

## ADVERSITY QUOTIENT OF HIGHER EDUCATION STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION AND LEARNING BEHAVIOUR

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**Abstract:** This study was aimed at finding out the adversity quotient of higher education students in relation to achievement motivation and learning behaviour. Descriptive survey method was used in the study. Sample of the study consisted of 384 higher education students of Jalandhar district of Punjab. Stratified random sampling technique was used. Statistical techniques like percentage, mean, SD, ANOVA, t-test and regression analysis was used. It is found that male and female higher education students don't differ in their adversity quotient; female higher education students possess greater achievement motivation as compared to their counterparts' male higher education students. Male and female higher education students do not differ in their learning behaviour; higher education students of Arts, Science and Commerce stream do not differ in their adversity quotient; higher education students of Arts, Science and Commerce stream significantly differ in their achievement motivation as well as in their learning behaviour. Students of these three streams possess different learning behaviour. There exists significant difference among male and female students of Arts, Science and Commerce stream in their adversity quotient, achievement motivation and learning behaviour. Further, the results indicate that achievement motivation and learning behaviour predict adversity quotient of higher education students.

**Keywords:** Adversity quotient, achievement motivation, learning behavior and higher education students.

### INTRODUCTION

#### Adversity Quotient

Students deal with many problems and difficulties in their daily life. There is need to develop strength among them so that they can handle these problems and difficulties. Students face many problems that can be linked to academics, environment at home, socio-economic status, relations with friends, physical, emotional, social and intellectual that can further lead the student to leaving schools, committing suicides, indulge in bad habits, depression, violence, pressure, anxiety disorder, accident etc. It is necessary that students must know, success in academic is not only important, but it is important for them to know how to deal with the adverse and hard situations. Dr. Paul Stoltz is of the view that adversity quotient (AQ) is the science of human flexibility. Individuals, who are successful to apply Adversity Quotient, deal the adverse situations in better manner although it can be big and small, which test us every day, which shows the path how one can respond the challenges in better

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and faster way. AQ is an extremely powerful analyst of performance, efficiency, learning, innovation, flexibility, ability to encourage wealth and health. Review of literature reveals 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. Villagonzalo (2016) conducted a study to determine the significant relationship between intelligence quotient, emotional quotient, spiritual quotient, and adversity quotient and the academic performance of students. Results showed that there is a positive significant relationship between intelligence quotient and the academic performance. Also, there is a high significant relationship between emotional quotient and the academic performance. However, a negative significant relationship was found between spiritual quotient and the academic performance; a negative significant relationship was found between adversity quotient and the academic performance of students.

### **Achievement Motivation**

Achievement motivation is psychological thought that links personality characters and social circumstances of an individual with his or her level of necessity for achievement. Achievement motivation is a process which reasons for acting or behaving in a certain way to achieve something. Chaturvedi (2009) found that girls have higher academic achievement than boys. Bahago and Ahmadu (2011) found that parental education levels influence the academic achievement of the girls. 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 worthy family environment had significant positive relationship with high level of achievement motivation and high level of academic achievement. Muola (2010) explored that parental encouragement was not significantly related to achievement motivation.

### **Learning Behaviour**

The term learning behavior comprises of two terms: learning and behavior. Learning means information attained by orderly study in any field of scholarly application. It is the act or process of acquiring knowledge or skill. Learning is 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. Learning behaviour consists of: Competence Motivation (willingness or reluctance to take tasks), Attention (following instructions, paying attention), and Attitude Toward Learning (willingness to be helped). Romruen (2006) examined the relationships between self-defeating behavior pattern and learning behavior of students. 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. Kuntakaew (2007) studied adversity quotient, emotional intelligence and learning behavior of the fourth level students at Nareerat School. He found that adversity quotient and emotional level of the students was at high level and learning behavior at moderate level. Factors affecting learning behavior of the students were sex, age, and grade of the students, GPA, birth order, father's education, father's occupation, parents' income which were statistically significant at 0.05 level of confidence. Adversity quotient and emotional intelligence were found to be positively correlated with learning behavior. 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.

### **SIGNIFICANCE OF THE STUDY**

It is rightly stated 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 ability of the students to face the adversities of their 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 fresh, or transforming the current and strengthening existing knowledge, behaviours, skills, values or preferences. Review of related literature revealed that there was a need to explore adversity quotient of higher education students in relation to their achievement motivation and learning behavior. Findings of this study are beneficial to the students, teachers, parents, administrators, curriculum framers, examiners to perform their respective duties more effectively. Implications of the study are also 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 higher education students, this study was undertaken.

### **OBJECTIVES**

Following objectives were realized in the study:

1. To find the difference among higher education students in their adversity quotient based on high and low achievement motivation.
2. To find the difference among higher education students in their adversity quotient based on high and low learning behaviour.
3. To study the efficiency of achievement motivation and learning behaviour to predict adversity quotient of higher education students.

### **HYPOTHESES**

Following hypotheses were tested in the present study:

1. There exists significant difference among higher education students in their adversity quotient based on high and low achievement motivation.
2. There exists significant difference among higher education students in their adversity quotient based on high and low learning behaviour.
3. Achievement motivation and learning behaviour can predict the adversity quotient of higher education students.

### **RESEARCH METHOD**

Descriptive method was used in the study.

### **SAMPLING**

Data from a sample of 384 higher education students was collected from Jalandhar district.

### **SAMPLING TECHNIQUE**

Stratified random sampling technique was used to draw a sample of 384 higher education students. Firstly students were selected on the basis of stream then it was divided into graduate final year and post graduate final year, division was further based on the male and female.

### **TOOLS USED**

1. Adversity Quotient Scale developed by investigator (2014).
2. Pratibha Deo and Asha Mohan Achievement Motivation Scale (n-Ach) (2011).
3. Learning Behaviour Scale developed by the investigator (2014).

## STATISTICAL TECHNIQUES

Following statistical techniques were used:

1. Percentage
2. Two Way ANOVA
3. t-test
4. Regression

## RESULTS AND DISCUSSION

1. **Results Pertaining to Difference among Higher Education Students in their Adversity Quotient based on High and Low Achievement Motivation:** To find out the difference among higher education students having high achievement motivation and low achievement motivation in their adversity quotient, related statistical data is shown in Table 1.

**TABLE 1: DIFFERENCE AMONG HIGHER EDUCATION STUDENTS IN THEIR ADVERSITY QUOTIENT BASED ON HIGH AND LOW ACHIEVEMENT MOTIVATION**

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Result</i>
Adversity Quotient of students having High Achievement Motivation	77	152.29	17.90	6.62	Significant at 0.01 level
Adversity Quotient of students having Low Achievement Motivation	67	132.41	18.07		

To find out difference between higher education students having high and low achievement motivation in their adversity quotient, t-value is 6.62, which is significant at 0.01 level. It means that there exists significant difference between higher education students having high and low achievement motivation in their adversity quotient. Since mean score (152.29) of higher education students (having high achievement motivation) is greater than mean score (132.41) of higher education students (having low achievement motivation), hence it may be interpreted that higher education students (having high achievement motivation) possess more adversity quotient than their counterparts higher education students (having low achievement motivation). Thus, the hypothesis that there exists significant difference among higher education students in their adversity quotient based on high and low achievement motivation was accepted.

2. **Results Pertaining to Difference among Higher Education Students in their Adversity Quotient based on High and Low Learning Behaviour:** Relevant statistical data is shown in Table 2.

**TABLE 2: DIFFERENCE AMONG HIGHER EDUCATION STUDENTS IN THEIR ADVERSITY QUOTIENT BASED ON HIGH AND LOW LEARNING BEHAVIOUR**

<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Result</i>
Adversity Quotient of Students having High Learning Behaviour	56	154.12	18.97	6.15	Significant at 0.01 level
Adversity Quotient of Students having Low Learning Behaviour	63	133.28	17.89		

To find out significant difference among higher education students in their adversity quotient based on high and low learning behavior, t-value is 6.15, which is significant at 0.01 level of confidence. This indicates that there exists significant difference between two groups. Since mean score (154.12) of higher education students (having high learning behaviour) in adversity quotient is greater than mean score (133.28) of higher education students (having low learning behaviour), hence it may be interpreted that higher education students (having high learning behaviour) possess more adversity quotient than their counterparts higher education students (having low learning behaviour). Thus, the hypothesis that there exists significant difference among higher education students in their adversity quotient based on high and low learning behaviour was accepted.

### 3. Results Pertaining to Achievement Motivation and Learning Behaviour can Predict the Adversity Quotient of Higher Education Students:

In order to derive regression equation for adversity quotient on the basis of achievement motivation and learning behaviour of higher education students, regression analysis was used. Results so obtained are given in table 3 (a), 3(b) and 3(c).

**TABLE 3(A): REGRESSION ANALYSIS BETWEEN ADVERSITY QUOTIENT, ACHIEVEMENT MOTIVATION AND LEARNING BEHAVIOUR**

<i>Variables</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>R Square Change</i>	<i>F</i>
Achievement Motivation	0.371	0.138	0.135	17.877710	0.138	60.958**
Learning Behaviour	0.420	0.176	0.172	17.49784	0.038	17.739**

\*\*Significant at 0.01 level.

\*Significant at 0.05 level.

Table 3(a) shows the coefficient of multiple correlation among adversity quotient, achievement motivation and learning behaviour. The coefficient is 0.371 and its square is 0.138. This means that 13.8% variance in adversity quotient is explained by achievement motivation. It is further clear from table 6(a) that the coefficient for learning behavior is 0.420 and its square is 0.176. This means that 17.6% variance in adversity quotient is explained by learning behaviour.

TABLE 3(B): ANOVA FOR REGRESSION

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Ratio</i>
1. Regression	19481.746	1	19481.746	60.958**
Residual	122083.587	382	319.591	
Total	141565.333	383		
2. Regression	24912.905	2	12456.453	40.684**
Residual	116652.428	381	306.174	
Total	141565.333	383		

\*\*Significant at 0.01 level.

\*Significant at 0.05 level.

TABLE 3(C): COEFFICIENTS OF REGRESSION

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficient</i>	<i>t</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	
1. (Constant)	89.314	6.709		13.313**
Scores of AM	0.354	0.045	0.371	7.808**
2. (Constant)	65.227	8.708		7.490**
Scores of AM	0.269	0.049	0.281	5.499**
Scores of LB	0.332	0.079	0.215	4.212**

\*\*Significant at 0.01 level.

\*Significant at 0.05 level.

Table 3(b) shows that F value is 60.958 which is significant at 0.01 level of significant. The second F value is 40.684 which is significant at 0.01 level of significant. This means that the model presented the significance in predicting adversity quotient of higher education students. Thus, the hypothesis that there exists relationship of adversity quotient with the achievement motivation and learning behaviour was accepted. Hence, this result suggested for calculating regression analysis.

It is evident from the table 3(c) that achievement motivation and learning behaviour are significant predictors of adversity quotient. One unit change in achievement motivation will make a change of 0.269 units in adversity quotient. In other words, one percent change in achievement motivation can make a change of 26.9% in adversity quotient and is statistically significant. Further one unit change in learning behaviour will make a change of 0.332 units in adversity quotient. We can say that one percent change in learning behaviour can make a change of 33.2% in adversity quotient and it is statistically significant.

The regression equation formulated from these variables is as given below:

$$\begin{aligned} \text{Adversity Quotient} &= 65.227 + 0.269 (\text{Achievement Motivation}) \\ &\quad + 0.332 (\text{Learning Behaviour}) \\ \text{AQ} &= 65.227 + 0.269 (\text{AM}) + 0.332 (\text{LB}) \end{aligned}$$

## CONCLUSIONS

1. Students with high achievement motivation possess higher level of adversity quotient than students with low achievement motivation.
2. Students with high learning behaviour possess higher level of adversity quotient than students with low learning behaviour.
3. Achievement motivation and learning behaviour of higher education students are predictors of their adversity quotient.

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