area leads towards motivation.

Presented experts of classical achievement motivation said that activities of an individual are highlighted and focused toward achieving success or avoiding failure, while

the others experts of achievement goal focused on their approach aspect. Performance which is related to avoidance goals, however, are considered as encouraging negative condition.

The avoidance of goals leads to distraction in task which further increase anxiety and person feels helpless to achieve outcomes. Intrinsic motivation develops pleasure and interest in individuals to do any activity for its own sake. Goals related to performance avoidance leave negative impact on the intrinsic motivation but the both other mastery and performance-approach goals helped to increase intrinsic motivation.

Achievement motivation can, therefore, be defined as the determined to increase or to keep as high as possible, individual's capabilities in all actions of different tasks in which a standard of quality is keep in mind and where the carrying out of such actions can, therefore either succeed or not succeed. Thus, the basis of achievement motivation is achievement motive which means motive to achieve anything. Most of the individual involve themselves in a task due to achievement motivation.

Ahmed (1998) conducted a study on differences of various ordinal positions among adolescent boys and girls in their achievement motivation. The sample was included of 120 students of the age group of 13-18 years of Mumbai city. Finding of the study: there was no significant difference between the achievement motivation of gender.

Busato et al. (2000) conducted a studied to find intellectual ability, learning style, personality and achievement motivation as a predictor of academic success in higher education. The sample of the study includes 409 1<sup>st</sup> year psychology students of Netherlands. The study revealed that there was positive correlation between achievement motivation and academic success.

Panda and Jena (2000) studied the effect of some parental characteristics on students' achievement motivation. The sample in the study includes 200 students of 9<sup>th</sup> class selected from 6<sup>th</sup> secondary schools of Jaipur and Kalakhandi districts. The results of the study showed that students having well educated parents they are having high achievement motivation as compare to those students whose parents are low educated. Study revealed that there was positive correlation between parental education and achievement motivation.

Kaur (2004) compared achievement motivation of students. Two hundred boys and girls of 11<sup>th</sup> class belonging to urban and rural areas of Ludhiana District were taken as a sample in the study. Result of the study indicated that there was significant difference between achievement motivation on the basis of gender as well as there was a significant differences between achievement motivation of rural and urban students.

Sidhu and Parminder (2005) conducted a comparative study of different models of teaching like concept attainment model, advance organiser model and conventional method in teaching of physics with two more variables; intelligence and achievement motivation of 9<sup>th</sup> class students. Sample of the study included 240 students of Sangrur district in Punjab. The results showed that there was no significant effect of achievement motivation on scholastic achievement of the students. It was also found that there was no relationship between intelligence and achievement motivation.

Sharma et al. (2006) studied on the relationship between self-concept, achievement motivation and achievement in mathematics on a sample of 80 students of 6<sup>th</sup> class students of Bhopal. Both Achievement motivation and achievement in mathematic have positive correlation.

Bansal et al. (2006) investigated the relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. Sample of the study include 100 high achievers students of 11<sup>th</sup> class from 10 senior secondary schools of Ludhiana city. The results of the study showed that good quality of home environment had significant positive relationship with high level of achievement motivation and high level academic achievement.

Ilogu (2007) conducted study on the effect of achievement motivation on students' cognitive performance and behaviour. A sample 200 students was selected from Lagos. The study revealed that there was positive correlation between achievement motivation and academic achievement of students.

Acharya and Shobhna (2009) analyzed the influence of parental education level on achievement motivation of adolescents. Two hundred intermediate students belonging to such parents that are having four levels of education namely high school, intermediate,

graduation and post-graduation from Varanasi were taken as sample. The result of the study indicated that parental education level influenced achievement motivation in academic area. Much high level of parental education leads to the better achievement motivation in academic area of any student.

Chaturvedi (2009) examined the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. Three hundred students in the age range of 12-15 years, from different schools of Bhopal were taken as sample. Achievement motivation of students was measured by the Deo-Mohan's achievement motivation scale. The results revealed that there was positive correlation between academic motivation and achievement.

Muola (2010) studied the relationship between achievement motivation and home environment among 8<sup>th</sup> class students. Two hundred and thirty five students of Kenyan from 13 to 17 years were taken as sample. Results revealed that there was no significant relationship between parental encouragement academic achievement motivation.

Bahago and Ahmadu (2011) investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected by administering achievement motivation rating scale and the sample of the study was 300 girls selected from nomadic primary schools. Result of the study indicated that parental education levels influenced the academic achievement of girls and it was also found that parental education was relevant to the academic achievement of the girls.

Gupta, Devi and Pasrija (2012) explored achievement motivation as the main factor which helps to determine the academic achievement. Sample of 320 adolescent students were selected using random sampling method. It was found that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. Both male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. High achievement motivation adolescents of rural area and urban

area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts.

Rashmi and Prasad (2013) studied how achievement motivation influenced the academic achievement of secondary school students of Bhagalpur. Sample in the study was 288 students. Result indicated that achievement motivation has significant impact on academic achievement.

Chetri (2014) studied the self-concept, achievement motivation and academic achievement of adolescents. The sample of the study was 480 male and female students of class Xth from government and non-government schools. The study revealed that there was no significant difference in the self-concept of the student on the basis of gender and locale. No significant difference was found in the academic achievement of the students on the basis of gender and locale. Significant relationship was found in the self-concept, achievement motivation and academic achievement.

Therefore it can be summed up that home environment including parental encouragement, parental aspirations, parental interest, involvement, behaviour, parenting skills and parenting styles have direct influence on educational achievement of the students. Educated parents provide conducive home environment that entails parental encouragement that proves to be catalyst in boosting and maintaining achievement motivation among the students that in turn influence their academic achievement.

## **LEARNING BEHAVIOUR**

The term learning behavior comprises of two terms: learning and behavior. Learning means knowledge acquired by systematic study in any field of scholarly application. It is the act or process of obtaining knowledge or skill. Word learning originated from the Middle English word “lerning” to “leorning” and later on learning. Learning can be defined as the process leading to relatively permanent behavioral change or potential behavioral change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave. Learning based on mental processes by which learners take in, interpret, store and retrieve information.



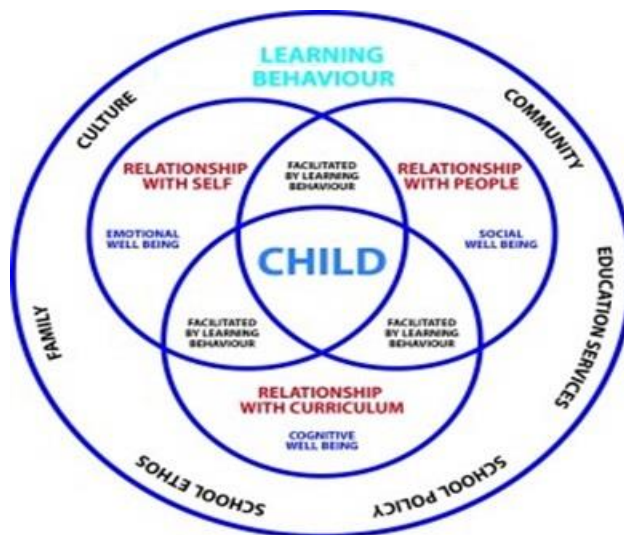
Learning behavior is very important bond between way in which children and young people learn social knowledge and behavior in different situations. Learning behavior does not occur in loneliness. Rather it is a product of different influences. It is not simply the product of a pupil's willingness to behave or learn as per the instructions of the teacher.

Behavior is the action, reaction, or functioning of a system, under normal or specified circumstance. It is a response of an individual or group to an action, environment, person or stimulus. Word "behavior" originated from the Middle French word 'havoir' to Latin 'habēre' which replace later with Middle English word 'behavoure', 'behave'.

Learning styles emerge as habits, the interference of personality trait, which is a relatively more abstract entity, will affect the learning behavior. Personality traits facilitate learning behavior and motivate the person, and these traits are decisive for the person in insisting or giving up.

Learning styles were found to affect learners' learning behaviours. Every learner has varied learning style and preferences by which s/he would behave differently in the way s/he perceive, interact, and answer to the learning environment. Since learners differ in their preferences to certain learning styles, it will be the duty of the teacher to find out the diversity in learners on the basis of their learning styles. The knowledge regarding the students' style to learn will help the teacher to manage the classroom and deal with the diversity of the students. Here teacher can use adjustment technique to accommodate the students' different needs.

The Asia-Pacific Partnership for Learning Behaviour (APPfLB) developed a model of learning behaviour which based is in the Hong Kong Institute of Education (HKIEd). The Learning Behaviour Model uses covering rings which show the link between the three basic and vital relationships for student's learning. These three relationships; with self, with other people, and with the curriculum are developed by the students within the range of external impacts on their learning behaviour. These influences over all include the student's learning behaviour environment. Improved learning behaviour will help student to manage these relationships and to have more refined positive learning behavior.



**Figure: Learning Behaviour Model**

There are basically 3 sets of relationships which contribute to a culture/code of ‘learning behavior’ are:

- **Relationship with Self:** it has key relationship with learning behavior. It shows the positive self-image of the learners and also increasing independence in them for completing any task. Students will able to understand the personal strengths and weakness. Students who are not much confidence and they are having feelings that they are not to be able to succeed as a learner.
- **Relationship with Others:** It is developed by the interaction between the student and others individuals like; in school teachers and peers and in home parents. The range of interpersonal skills will develop with the help of student’s interaction others to become more socially and emotionally adaptive in the society. All behavior needs to be understood as ‘behavior in context’. Behavior by pupils is generated as much by their interactions with others like students, teachers, peers or other adults in schools/college.
- **Relationship with the Curriculum:** it includes the variety of ways students involves themselves in the learning process and develop interest for learn new things as well as love for learning. Both behavior of the students and curriculum cannot be separate, these will progress together. It is the duty of the teacher to develop meaningful

curriculum which will help to the progress of learning so that each learner will take interest in learning and develop positive learning behavior.

To develop the love for learning in students there is need that school and colleges should be proactive and facilitate the access of education, participation of students as well as engagement in teaching learning process through supporting students to develop positive relationship with the self, others and with the curriculum.

Learning behaviour comprises attention, motivation, learning-related social skills, approaches to learning in young children and these are predictive of their later academic and social adjustment in school. Schaefer and McDermott (1999), and Schaefer (2004) described theoretical rationales for the importance of considering learning behaviors in assessing students' educational difficulties. They pointed out that learning behaviors identified by developmental and learning experts (Anderson & Messick, 1974; Stipek, 1998) that facilitate the academic development include attention to tasks, positive attitudes about academics, competence motivation, problem-solving skills, and flexibility in information processing. McClelland and Morrison (2003) worked more on the concept of learning behaviour and they identified: Competence Motivation (willingness or reluctance to take tasks), Attention (following instructions, paying attention), and Attitude Toward Learning (willingness to be helped) facilitate success in students' learning and educational achievement. Assessment of such learning behaviors may provide additional insights into student learning difficulties and further aid in remediation of learning problems due to their responsiveness to interventions. As per above learning behaviour comprises:

**Attention:** It refers to how students actively process the specific information which is meaningful for us.

**Attitude:** It is tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences students' choice of action, and responses to challenges, incentives, and rewards.

**Competence Motivation:** It is the drive to be good at something, allowing the students to perform high quality work. Competence motivated students seek skill mastery,

take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.

**Strategy/Flexibility:** Learning strategies are the thoughts and/or actions that students use to complete learning tasks. These are the tools that students themselves can employ independently according to their need and ability to complete any task.

Klinjue (1998) studied the effective of peer tutoring with positive reinforcement program on learning behavior and English achievement of Prathomarks Students of Banmaoepeao School, Changwat Chaiyaphug. After the experiment both experimental and controlled group scored significant higher in learning behavior and English achievement test than before the experiment at 0.05 level. After the experiment the experimental group got significantly higher scores in learning behavior and English achievement test than those of the control group at 0.05 level.

Rodsawat (2004) examined the effect of creative problem solving process on developing of self-discipline, learning behavior of Purthom, Suksa Students. The result of the study showed that there was no significant difference between self-discipline and learning behavior of the experimental group before and after treatment. Students in experimental group reported that the program was good and useful for developing their self-discipline in learning behavior.

Romruen (2006) examined the relationships between self-defeating behavior pattern and learning behavior of Mathayom Suksa Students in Nonthaburi Province. The result of the study revealed that the level of self-defeating behavior of the students was low whereas the level of learning behavior was moderate. Gender, age, father and mother's education had an effect on self -defeating behavior. Gender, age, grade, mother's education level had an effect on the learning behavior at 0.05 level. Self-defeating behavior had an negative correlation with learning behavior at the statistical level of 0.05.

Kuntakaew (2007) studied adversity quotient, emotional intelligence and learning behavior of the fourth level students at Nareerat School. Findings of the study were adversity quotient and emotional level of the student at high level and learning behavior at moderate level. Factors affecting learning behavior of the student were sex, age, and grade

of the student, GPA, birth order, father's education, father's occupation, parents' income which were statistically significant at 0.05 level of confidence. Adversity quotient was positively correlated with learning behavior at 0.000 level of confidence. Emotional intelligence was positively correlated to learning behavior at 0.000 level of confidence.

Mali and Zahyah (2013) studied relationship between adversity quotient and learning behavior among fourth year students at Songkhla Rajabhat University. Findings of the study showed that adversity quotient had a positive correlation with students' learning behaviour. In addition, fathers' levels of education and academic achievement had a significant impact on students' learning behaviour.

## **1.2 SIGNIFICANCE OF THE STUDY**

It is rightly stated by Kothari Commission (1964-66) that the destiny of India is being shaped in her classrooms. In other words, we can say that future of our country is determined by the students. Students are the backbone of the nation. They must be well adjusted with their environment. In order to adjust in the existing environment, students have to deal with problematic situations in their life. Adversity quotient is a measure of the capacity/ability of the student to face the adversities of his life. A student faces adverse situations in the process of learning and daily life. Achievement motivation is an attempt to get success and reach to fix goal of life. Learning behavior is that kind of behavior which helps a person to react on external or internal stimuli for acquiring new, or modifying the existing and reinforcing, existing knowledge, behaviours, skills, values or preferences.

It is very important link between way in which children and young people acquire social knowledge and behavior in different situations. Learning behavior does not occur in loneliness. Rather it is a product of different influences. It is not simply the product of a pupil's willingness to behave or learn as per the instructions of the teacher.

Review of literature revealed that adversity quotient of individuals is not influenced by gender. Course or streams of education and year level are found to be significantly related to the adversity quotient (Huijuan, 2009). Students with high adversity quotient find easy to adapt themselves to new environment by changing unfavorable conditions to their advantage (Yun, 2008). Adversity quotient was found to be related to academic achievement

by Deesom (2011) and Cornista & Macasact (2013). Nikam and Uplane (2013) found no correlation between adversity quotient and defense mechanism of secondary school students.

Chaturvedi (2009) found that girls have more academic achievement than boys. Bahago and Ahmadu (2011) found that academic achievement of the girls is influenced by parental education levels. Sidhu and Parminder (2005) found no significant effect of achievement motivation on scholastic achievement of the students; no relationship was found between intelligence and achievement motivation. Bansal et al. (2006) explored that good quality of home environment had significant positive relationship with high level of achievement motivation and high level of academic achievement. Muola (2010) explored that parental encouragement was the factor that was not significantly related to academic achievement motivation.

Klinjue (1998), Rodsawat (2004), Romruen (2006) and Mali and Zahyah (2013) conducted research on learning behavior. Mali and Zahyah (2013) found a positive correlation between adversity quotient and learning behavior of students.

An analysis of reviews of related literature revealed that a number of studies are conducted on achievement motivation. Paul Stoltz introduced Adversity Quotient as a new concept in the year 1997. Similarly, learning behavior is also a new concept. There is a little amount of reviews on the learning behavior. Moreover, it was also revealed that adversity quotient of undergraduate students has not been studied in relation to their achievement motivation and learning behavior. To fill the gap in research this study is undertaken.

It is important for both parents and educators to understand why promoting and encouraging achievement motivation from an early age is vital. Achievement motivation is crucial to a student's success at any age in their academics. Because achievement motivation has significant implication for the future academic careers.

Findings of this study will be beneficial to the students, teachers, parents, administrators, curriculum framers, examiners to perform their respective duties more effectively. Implications of the study shall be beneficial for the students in facilitating their learning. Parents, teachers, administrators can take care of achievement motivation and learning behavior as per findings of the study.

Thus, in order to fill the gaps in the field of educational research and facilitate learning of undergraduate students, this study is undertaken.

### **1.3 STATEMENT OF THE PROBLEM**

In the proposed study, “ADVERSITY QUOTIENT OF HIGHER EDUCATION STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION AND LEARNING BEHAVIOUR” investigator will find out the adversity quotient among undergraduate students and how achievement motivation and learning behavior influence it. Adversity quotient will be studied as dependent variable, whereas achievement motivation and learning behaviour will be treated as independent variables.

### **1.4 OPERATIONAL DEFINITION OF TERMS**

#### **Adversity Quotient**

Adversity quotient measures our ability to face the adversities. Adversity is a state of hardship and troubles. It deals with motivation, empowerment, creativity, productivity, learning, energy, hope, attitude, response to changes. Adversity is a difficult or unpleasant situation. AQ response is comprised of four CORE dimensions. C= Control (How can one influence the situation?), O= Ownership (Do you owe yourself responsible for making situations favorable?), R= Reach (Does adversity affect situations beyond your immediate concern?), E= Endurance (How long will the adversity endure/tolerate?).

In its operational terms, adversity quotient refers to four dimensions namely (CORE; C for Control, O for Ownership, R for Reach and E for Endurance) as measured by Adversity Quotient Profile developed by Dr. Paul G. Stoltz (2009).

#### **Achievement Motivation**

Achievement motivation is a process which reasons for acting or behaving in a certain way to achieve something. This is very essential for success or accomplishment of brilliance.

In its operational terms, achievement motivation refers to high and low levels as measured by Achievement Motivation Test developed by Pratibha Deo and Asha Mohan (2011).

### **Learning Behaviour**

Learning behavior is that kind of behavior which helps a person to react on external or internal stimuli for acquiring new, or modifying and reinforcing, existing knowledge, behaviours, skills, values or preferences. Learning Behavior is the crucial link between the way in which children and young people learn and their social knowledge and behavior.

In its operational terms, learning behaviour refers to high, average and low learning behaviour as measured by Learning Behaviour Scale to be developed by the investigator.

### **Higher Education Students**

It refers to students pursuing their post-secondary education like B.A., B.Sc. B.Com, M.A., M.Sc., M.Com etc in various degree colleges or universities. Higher education student are those student who are studying for their higher degree (usually entitled Bachelor of Arts [BA], Master of Arts [M.A.] or Bachelor of Science [BSc]). There are three levels of undergraduate study and two level of post-graduation study equating to first-year, second-year and third-year study. In India the Graduation system is classified into two Undergraduate (UG) and Postgraduate (PG) Systems. It takes three or four years to complete an 'undergraduate' degree and two years for post-graduation.

## **1.5 OBJECTIVES**

Following objectives will be realized in the proposed study:

1. To explore adversity quotient, achievement motivation and learning behaviour of higher education students.
2. To find the difference among higher education students in their adversity quotient, achievement motivation and learning behaviour based on gender and stream.
3. To find the difference among higher education students in their adversity quotient based on high and low achievement motivation and learning behaviour.



4. To analyze the relationship of adversity quotient with achievement motivation and learning behaviour of higher education students.

## **1.6 HYPOTHESES**

Following hypotheses will be tested in the proposed study:

1. There exists significant difference among higher education students of different streams in their adversity quotient.
2. There exists significant difference between male and female higher education students of different streams in their adversity quotient.
3. There exists significant difference among higher education students of different streams in their achievement motivation.
4. There exists significant difference between male and female higher education students of different streams in their achievement motivation.
5. There exists significant difference among higher education students of different streams in their learning behaviour.
6. There exists significant difference between male and female higher education students of different streams in their learning behaviour.
7. There exists significant differences difference among higher education students in their adversity quotient based on high and low achievement motivation.
8. There exists significant differences difference among higher education students in their adversity quotient based on high and low learning behaviour.
9. There exists significant relationship between adversity quotient of higher education students with achievement motivation and learning behaviour.

## **1.7 DELIMITATION OF THE STUDY**

1. Study will be delimited to Jalandhar district.
2. Final year graduation and post-graduation students will be taken as sample in the study.

## **1.8 METHOD AND PROCEDURE**

Research methodology involves the systematic procedures by which the researcher starts from initial identifications of problem on its conclusion. After the selection, definition and delimitations of the problem, the next step is how to collect relevant data according to the need of study. The methodology is the very important aspect of any study. By method mean systematic approach towards a particular phenomenon. In descriptive type of research, investigator collect data with the help of tools like questionnaire, interview and observation etc. The presents study is a descriptive study. Following method and procedure have been adopted. Here stratified random sampling will used by investigator.

### **1.8.1 SAMPLE**

The sample of the study comprised of 300 higher education students. Data will be collected from 100 students of Arts stream 100 students of Commerce and 100 students of Science stream which will further divided into male and female from Jalandhar district.

### **1.8.2 SAMPLING FRAME**

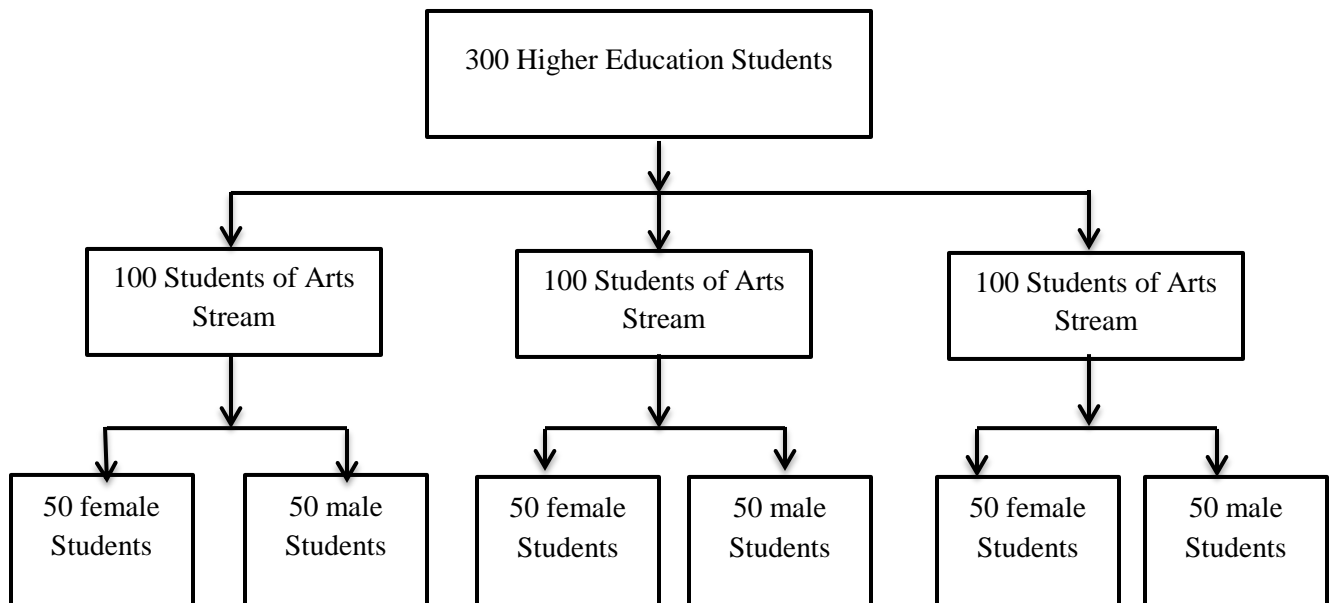
Sampling frame is a list of the population, object or thing from which the researcher will select sample for data collection. Below is the list of colleges in Jalandhar district from which the researcher will select colleges randomly.

<b>S.No.</b>	<b>Name of College</b>
1	Doaba College Jalandhar
2	D.A.V.College Jalandhar
3	Hans Raj Mahila Maha Vidyalaya, Jalandhar
4	Kanya Maha Vidyalaya Jalandhar
5	Lyalpur Khalsa College Jalandhar
6	Lyalpur Khalsa College for Women Jalandhar
7	MGN College of Education Jalandhar
8	Prem Chand Markanda SD College for Women Ladowali Road, Jalandhar
9	G.N.D. University College Ladowali Road, Jalandhar
10	St.Soldier College Basti Danashmandan, Jalandhar
11	Govt. Arts & Sports College , Jalandhar

12	B D Arya Girls College Jalandhar
13	GGG Govt.College Jandiala (Jalandhar)
14	Trinity College, Church Nagar, G.G.S.Avenue,Chogitti Jalandhar
15	GN Khalsa Girls College, Baba Sang Dhesian (Jalandhar)
16	DRV DAV Centenary College Phillaur (Jalandhar)
17	GN Khalsa College Daroli Kalan (Jalandhar)
18	P.T.M. Arya College, Noor Mehal (Jalandhar).
19	St. Soldier College (Co- Education), Behind N.I.T. (R.E.C.), Jalandhar
20	MGSM Janta College Kartarpur
21	GN National College Nakodar, Jalandhar
22	GN National College for Women Nakodar, Jalandhar
23	KRM DAV College Nakodar
24	Janta College Bhogpur, Jalandhar

### 1.8.3 SAMPLING DESIGN

The sample of the study comprised of 300 higher education students. Sample will be select bases on strata's namely Arts, Science and commerce streams of education. Each Stream will include 100 students which further will be divided into male and female.



## **1.9 TOOLS FOR DATA COLLECTION**

Tools are the best way to collect the information for research purpose; they are used for collecting views and opinion of the people, their attitude and suggestions. Each tool is appropriate for collection of certain type of evidence or information. The researcher has to select the tool by which he/she will collect the data for his study. These tools help to analyze the responses of a sample related variables. In order to collect data following tools were used in the said study:

1. Adversity Quotient Profile standardized by Dr. Paul Stoltz (2009)
2. Pratibha Deo and Asha Mohan Achievement Motivation Scale (n-Ach) (2011).
3. Learning Behaviour Scale developed by the investigator.

## **1.10 PROCEDURE OF DATA COLLECTION**

To generate information about the selected variable of the target group i.e. higher education students, the subsequent task was the collection of data. For this purpose investigator collect the data from colleges of Jalandhar district randomly and will get the permission of principals of colleges to collect that data from students. Scales will be given to higher education students. After the collection of different colleges, results will be analyzed.

## **1.11 DATA ANALYSIS TECHNIQUES**

Analysis and interpretation of data will be done keeping in the view the framed objectives. Parametric statistical technique will be used in determining groups trends mean and SD will be used.

1. To find out the group differences ANOVA will be used.
2. To find out high and low difference t-test will be used.
3. To analyze the relationship of adversity quotient, achievement motivation and learning behaviour with multiple correlations will be calculated.

## **1.12 DESCRIPTION OF WORK DONE**

- A. Identification of dimensions of the self-made tool after review of literature.

Learning behaviour is comprised of attention, motivation, learning-related social skills, approaches to learning in young children and these are predictive of their later academic and social adjustment in school. Schaefer and McDermott (1999), and Schaefer (2004) described theoretical rationales for the importance of considering learning behaviors in assessing students' educational difficulties. They pointed out that learning behaviors identified by developmental and learning experts (Anderson & Messick, 1974; Stipek, 1998) that facilitate the academic development include attention to tasks, positive attitudes about academics, competence motivation, problem-solving skills, and flexibility in information processing. McClelland and Morrison (2003) worked more on the concept of learning behaviour and they identified: Competence Motivation (willingness or reluctance to take tasks), Attention (following instructions, paying attention), and Attitude Toward Learning (willingness to be helped) facilitate success in students' learning and educational achievement. Assessment of such learning behaviors may provide additional insights into student learning difficulties and further aid in remediation of learning problems due to their responsiveness to interventions. As per above learning behaviour comprises:

**Attention:** It refers to how students actively process the specific information which is meaningful for us.

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**Strategy/Flexibility:** Learning strategies are the thoughts and/or actions that students use to complete learning tasks. These are the tools that students themselves can employ independently according to their need and ability to complete any task.

**B.** Initial drafting of items of the tool after consulting with the supervisor and 46

items were framed on the basis of dimensions of the scales.

- C. Face validity of the tool: Modification of items in consultation with supervisor after the face of the tool. For the face validity tool was given to Dr. Ramandeep Kaur, Dr. Nimisha Beri, Dr. Sushil Kumar Singh, Dr. Anshu Narad and Mrs. Chanmeet Dhillon, Mrs. Ranjan Bala, Mr. Dinesh Kumar, Ms. Tina.
- D. Finalization of the items was made to be included in the initial draft of the self-made tool and 42 items were selected, some of them modified and some are deleted.
- E. Pre try out of the tool: For pre try out 70 respondents fill the tool and item analysis was done on the basis of the scale filled by respondents.
- F. Item analysis was done to determine validity index (discrimination power).

Item analysis is very important step after construction of tool through which discrimination index, distractor analysis and difficulty value of each item is calculated and later on the reliability of the tool is found. As learning behaviour is 5 points likert scale in which students have to mark their response. There is no right or wrong response and there is no multiple choice questions so here is no need to find distractor analysis and difficulty value. Here is need to find discrimination index. Discriminate between upper and lower groups in which there is need to have 27% of total pre try out sample in each upper and lower group.

Pre-try out was conducted on the sample of 70 higher education students from different streams. And for item analysis 19 students in upper group and 19 in lower was taken and after that mean, standard deviation and t- test was applied. Item was analyzed on the basis of the t value at 36 degree of freedom. Below is the table of item analysis:

Item no.	Mean of upper 27%	S.D. of upper 27%	Mean of lower 27%	S.D. of lower 27%	t-value	Remarks
1	4.74	0.45	3.79	0.79	4.55**	Significant
2	4.47	0.77	3.53	1.07	3.12**	Significant
3	4.16	1.17	3.16	1.12	2.70**	Significant
4	4.68	0.48	3.74	0.87	4.15**	Significant
5	4.37	0.68	3.32	1.20	3.31**	Significant
6	4.63	0.50	3.74	0.87	3.89**	Significant

7	4.63	0.76	3.42	1.30	3.49**	Significant
8	4.16	0.83	2.42	1.22	5.13**	Significant
9	3.84	0.90	2.95	1.27	2.51**	Significant
10	4.32	0.75	3.37	1.07	3.17**	Significant
11	4.58	0.61	3.79	1.03	2.88**	Significant
12	3.95	1.08	2.84	1.01	3.25**	Significant
13	4.79	0.42	3.79	0.85	4.58**	Significant
14	3.79	0.85	2.37	1.16	4.29**	Significant
15	4.74	0.45	3.58	0.77	5.66**	Significant
16	4.47	0.77	3.63	1.16	2.63**	Significant
17	4.37	1.07	3.37	1.26	2.65**	Significant
18	3.79	1.03	3.26	1.19	1.45	Insignificant
19	4.84	0.37	3.79	1.08	4.00**	Significant
20	4.05	0.85	3.58	0.84	1.73	Insignificant
21	4.21	0.79	3.47	0.90	2.68**	Significant
22	4.05	0.85	3.11	1.33	2.62**	Significant
23	4.32	0.82	3.89	0.74	1.66	Insignificant
24	4.00	0.82	3.63	0.90	1.33	Insignificant
25	3.95	1.08	3.16	1.26	2.08*	Significant
26	4.05	0.97	3.26	1.28	2.14*	Significant
27	4.00	1.15	2.68	1.16	3.51**	Significant
28	4.42	0.84	3.53	1.31	2.51**	Significant
29	4.74	0.56	2.79	1.23	6.28**	Significant
30	4.63	0.60	3.58	1.12	3.61**	Significant
31	4.16	0.69	3.26	1.28	2.68**	Significant
32	4.21	0.79	2.58	0.90	5.94**	Significant
33	4.58	0.61	3.32	1.38	3.66**	Significant
34	4.74	0.45	3.74	0.90	4.20**	Significant
35	4.37	0.96	3.47	1.07	2.71**	Significant
36	4.68	0.58	3.47	1.02	4.49**	Significant
37	4.47	0.77	3.58	1.22	2.71**	Significant
38	4.05	0.85	3.42	1.02	2.08*	Significant
39	4.68	0.58	4.00	1.00	2.58**	Significant
40	4.79	0.54	3.84	1.01	3.60**	Significant
41	4.79	0.54	4.16	0.90	2.63**	Significant
42	4.68	0.67	3.47	1.07	4.17**	Significant

Table 1.1 Item Analysis of Learning Behaviour Scale

**Significant level**      **0.05 \***    **0.01\*\***                      **Significant Value**    **2.03**                      **2.72**

It is obvious from table 1.1 that t-value in case of item no. 18, 20, 23 and 24 was not significant. Hence, these items were rejected. All the other items were retained in the learning behaviour scale.

**1.12.1 RELIABILITY OF LEARNING BEHAVIOUR SCALE**

The Cronbach’s co-efficient alphas a measure of the internal- consistency reliability of scale score, estimated by the investigator as stated below in table 1.2:

<b>Reliability</b>	
N	70
Cronbach Alpha	.844
Split-Half	.63

Table 1.2 Reliability of Learning Behaviour Scale

**1.13 RELIABILITY OF ADVERSITY QUOTIENT SCALE**

As the scale of Adversity quotient was developed and standardized in Canada so there is need to find out its reliability in the indian context. Cronbach’s co-efficient alpha which measures the internal consistency reliability of scale score, estimated by the investigator as per the dimensions of the adversity quotient scale as stated below:

N= 70

<b>Scale</b>	<b>Cronbach alpha</b>
Control	.76
Ownership	.73
Reach	.69
Endurance	.70
<b>Total AQ</b>	<b>0.89</b>

Table 1.3 Reliability of Adversity Quotient Scale



G. Chapter one and two has been checked.

**1.14 PLAN OF ACTION**

<b>Task</b>	<b>Timelines</b>
Data collection	Till 7 <sup>th</sup> April
Analysis of Data	Till 15 <sup>th</sup> April
Interpretation of Results	Till 23 <sup>th</sup> April
Writing of 4 <sup>th</sup> Chapter	Till 25 <sup>th</sup> April
Final Draft for Checking	Till 26 <sup>th</sup> April
Submission of Dissertation	Till 28 <sup>th</sup> April

Table 1.4 Plan of Action

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