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Adversity Quotient, Achievement Motivation and Learning Achievement of Selected Students During Educational Disruption

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ABSTRACT This study employed a descriptive-correlational study investigating the relationships for 350 college students at Camarines Sur Polytechnic Colleges' between adversity quotient, achievement motivation, and learning achievement. Findings revealed that most of the respondents exhibited a below-than-average level of adversity quotient, above-average level of achievement motivation and a very good level of learning achievement, indicating a positive academic performance trend within the sample. The results of the correlation analysis showed that achievement motivation and adversity quotient had a weak but positive relationship, indicating that as students' ability to cope with adversity increases, so does their motivation to achieve. Adversity quotient and learning achievement, however, did not significantly correlate, underscoring the complexity of the variables affecting academic success. Lastly, a weak and negative relationship was found between achievement motivation and learning achievement, indicating that higher achievement motivation does not necessarily correlate with improved learning achievement in this context. The researcher make policy proposals aimed at enhancing students' adversity quotient and achievement in light of these findings.