

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.

INTRODUCTION

Background of the Study

In today's educational setting, it is crucial to understand the factors that contribute to students' success. Within these factors Adversity Quotient (AQ), Achievement Motivation (AM), and Learning Achievement (LA) have become essential concepts that influence academic performance. AQ is a measure of a person's resilience, adaptability, and the ability to overcome adversity (Naidu 2023) while refers to the inner push to succeed and perform well. It is based on the personal urge to face challenges and achieve one's own goals of excellence (Anderson 2024). Learning achievement denotes the degree of success or accomplishment a student attains in their educational endeavors.

The general objective of the present study is to determine the adversity quotient, achievement motivation, and learning achievement of selected students during educational disruption. Also to establish the degree of relationship among adversity quotient, academic motivation and learning achievement of selected students, and to develop policy recommendations aimed at enhancing student academic resilience, academic motivation, and

learning achievement based on the results of the study.

Within the field of psychology are key factors such as self-achievement, self-esteem, self-concept, cognitive and emotional intelligence, and motivation. These elements play a major role in driving students to perform well and reach high levels of academic success. One important concept that has emerged in this area is the Adversity Quotient (AQ). Research suggests that AQ helps bridge the gap between potential and actual academic performance (Stoltz 1997; Stoltz and Weihenmayer 2010). New finding has torn down an old stigma about Intelligence Quotient. For many years, it has been widely assumed that Intelligence Quotient (IQ) is the primary determinant of success in life. A higher IQ has often been equated with a more promising future. This belief extends to educational settings, where parents commonly expect that children with higher IQ scores will achieve greater academic success. However, in reality, IQ is not the sole or even the most significant factor influencing success.

Limos (2019) argues that success is influenced not only by Emotional Intelligence (EI) and Intelligence Quotient (IQ) but also by Adversity Quotient (AQ). Individuals with a high AQ tend to

perceive adversity as something within their control, meaning they believe they can exert some level of influence over challenging situations. In the Philippine context, learners face challenging circumstances on a daily basis and sometimes are unable to cope up with it, affecting their learning achievement and motivation. Through Adversity Quotient (AR) students transform their difficult situations into positive change and improvements. As Vinas and Aquino Malabanan (2015) posited, given the current struggles faced by many college students especially the increasing uncertainty and complexity of their studies, educational institutions in the Philippines continue to put high regard on academic achievement. A study by Bance and Acopio (2016) found the factor adaptability to be correlated with academic performance. This suggests that university students who perform well academically often have strong adaptability skills. The ability to adjust relates to the academic achievers' own strategies in managing present changes.¹ These strategies involve recognizing their own challenges and responding to them in a practical and effective ways. Furthermore, this is affirmed by a study conducted by Ferrer et al. (2016) entitled "Adversity Quotient of Students of Polytechnic University of the Philippines, San Pedro Campus and its Relationship to their Intelligence Quotient", which concluded that the four dimensions of Adversity Quotient—control, ownership, reach, and endurance—each demonstrated a weak linear relationship with Intelligence Quotient. Overall, the findings indicated that while the individual dimensions showed minimal correlation, there was a statistically significant relationship between Adversity Quotient and Intelligence Quotient as a whole.

Strategies for increasing the level of Adversity Quotient of every learner can be influenced by an understanding of how they deal with difficulties and disruptions. This is important since disruptions in today's globally interconnected society can come from a variety of sources, such as international events and advances in technology. Insights from the present study could inform educational approaches aimed at preparing students for the demands of the Fourth Industrial Revolution (4IR). For instance, this study may align with goals of the National Economic and Development Authority (2023) outlined in Philippine Development Plan (2023-2026) by addressing challenges in the education sector and proposing strategies to en-

hance learning outcomes, particularly in the face of disruptions. Similarly, this study might also inform the National Economic and Development Authority's (2016) vision by providing evidence-based recommendations for improving educational resilience and fostering a skilled and adaptable workforce. It also supports the United Nations Sustainable Development Goals (UN SDGs) particularly SDG 4 (quality education), SDG 8 (decent work and economic growth), and SDG 11 (sustainable cities and communities) by promoting educational quality, fostering student motivation and resilience, and ultimately contributing to sustainable development (United Nations 2015a, 2015b, 2015c). Lastly, to the aspirations of the National Economic and Development Authority's (2016) and the National Academy of Science and Technology, Philippines (2021), in which this study could give support by addressing educational challenges and equipping Filipino students with the skills and mindset needed to contribute to the country's long-term development goals. While the study's direct contribution to globalisation, regional integration, internationalisation of higher education, and the fourth industrial revolution may need further elaboration, its findings likely have implications for broader frameworks and goals related to education, economic development, resilience, and sustainable development in the Philippines.

The relationship between Adversity Quotient and Academic Motivation has been explored in numerous studies, suggesting that students who possess both high adversity quotients and strong achievement motivation are better equipped to achieve higher learning outcomes (Yeager and Dweck 2012). This study aims to explore the relationships among Adversity Quotient, Achievement Motivation, and Learning Achievement of selected students in Camarines Sur Polytechnic Colleges. By collectively analysing these constructs, the research seeks to offer insights into how school administrators and educators can promote resilience and motivation among students to improve their academic success.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive-correlational research design, incorporating secondary data

obtained from multiple sources. Acero and Leuterio (2006) described descriptive research as a fact-finding strategy that incorporates reflective thinking and reports data acquired in light of the project's objectives and underlying assumptions.²

³ The research was conducted to examine the relationship between the independent and dependent variables, as well as to assess the anticipated outcomes of the study. Correlational research methods were used in finding the degree of correlation between students' adversity quotient and achievement motivation and learning achievement. As stated by Calmorin and Calmorin (2007), a correlational study tries to ascertain the degree of relationship between the variables to be tested. This is designed to evaluate the extent to which the various variables are related to each other in the population of interest. Thus, the descriptive-evaluative method was deemed necessary since this study described, analysed and interpreted the relationship of adversity quotient achievement motivation, and learning achievement of selected students during educational disruption in Camarines Sur Polytechnic Colleges.

Setting

This research was done at Camarines Sur Polytechnic Colleges, a significant institution located in the Bicol region of the Philippines. CSPC is a state college in the Philippines and was established on June 10, 1983. It is mandated to provide higher education in technological, professional, and vocational fields, with a focus on fisheries, trade and technology, as well as the arts and sciences. The main campus of Camarines Sur Polytechnic Colleges or CSPC is located in Nabua, Camarines Sur.

Participants

Three hundred and fifty (350) college students of Camarines Sur Polytechnic Colleges in the academic year 2021-2022 were considered as the respondents of the study. The respondents consisted of one hundred and twenty-six (126) males and two hundred and twenty-four (224) females.

Data Collection

The researcher collected data from three sources using two instruments: the data was obtained

through the use of two instruments, the Adversity Quotient Profile and the Achievement Motivation Measure. The researcher sought permission to use the Adversity Quotient Profile by submitting a formal request through the official website of Peak Learning, Inc. at www.peaklearning.com. The questionnaires were answered by the respondents. For the Achievement Motivation Measure, the researcher personally emailed the author and asked the author for permission to use the measure. The questionnaire was uploaded onto Google Drive and the link was sent to the respondents for them to access it. In addition, to obtain the Learning Achievement of selected students, the researcher requested from the Student Registration and Records' office for the grade point average of students. Before the actual data gathering, all materials underwent pilot testing to check their internal consistency. Cronbach's Alpha was used for this reason. Subsequently, all raw scores were manually tabulated, organized, and categorized. The data were then subjected to statistical analysis using Microsoft Excel with appropriate statistical tools, as well as the Statistical Package for the Social Sciences (SPSS). The researcher ensured that all collected data were handled with the highest standards of privacy and confidentiality.

Research Instruments

The questionnaire was used as the main primary research method to collect first-hand information. The questionnaire forms was be given to the respondents. A two-part questionnaire was the main instrument used in this study. The first part describes the respondent's profile in terms of name (optional), age, sex, course, year level, and civil status. The second part was composed of items to measure the level of adversity quotient and achievement motivation of the respondents.

The researcher utilised standardised tests for this study to measure adversity quotient and achievement motivation. The researcher made use of the Adversity Quotient Profile and the Achievement Motivation Measure.

Adversity Quotient

Respondents' adversity quotient scores were measured by the Adversity Quotient Profile developed by Paul Stoltz, Ph.D. This self-rating ques-

tionnaire is designed to assess an individual's ability to respond positively to challenges by identifying their natural reaction patterns to various difficult situations. The reliability (Cronbach's alpha) is 0.91. The author developed the Adversity Quotient (AQ) to assess the unconscious patterns in how people respond to adversity, demonstrate ways to improve it, and ultimately help individuals become more resilient and successful in life, business, and financial matters.

Table 1: Reliability of Adversity Quotient® profile

<i>Coefficient alpha reliabilities</i>	
<i>Scale</i>	<i>A</i>
Control	0.82
Ownership	0.83
Reach	0.84
Endurance	0.80
AQ	0.91

Table 1 presents the reliability of adversity quotient® profile. The questionnaire offered by Peak Learning Inc. is an online data entry that comprises fourteen situations and four questions, each of which can be responded to on a 10-point bipolar scale. The four responses are graded using several subscales. The individual's adversity quotient is determined by adding the four scores. For the purpose of this study, Peak Learning Inc. created a URL (<http://peaklearningtools.com/salcedo>) for the researcher to access the online questionnaire. The data spreadsheet was sent via email after the online questionnaire was completed.

The score range and its corresponding interpretation are presented in the tables given.

Table 2: Adversity Quotient® score range and equivalents

<i>Equivalents</i>	<i>Score range</i>
High	176 – 200
Above average	158 – 175
Average	136 – 157
Below average	119 – 135
Low	40 – 118

Table 2 presents the Adversity Quotient® score ranges along with their corresponding equivalents. The verbal interpretations for each score range are explained as follows.

Low: The person probably suffers unnecessarily in a number of ways. The motivation, ener-

gy, vitality, health, performance, persistence, and hope can be greatly revitalised by learning and practicing the tools in raising AQ.

Below Average: The person is likely to be under-utilising his potential. Adversity can take a significant and unnecessary toll, making it difficult to continue the ascent. The person may battle against a sense of helplessness and despair. Escape is possible by raising the AQ®.

Average: The person usually does a decent job of navigating life as long as everything is going relatively smooth. However, the person may suffer unnecessarily from larger setbacks, or may be disheartened by the accumulated burden of life's challenges.

Above Average: The person has probably done a fairly good job in persisting through challenges and in tapping a good portion of growing potential on a daily basis.

High: The person probably has the ability to withstand significant adversity and to continue to move forward and upward in life.

Achievement Motivation

To measure the respondents' achievement motivation, the researcher adapted the Achievement Motivation Measure or AMM (Smith et al. 2019). It is a recently developed instrument designed to assess achievement motivation. Comprising 13 items, the AMM evaluates achievement-related thoughts and behaviors grounded in the theoretical concepts of McClelland and his colleagues. Specifically, the instrument is structured around two factors, which are based on the achievement motivation theories proposed by Atkinson and McClelland. The AMM consists of 13 items under two factors based on the Achievement Motivation theoretical principles developed by Atkinson and McClelland. The two factors measure the achievement thoughts and behaviours of high achieving individuals as described by McClelland (1961). The AMM employs a 5-point Likert-type scale, with response options ranging from 0 (never) to 4 (always). The minimum scores that one can obtain is 0 and the maximum score is 52 (Smith et al. 2019). Higher scores indicate a greater level of achievement motivation, whereas lower scores correspond to lower levels of achievement motivation. The 13-item scale includes items such as, "I can keep my mind on a task for a long period

of time”, and “I like to undertake projects that involve some risk”. The administration of the AMM typically requires approximately five minutes. The reliability (Cronbach’s alpha) is 0.83.

Table 3: Reliability of Achievement Motivation Measure (AMM)

<i>Coefficient alpha reliabilities</i>	
<i>Scale</i>	<i>á</i>
Achievement Thoughts	0.80
Achievement Behaviour	0.60
Overall Achievement Motivation	0.83

Table 3 presents the reliability of achievement motivation measure (AMM). The score ranges and their corresponding interpretations are presented in the tables provided.

Table 4: Achievement motivation score range and equivalents

<i>Equivalents</i>	<i>Score range</i>
High	176-200
Above average	158- 17
Average	24- 34
Below average	35- 45
Low	46- 56

Table 4 presents the achievement motivation score range and equivalents

Learning Achievement

For providing a qualitative description of the level of learning achievement of the students, the scale used by the college will be adopted as shown in Table 5.

Table 5: CSPC grading system

<i>Descriptive rating</i>	<i>CSPC rating system</i>	<i>Percentage equivalent</i>
Excellent	1.3-1.0	95-100
Very good	1.75-1.4	94- 90
Good	1.8-1.5	89- 93
Good	2.2-1.9	85- 88
Fair	2.6-2.25	80- 84
Passing	3.0-2.7	75- 79
Failed		74 and below

Table 5 presents the Camarines Sur Polytechnic Colleges (CSPC) grading system as a qualitative description of the level of learning achievement of the students.

Learning achievement has been defined as students’ knowledge, abilities, and study habits during a training course, as well as how well they apply these to their work. In this research, the general weighted average (GWA) for academic year 2021-2022 was used as a measure of their learning achievement.

Statistical Treatment of Data

The collected data were subjected to statistical analysis, utilizing both descriptive and inferential statistical methods. Frequency and percentage distribution, weighted mean were used to describe the respondents’ adversity quotient, achievement motivation, and learning achievement, and Spearman’s ranked correlation (Spearman’s rho) was also used to correlate the two variables.

Table 6: Verbal interpretation of the computed coefficient of correlation

<i>Coefficients</i>		
<i>Verbal interpretation</i>	<i>Negative</i>	<i>Positive</i>
Very high/very significant	-1.00 to -0.90	0.90 to 1.00
High	-0.89 to -0.60	0.60 to 0.89
Moderate	-0.59 to -0.40	0.40 to 0.59
Low	-0.39 to -0.10	0.10 to 0.39
Very low/negligible	-0.09 to 0.00	0.00 to 0.09

Table 6 presents the verbal interpretation of the computed coefficient of correlation

RESULTS AND DISCUSSION

All collected data were put through the proper statistical analysis to address the issues raised by this study. There were 350 students in all, and SPSS accepted all responses as valid. The results of this study were presented using the statistical analysis software SPSS, which is widely used in the field of social sciences.

Table 7 presents the adversity quotient levels of the respondents, a majority have a below average level of adversity quotient with a frequency of 165 or 47.14 percent, while the least have a high level of adversity quotient with a frequency of 2 or 0.57 percent. This implies that most of the respondents are likely to be under-utilising their potential to cope with adversity. Individuals with a low AQ are often more susceptible to feeling overwhelmed and helpless when faced with challenges. This

Table 7: Adversity quotient

<i>Level of adversity quotient</i>	<i>Adversity quotient scores</i>	<i>Frequency</i>	<i>Percentage</i>
Low	40-118	157	44.86
Below average	119-135	165	47.14
Average	136-157	21	6
Above average	158-175	5	1.43
High	176-200	2	0.57
Total	350	100	

highlights the importance of fostering an individual's AQ, as it plays a crucial role in navigating through adversities and enhancing resilience.

Vinas and Aquino-Malabanan (2015) found a relationship between the Adversity Quotient and the General Weighted Average of students at Lyceum of Philippines University. The Stolz' Adversity Quotient Response Test was used in the aforementioned study, and the results indicated that the students had a Moderate Adversity Quotient, indicating that they put off taking constructive action. Students most likely perform fairly well at maintaining faith and moving forward when faced with moderate challenges. When confronted with more significant obstacles or setbacks, people with a moderate adversity quotient are thought to struggle to keep their balance. They simply respond to adverse situations based on their severity.

In a similar study, Samson et al. (2022) explored the Adversity Quotient® of the psychology students of Polytechnic University, Sta. Mesa, Manila. As measured by Stoltz's Adversity Quo-

tient Profile®, the study found that the respondents' AQ was average, with dimensions ranging between below average and average. They demonstrated average levels of responsibility and control over adversities, below average perseverance, and an average overall resilience to challenges.

Table 8 illustrates the achievement motivation levels of the respondents, indicating that the majority exhibit above-average achievement motivation with a frequency count of 227 and with a percentage of 64.0 percent. Meanwhile, only 1 respondent obtained a score of 2-12, which implies that their achievement motivation is low. This means that the majority of the respondents' achievement thoughts and behaviours based on their achievement motivation is high and they are more likely to have academic success.

Achievement motivation energises and directs behaviour toward achievement and is thus recognized as a significant determinant of academic success (for example, Robbins et al. 2004; Hattie 2009; Wigfield and Eccles 2016).

Table 8: Achievement motivation

<i>Level of achievement motivation</i>	<i>Achievement motivation scores</i>	<i>Frequency</i>	<i>Percentage</i>
Low	2-12	1	.3
Below average	13-23	11	3.1
Average	24-34	84	24.0
Above average	35-45	227	64.0
High	46-56	27	7.7
Total	350	100	

Table 9: Learning achievement (College Students' GWA)

<i>Level of learning achievement</i>	<i>Learning achievement (GWA)</i>	<i>Frequency</i>	<i>Percentage</i>
Excellent	1.0-1.3	43	12.3
Very Good	1.40-1.75	223	63.71
Good	1.80-2.20	72	20.57
Fair	2.25-2.60	12	3.42
Total	350	100	

Table 9 shows the learning achievement category, 223 or 63.71 percent of the respondents obtained a score between 1.40-1.75, which shows a very good level of learning achievement, while 12 or 3.425 percent of them obtained a score between 2.25-2.60 with a fair verbal interpretation. This indicates a high level of learning achievement of the students.

According to the study conducted by Koçak et al. (2021) self-efficacy, parents' attitudes, behaviours, their expectations and involvement, grade retention and college admissions tests, teachers' positive judgments about students' academic achievement and intelligence, learning theories and teaching strategies, classroom-based activities, computer-aided teaching and the use of educational technologies in classes in general, special education and violence has a very large effects on students' academic achievement.

Table 10 presents the correlation coefficient between adversity quotient and achievement motivation. The results indicate a weak, positive correlation between the two variables, $r_s = .236$, $n = 350$, and the relationship was significant ($p = .001$). This suggests that as the level of adversity quotient increases, the level of achievement motivation also tends to increase, and vice versa. Although the relationship between adversity quotient and achievement motivation is statistically

significant yet weak, it nonetheless indicates a degree of interdependence between these two constructs. This finding highlights the complexity of fostering resilience in educational settings, suggesting that while resilience may contribute positively to students' motivation, it is influenced by multiple interacting factors. Hence these findings might require changes in educational policy, and initiatives designed to enhance resilience among students may also include components to enhance achievement motivation as part of systemic educational reforms.

If a student is motivated in their studies, it indicates that they possess a high Adversity Quotient. To enhance one's Adversity Quotient, an individual must have the desire and drive to achieve what they lack or want to improve. This drive, commonly understood as motivation, encompasses one's needs, desires, and ambitions. This drive is fundamentally rooted in motivation, which encompasses an individual's needs, desires, and aspirations. As Devakumar (2012) states, achievement motivation is the need for success or the pursuit of excellence.

Table 11 presents the correlation coefficient between adversity quotient and learning achievement. The results indicate that there is no significant correlation between adversity quotient and learning achievement ($r_s = -.078$, $n = 350$ not significant at $p = .143$). This implies that there is a need

Table 10: Correlation between adversity quotient and achievement motivation

			Adversity quotient	Achievement motivation
Spearman's rho	Adversity Quotient	Correlation Coefficient	1.000	.236**
		Sig. (2-tailed)	.	<.001
		N	350	350
	Academic Motivation	Correlation Coefficient	.236**	1.000
		Sig. (2-tailed)	<.001	.
		N	350	350

**Correlation is significant at the 0.01 level (2-tailed)

Table 11: Correlation between adversity quotient and learning achievement

			Adversity quotient	Achievement motivation
Spearman's rho	Adversity Quotient	Correlation Coefficient	1.000	-.078
		Sig. (2-tailed)	.	.143
		N	350	350
	Learning Achievement	Correlation Coefficient	-.078	1.000
		Sig. (2-tailed)	.143	.
		N	350	350

**Correlation is significant at the 0.01 level (2-tailed)

for a comprehensive evaluation of educational practices and policies while encouraging further exploration of diverse factors influencing the learning achievement of students. While fostering resilience and coping skills in students may have some benefits for their academic performance, the lack of significant correlation suggests that other factors may play a more critical role in influencing learning outcomes.

Fortin (2019) emphasised that the higher the learner's Adversity Quotient the better academic performance will be achieved by them. According to the study conducted by Koçak et al. (2021), self-efficacy, parents' attitudes, behaviours, their expectations and involvement, grade retention and college admissions tests, teachers' positive judgments about students' academic achievement and intelligence, learning theories and teaching strategies, classroom-based activities, computer-aided teaching and the use of educational technologies in classes in general, special education and violence has a very large effects on students' academic achievement.

Table 12 shows the correlation coefficient between achievement motivation and learning achievement. The result shows that there is a weak, negative correlation between achievement motivation and learning achievement ($r_s = -.167, n=350$ and the relationship was significant at $p = .002$). The weak negative correlation suggests that higher levels of achievement motivation do not necessarily lead to better learning outcomes. This finding underscores the need for targeted interventions aimed at enhancing student resilience alongside traditional academic support mechanisms. The findings of the present study supported the study of Bakar et al. (2010), which reveals that students' achievement motivation (nAch) had low negative correlation ($r_s = -.038, p>.05$) with their academic

achievement. This implies that students' achievement motivation (nAch) is not a contributing factor in academic achievement. Therefore, educators should make every effort to improve students' motivation and attitude toward learning since these factors encourage them to perform above expectations during the learning process. On the other hand, the findings of the present study also contradicted the research conducted by Sivrikaya (2019). The researcher examined the relationship between students' academic motivation and their academic achievement in sports. The study demonstrated that as students' academic achievement in physical education and sports improves, their levels of extrinsic motivation also increase. This relates to the present study, as it also explores the physical and sports motivation and achievement of the student respondents in school. In addition, recent research by Batool et al. (2024) highlights that achievement motivation positively impacts academic performance among university students. Notably, this relationship is moderated by factors such as satisfaction in romantic relationships, suggesting that personal life aspects can influence academic outcomes.

Steinmayr et al. (2019) explore how different aspects of students' motivation uniquely contribute to differences in students' achievement. Their study demonstrated that students' self-concept of ability emerged as the most significant motivational predictor of academic grades, surpassing the influence of intelligence and prior academic performance. Consequently, there is substantial evidence to suggest that a strong belief in one's own competencies positively contributes to academic achievement.

Given that there is a negative correlation, albeit weak, the findings suggest that fostering academic motivation alone may not be sufficient for en-

Table 12: Correlation between achievement motivation and learning achievement

			<i>Adversity quotient</i>	<i>Achievement motivation</i>
<i>Spearman's rho</i>	<i>Achievement Motivation</i>	Correlation Coefficient	1.000	-.167**
		Sig. (2-tailed)	.	.002
	<i>Learning Achievement</i>	Correlation Coefficient	-.167**	1.000
		Sig. (2-tailed)	.002	.
		N	350	350

**Correlation is significant at the 0.01 level (2-tailed)

hancing learning achievement. A holistic approach that includes emotional support, social skills development, and cognitive training could be more beneficial in promoting overall student success. This finding also opens avenues for further research into the complex dynamics between various types of motivation (intrinsic versus extrinsic) and different aspects of learning achievement (cognitive versus non-cognitive outcomes). Understanding these nuances can lead to addressing student performance issues while recognising the importance of various influencing factors beyond just motivation itself.

Table 13 presents the correlation coefficients among adversity quotient, academic motivation, and learning achievement. The findings reveal a complex interplay among these variables. Specifically, there is a weak, positive relationship between adversity quotient and achievement motivation. Additionally, a very weak, positive relationship exists between adversity quotient and learning achievement. Lastly, the data indicate a very weak, negative relationship between achievement motivation and learning achievement.

The weak, positive relationship between adversity quotient and achievement motivation suggests that individuals with higher resilience may be more motivated to achieve their goals. Hence, these findings might require changes in educational policy, and initiatives designed to enhance resilience among students may also include components to enhance achievement motivation as part of systemic educational reforms. The findings of the study affirm Safi'i et al. (2021). The researchers examined the impact of adversity quotient on students' achievement, learning autonomy, and performance during the COVID-19 pandemic. Their

findings indicated that adversity quotient significantly influenced students' learning autonomy and their motivation to succeed.

Conversely, the absence of a significant relationship between Adversity Quotient (AQ) and Learning Achievement (LA) suggests that, although resilience is important, it may not have a direct correlation with academic success. While fostering resilience and coping strategies can be beneficial for students' overall well-being, it may not directly translate into improved learning achievements. The findings of the present study contradicted the study by Safi'i et al. (2021), as according to them adversity quotient affects the student's ability of utilising advice and guidance to achieve achievement (AM3), confidence in the material taught by teachers is support for achievement (AM5), and the student's belief that the material taught is related to their achievement (AM6). This indicates that helping students to build resilience may engage their internal desire in such a way as to give their best in learning activities. Educators and policymakers should consider incorporating holistic support systems that address various aspects of student growth and development beyond just resilience and motivation. This could include specific interventions aimed at improving study habit skills, offering mentorship programs, or enhancing classroom management and engagement techniques. In addition, the study of Cai and Guo (2024) found that the Adversity Quotient plays a significant mediating role between student engagement and academic achievement, indicating a positive relationship between adversity quotient and learning outcomes. This implies that students with higher adversity quotient are more likely to translate their engagement into

Table 13: Correlation coefficient among adversity quotient, academic motivation, and learning achievement

			<i>Adversity quotient</i>	<i>Academic motivation</i>	<i>Learning achievement</i>
<i>Spearman's rho</i>	<i>Adversity Quotient</i>	Correlation Coefficient	1.000	.236**	-.078
		Sig. (2-tailed)	-	<.001	.143
		N	350	350	350
	<i>Achievement Motivation</i>	Correlation Coefficient	.236**	1.000	-.167**
		Sig. (2-tailed)	<.001	-	.002
		N	350	350	350
	<i>Learning Achievement</i>	Correlation Coefficient	-.078	-.167**	1.000
		Sig. (2-tailed)	.143	.002	-
		N	350	350	350

**Correlation is significant at the 0.01 level (2-tailed)

academic success. Moreover, Fortin (2019) emphasised that students with higher adversity quotient tend to perform academically.

Furthermore, the weak, negative relationship between achievement motivation and learning achievement suggests that increases in students' achievement motivation do not necessarily correspond with improvements in learning achievement and may, in some cases, be associated with a slight decline. This counterintuitive result challenges the common assumption that higher achievement motivation directly correlates with improved learning achievement. As Härma et al. (2025) observed, students with high motivational beliefs and better knowledge of effective learning strategies demonstrated higher academic achievement and better psychological well-being. Therefore, future research could explore the use of different motivational strategies with different types of learners (Schunk et al. 2008), emphasizing the importance of integrating motivation with practical skills development to enhance learning outcomes.

In summary, while there is a demonstrated association between adversity quotient and achievement motivation, the weak relationship with learning achievement underscores the necessity for a multifaceted educational approach that accounts for diverse factors influencing student performance and success.

CONCLUSION

Based on the findings of the study, it can be concluded that the majority of the respondents possess a below-average level of adversity quotient, an above-average level of achievement motivation, and a very good level of learning achievement. The results further reveal a weak, positive relationship between adversity quotient and achievement motivation, while no significant relationship was found between adversity quotient and learning achievement. Additionally, a weak, negative relationship was observed between achievement motivation and learning achievement. Accordingly, the researcher proposed policy recommendations that would enhance adversity quotient, achievement motivation, and learning achievement of college students.

RECOMMENDATIONS

Based on the results and conclusions of this study, it is recommended that the institution develop a comprehensive policy that promotes the integration of adversity quotient, learning motiva-

tion, and achievement into student education. Programs tailored to each college should be created in alignment with this policy to address the specific needs of their students, emphasizing the cultivation of high adversity quotient and motivation levels. Guidance counselors are encouraged to design targeted seminars and workshops that help students strengthen their coping skills, build endurance, and develop accountability in facing challenges. Student leaders should also be equipped with effective strategies to manage adversity and foster resilience within their peer groups. To further enhance student development, the institution may adopt structured frameworks that encourage reflective problem-solving and action-oriented responses to difficulties, thereby improving both adversity quotient and social skills. Additionally, educators and policymakers should implement holistic support systems that go beyond resilience and motivation, incorporating interventions to improve study habits, establish mentorship programs, and enhance classroom engagement techniques. Future research is also encouraged to investigate the predictive role of adversity quotient in academic performance using both quantitative and qualitative methodologies. Approaches such as in-depth interviews and focus group discussions may offer deeper insights into its relationship with achievement motivation and learning outcomes.

LIMITATIONS

While the study offers valuable insights, several limitations must be considered. It focused on 350 college students from a single institution, limiting generalizability. The descriptive-correlational design prevents conclusions about causality. Reliance on secondary data may affect accuracy due to potential inconsistencies. Measurement tools may not fully capture the complexity of the variables, and General Weighted Average (GWA) may not reflect overall academic performance. Other influential factors like socio-economic status or support systems were not considered. Lastly, the study reflects only a single point in time, limiting understanding of changes over time.

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