

**ADVERSITY QUOTIENT® AND ACHIEVEMENT MOTIVATION OF SELECTED
THIRD YEAR AND FOURTH YEAR PSYCHOLOGY STUDENTS OF DE LA SALLE
LIPA A.Y. 2012-2013**

A Thesis

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ABSTRACT

THE ADVERSITY QUOTIENT® AND ACHIEVEMENT MOTIVATION OF SELECTED THIRD YEAR AND FOURTH YEAR PSYCHOLOGY STUDENTS OF DE LA SALLE LIPA A.Y. 2012-2013

The major focus of this study was to investigate the Adversity Quotient® and Achievement Motivation of selected third year and fourth year psychology students of De La Salle Lipa AY 2012-2013.

Ninety (90) psychology students were included in this study through purposive sampling technique. The major instrument used in the assessment of the adversity quotient® of the respondents was the AQ Profile® and for achievement motivation was the Achievement Motivation Profile. The profile variables of the respondents were also investigated to find out if their adversity quotient® and achievement motivation would be influenced by such factors.

SPSS computer software was utilized in the calculation of the research data, the result found out that there was no significant relationship between the adversity quotient® and the profile of the respondents. However, the researchers found that there is a significant relationship in the ownership dimension of adversity quotient® of the respondents when grouped according to year level. There was no significant relationship between the achievement motivation and the profile of the respondents. Lastly, the results of the Pearson product moment correlation (Pearson r) showed there is a significant relationship between the overall adversity quotient® and each of the domains under achievement motivation of the respondents in this study.

The present study concludes that the adversity quotient® and achievement motivation has a relationship. However, not all the dimensions of adversity quotient® were found to influence the achievement motivation of the respondents in this study.

DEDICATION

Words are not enough to express how grateful we are to our families and loved ones who gave inspiration, support, and love.

Our friends, classmates and instructors, who have been the source of perseverance. To all of those involved while doing this study who have shown their cooperation and trust.

And most of all, to the Heavenly Father, who gave us the strength, and hope in the success and realization of this paper.

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Chapter 1

BACKGROUND OF THE STUDY

Introduction

Life gives you the ability to fulfil your inner purpose even if struggles occur. Like students, they encounter numerous adverse situations at home and in school. Because of this, students should know their capacity to deal with the adversities of their lives.

According to Brunkhorst, adversities are a part of living, and people choose the way they react to each adversity in our lives. Many times it will be senseless, unfair, painful, and beyond our control to prevent. However, it comes into our lives for a reason. They can choose to learn valuable lessons from each adversity we encounter. The more difficult the adversity, the more valuable will be the lessons it offers (2005 [online]).

There are various issues and problems that adolescents may face in the turbulent times of their teen years. An adolescent feels all kinds of pressures - from parents, school and peers. They are in a transitional period where they are moving from childhood to adulthood (Problems of children & teens, [online]). Life for many adolescents is a painful tug of war filled with conflict demands from parents, teachers, friends, coaches and oneself. It can create hardship, stress, and serious depression to people who cannot cope, communicate, or solve problems. More so, it can affect their motivation to succeed.

Achievement motivation is a widely researched topic in both the fields of psychology and education. Achievement motivation can best be understood by examining the meanings of “achievement” and “motivation” separately.

Achievement typically stresses the importance of accomplishment and attainment with effort involved. Achievement can also be described as energy that is used to overcome challenges and persevere to conquer a goal. Motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity and the persistence of the individual (Clark, 2010).

Motivation is the basic drive for all individual’s actions. Motivation refers to the dynamics of their behavior, which involves their needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Children with high achievement motivation seek out challenging tasks that they know they can accomplish with effort and persistent. High achievers tend to be persistent and hard work to attain goals they set for themselves (Briones, 2010).

Achievement goals can affect the way a person performs a task and represent a desire to show competence. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed (Rabideau, 2005 [online]).

Adversity Quotient® (AQ®) can help students in knowing how resilient they are and how they handle and manage their current situation as an individual with their own personal lives and as students. AQ® tells how well one withstand adversity and their

ability to surmount it. It also predicts who will overcome adversity and who will be crushed (Stoltz, 1997).

It can be distracting when there are a lot of tasks to do. This is an example to the problems that students are facing. One solution to that problem is to motivate them in their studies. Motivation is the process whereby goal-directed activity is investigated and sustained. It also involves goals that provide impetus for and direction to action (Schunk, Pintrich & Meece, 2008). Both AQ® and Motivation affect the performance of the person. It can show how resilient a person can be even if problems arise.

Statement Of The Problem

The main focus of this study is to find the results of the following:

1. What is the profile of the respondents with regards to the following variables:
 - 1.1 age;
 - 1.2 gender; and
 - 1.3 year level;
2. What is the level of Adversity Quotient in terms of:
 - 2.1 control
 - 2.2 ownership;
 - 2.3 reach;
 - 2.4 endurance; and
 - 2.5 overall AQ®;
3. What is the Achievement Motivation of the respondents in this study in terms of:
 - 3.1 motivation for achievement;

- 3.2 inner resources;
- 3.3 interpersonal strengths; and
- 3.4 work habits;
- 4. Is there a relationship between the Adversity Quotient® of the respondents and their profile;
- 5. Is there a relationship between the Achievement Motivation of the respondents and their profile;
- 6. Is there a relationship between the Adversity Quotient® and the Achievement Motivation of the respondents?

Statement Of The Objectives

The study aims to:

1. Determine the profile of the respondents in terms of age, gender and year level;
2. Acquire the level of Adversity Quotient® of the respondents in terms of Control, Ownership, Reach, Endurance, and their overall AQ®;
3. Identify the Achievement Motivation of the respondents in terms of Motivation for Achievement, Inner Resources, Interpersonal Strengths, and Work Habits;
4. Find out if there is a relationship in the Adversity Quotient® of the respondents according to age, gender, and year level;
5. Find out if there is a relationship in the Achievement Motivation of the respondents according to age, gender, and year level;
6. Find out the relationship between the Adversity Quotient® and the Achievement Motivation of the respondents.

Significance Of the Study

This study aims to be beneficial to the following:

For the Respondents

This study would provide them a deep understanding on their Adversity Quotient® and achievement motivation. It would also give awareness on the respondents' level of AQ® and achievement motivation based on the findings. Having these learned, it could give them knowledge on how they should respond and be motivated in facing difficult situations.

For the Parents of the Respondents

This study can give information on how resilient their children are. This can serve as a guide of parents in motivating their children and giving moral support in overcoming adversities for a positive outcome.

For the Teachers

The study will help the teachers provide encouragement and further understanding in order to know how students manages their problems.

For Future Researchers

It can guide them with the information written in this study. They will have lesser time in conducting the research since the study has been made and this study can help them because it can add information for references.

Scope And Limitation

This study was limited to selected third year and fourth year Psychology students who are currently enrolled in De La Salle Lipa A.Y. 2012-2013. It focuses on two important variables, the Adversity Quotient® and Achievement Motivation. The Adversity Quotient® was measured through the AQ Profile® instrument provided on-line by Dr. Paul G. Stoltz while the Achievement Motivation would be measured through the use of Achievement Motivation Profile (AMP).

The study was conducted to the said respondents since most third year and fourth year students are facing more tasks and difficulties with their school works compared with the lower year levels. Psychology students were chosen as respondents since the researchers themselves are also taking up the same course. It would also be better if they will know first their own behavior towards this kind of situation before analyzing the behavior of others.

Chapter 2

REVIEW OF RELATED LITERATURE

To further understand this study, both foreign and local studies and literature were presented.

Adolescence

The word adolescence is Latin in origin, derived from the verb *adolescere*, which means "to grow into adulthood." Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. There is no single event or boundary line that denotes the end of childhood or the beginning of adolescence. Rather, experts think of the passage from childhood into and through adolescence as composed of a set of transitions that unfold gradually and that touch upon many aspects of the individual's behavior, development, and relationships. These transitions are biological, cognitive, social, and emotional (Adolescence, [online]).

Adolescence as defined in books is the transition period that links childhood and adulthood. Erikson described it as a moratorium, a temporal and psychological gap between the security of childhood and the autonomy of adulthood (Devakumar, 2009).

Adversity

Adversity is one of the most potent forces in life. It shapes one's character, clarifies priorities, and defines his/her path. It can also be fuel to greatness. Each person faces a rich assortment of adversities every day, ranging from minor hassles to

major setback, even tragedies. The path to success, both in business and in life, is learning how to convert any adversity into a genuine advantage (Stoltz & Weihenmayer, 2010).

Adversities are part of living, and people choose the way they react to each adversity in their lives. Many times they will be senseless, unfair, painful, and beyond our control to prevent. However, they come into our lives for a reason. People can choose to learn valuable lessons from each adversity they encounter (Brunkhorst, 2005).

Events like the death of a loved one, loss of a job, serious illness, failure in business, robbery or serious accident or other such events are very challenging life experiences. Many people react to such circumstances with a flood of strong emotions and a sense of uncertainty. The ability of adapting well or 'bouncing back' from difficult life experiences in the face of adversity, trauma, tragedy, threats, or even significant sources of stress --such as family and relationship problems, serious health problems, or workplace and financial stressors and adapt well over time to life-changing situations and stressful conditions-- is a natural and in-built mechanism in all human beings. This ability always varies from person to person depending upon their behavioral traits and existing circumstances. Social traits like having caring and supportive relationships within and outside the family, relationships that create love and trust, provide role models, and offer encouragement and reassurance help while deal with adversities. Accepting that change is a part of living (How to handle Difficult Situations OR Tough Times during life?, [online]).

Adversity Quotient® (AQ®)

Adversity Quotient® or AQ® is a measure of a person's ability to manage the adversity that he or she faces every day. People who cannot handle adversity become easily overwhelmed and emotional, then pull back and stop trying. Those who handle adversity well become the leaders of today and tomorrow (Stoltz, 1997).

It is about how people respond to adversities of all kinds, or how one react to the world around them (Stoltz & Weihenmayer, 2010). In addition according to Stoltz, this is how people respond to life, especially the tough stuff. It is a gauge or measure of how people respond and deal with everything, from everyday hassles to the big adversities that life can spring on them. Moreover, it is an established science, theory, and approach for becoming measurably more resilient. The more resilient a person is, the more effectively and constructively they respond to life's difficulties, and the more fulfilling life becomes (AQ® for you, [online]).

AQ® was developed by Dr. Paul G. Stoltz and was first introduced in his book *Adversity Quotient®: Turning Obstacles into Opportunities* in 1997. It was drawn from three major sciences: Cognitive Psychology, Psychoneuroimmunology, and Neurophysiology thus, it embodies two essential components of any practical concepts – scientific theory and real world applications. In addition, it was a result of 19 years of research and 10 years of application that was a major breakthrough in understanding of what it takes to succeed (Stoltz, 1997).

Forms Of Adversity Quotient®

AQ® has three forms. First, AQ® is a new conceptual framework for understanding and enhancing all facets of success. It builds upon a substantial base of landmark research, offering a practical, new combination of knowledge that redefines what it takes to succeed. Second, AQ® is a measure of how one respond to adversity. Finally, AQ® is a scientifically-grounded set of tools for improving how one respond to adversity, and, as a result, an overall personal and professional effectiveness. The combination of these three elements – new knowledge, the measure, and practical tools – is a complete package for understanding and improving a fundamental component of the daily and lifelong ascent (Stoltz, 1997).

Building Blocks Of Adversity Quotient®

The three major sciences where Adversity Quotient® was drawn also serve as its foundation or building blocks. AQ®, the underlying factor that determines the ability to Ascend, is based on breakthroughs in three different scientific fields. Each of these represents a building block, which, when taken together, forms AQ® – the foundation of success.

The first building block is Cognitive Psychology. This building block is comprised of the extensive and growing body of research related to the human need for control or mastery over one's life. It includes some essential concepts for understanding human motivation, effectiveness, and performance.

The second building block, which is Psychoneuroimmunology, deals with the direct link between one's response to adversity and his or her mental health and

physical health, and that how one responds to adversity (AQ®) influences immune functions, recovery from surgery, and vulnerability to life-threatening disease. Thus, a weak pattern of response to adversity can cause depression. Control, in addition, is essential to health and longevity.

The third building block is Neurophysiology. It is indicated that the brain ideally equipped to form habits. Those habits can be instantly interrupted and changed thus, become hardwired in the subconscious region of the brain. Subconscious habits, such as AQ®, can be immediately altered, readily forming new habits that are strengthened over time. These three building blocks – cognitive psychology, psychoneuroimmunity, and neurophysiology – come together to form AQ®, the result is a new understanding, measure, and set of tools to enhance human effectiveness (Stoltz, 1997).

Three Levels Of Adversity Quotient®

According to Stoltz (1997), “to help frame the challenges we face in life, consider the three levels of adversity.” The pyramid-shaped model begins at the top and works down to the individual, explaining two effects. First, it shows and describes societal, workplace and individual adversities people face every day in their lives, and second, it shows how an individual changes positively, affecting the workplace and the larger scale, the society (Huijuan, 2009).

The top-most portion of the pyramid is the Societal Adversity, the middle portion is the Workplace Adversity, and the bottom part is the Individual Adversity (Stoltz, 1997).

The CORE Dimensions Of AQ®

AQ® comprised of four CORE dimensions. CORE is an acronym for the four dimensions of AQ® and will determine an individual overall AQ®. C (control) refers to the amount of perceived control one has over and adverse event or situation. O (ownership) refers to how a person searches for the cause of the adverse events and to the degree to which an individual is willing to own the outcome of the adverse action. Owning the outcome reflects accountability. R (reach) is a manifestation of how far the adversity reaches into other aspects of an individual's life. Lastly, E (endurance) is the measure of endurance, which reviews how long the adversity and its causes will last in one's own life (Huijuan, 2009).

The Mountain – Ascending Toward Success

“Never measure the height of a mountain, until you have reached the top. Then you will see how long it was” – this is a line from Dag Hammarskjold that can be a support to Dr. Stoltz' line: “We are born with the core human drive to ascend. Ascend does not mean floating in a lotus position into the clouds while methodically chanting your mantra, nor simply moving up the corporate ladder, buying a house on the hill, or accumulating wealth.”

Ascend is moving your purpose in your life forward no matter what your goals. Whether ascent is about gaining market shares, getting better grades, improving your relationships, becoming better at what you do, completing an education, raising stellar children, growing closer to God, or making a meaningful contribution during your brief

stint on the planet, the drive is imperative. The core human drive to Ascend is the instinctual race against the clock to accomplish as much of our mission, written or implicit, as we can in the little time we are given. It is not just limited to the individual. Every organization and work team tries to move forward and upward. Total quality programs, growth initiatives, reengineering, restructuring, tapping the power of a diverse workforce, reducing cycle time, eliminating waste, and enhancing innovation are all efforts to ascend a mountain plagued by avalanches, inclement weather, and unforeseen crevasses (Stoltz, 1997).

There are three types of people whom one can encounter along the journey up the mountain. These individuals have different responses to the Ascend and, as a result, enjoy varying levels of success and joy in their lives (Stoltz, 1997).

The Quitter

Quitters simply give up on the ascent – the pursuit of an enriching life – and as a result are often embittered (Stoltz, P. G., & Weihenmayer, E., 2010). In other words, they abandon the climb. They refuse the opportunity the mountain presents. They ignore, mask, or desert their core human drive to ascend and with it much of what life offers (Stoltz, 1997).

The Camper

The second group of individuals are Campers. These people go only so far, and then say, “This is as far as I can (or want to) go.” Weary of the climb, they terminate their Ascent and find a smooth, comfortable plateau on which to

hide from adversity. Campers, unlike Quitters, have at least taken on the challenge of the Ascent (Stoltz, 1997).

The Climber

Climbers are possibility thinkers, never allowing age, gender, race, physical or mental disability, or any other obstacle get in way to Ascent (Stoltz, 1997).

As a result, Quitters are often bitter, depressed, and emotionally numb. Alternatively, they may be mad and frustrated, striking out at the world around them, resentful of those who ascend. Campers are satisfiers. They are satisfied with sufficing, rather than striving. Of these three types of people, only Climbers live like fully. They feel a deep sense of purpose and passion for what they do. Climbers never forget the power of the journey over the destination and they embrace the challenges they inevitably face (Stoltz, 1999).

Motivation

Motivation, particularly affect an individual's experience or interest. It may be the best predictor of long-term persistence in a particular education domain. It is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use the concept of motivation in the intensity of behavior (Petri & Govern, 2004). It is what drives a person to finish a certain goal or dream.

The term motivation is derived from the Latin verb "*movere*" (to move). The idea of movement is reflected in such commonsense ideas about motivation as something

that people gets going, keeps them working, and helps complete their tasks. It is defined as the process whereby goal-directed activity is instigated and sustained. In broader terms, motivation is a process rather than a product. As a process, motivation is not observed directly but it is rather inferred from actions (e.g., choice of tasks, effort, and persistence) and verbalizations (e.g., “I really want to work on this”). Motivation involves goals that provide impetus for and direction to actions. Cognitive views of motivation are united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but the point is that individuals are conscious of something that they are trying to attain or avoid (Schunk et al., 2008).

Another definition of motivation is that, it is concept use when describing the forces acting on or within an organism to initiate and direct behavior. The concept of motivation is also used to explain differences in the intensity of behavior. More intense behaviors are considered to be the result of higher levels of motivation. Additionally, the concept of motivation is used to indicate the persistence of behavior. A highly motivated behavior will often be persistent even though the intensity of the behavior may be low. The concept of motivation helps to explain why behaviors occur in the one situation but not in the others (Beck, 2004).

Motivation needs may be broadly classified into internal, process, and external theories of motivation. Internal theories of motivation give primary consideration to variables within the individual that give rise to motivation and behavior. The hierarchy of needs theory exemplifies the internal theories. Process theories of motivation emphasize the nature of the interaction between the individual and the environment. Expectancy theory exemplifies the process theory. External theories of motivation focus

on the elements in the environment, including the consequences of behavior, as the basis for understanding and explaining people's behavior at work (Nelson & Quick, 2006).

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. It is the basic drive for all of our actions. It refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life (Rabideau, 2005 [online]).

Intrinsic And Extrinsic Motivation

Motivation may be described into two broad categories such as extrinsic and intrinsic motivation. Intrinsic and extrinsic motivations are contextual and change overtime. They vary with situations. They characterized people in relation to activities and the same activity can be intrinsically or extrinsically motivating to different people (Briones et al., 2010).

According to Renata, intrinsic and extrinsic motivations are terms based on social and behavioral psychology, and describe the types of factors that motivate people to engage in certain behaviors (Intrinsic & Extrinsic Motivation Methods, [online]). Intrinsic motivation refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself. By comparison, extrinsic motivation refers to engagement that provides means to ends that go beyond the engagement itself. The goals of extrinsically motivated engagement might be the attainment of tangible rewards

such as money, prizes, or other benefits; intangible rewards such as social approval, a sense of worthiness, or even a sense of conscientiousness; or the avoidance of tangible and intangible punishments such as time-out, scolding, rejection or sense of low self-worth (Intrinsic and Extrinsic Motivation, [online]).

Intrinsic motivation is when a person is motivated to do something based on an internal reward, such as enjoyment of the activity itself and/or a desire to be engaged in it. Extrinsic motivation is when a person is motivated to do something based on external factors, such as the expectation of reward or fear of punishment (Intrinsic & Extrinsic Motivation Methods, [online]). Sometimes students are motivated intrinsically, by factors within themselves or inherent in the task they perform.

At other times, students are motivated extrinsically, by factors external to themselves and unrelated to the task they are performing. Students are more likely to show the beneficial effects of motivation when they are intrinsically motivated to engage in classroom activities. Intrinsically motivated students tackle assigned tasks willingly and are eager to learn classroom material. They are also more likely to process information in effective ways. In contrast, extrinsically motivated students may have to be enticed or prodded, are often interested in performing only easy tasks and meeting minimal classroom requirements and may process information in rote, superficial manner (Briones et al, 2010).

Intrinsic motivation is linked to producing the most positive consequences and that extrinsic motivation is associated with producing the most negative consequences. Intrinsic motivation produces the most positive consequences because this type of motivation is more gratifying for an individual in the present, and the gratification lasts

longer. In contrast, external forces that are not as personally gratifying and may produce negative consequences such as doubt or shame drive extrinsic motivation. Intrinsic motivation occurs when a task is completed for one's own purpose and is not a means to a reward or incentive (Clark, 2010).

Achievement Motivation

Henry Murray (1938) defined the need for achievement as a desire or tendency to “overcome obstacles, to exercise power, to strive to do something difficult as well as and as quickly as possible”. Like others, he believed that the pleasure of achievement is not in attaining the goal but, rather, in developing and exercising skills. In other words, the process provides the motivation for achievement. On the various needs that people might have, the majority of research has focused on the need for achievement, more often called achievement motivation. Achievement motivation is need for excellence for its own sake, without regard for any external rewards but one's accomplishment might bring. Children with high achievement motivation seek out challenging tasks that they know they can accomplish with effort and persistent (Briones et al., 2010).

Moreover, Shaffer (2008) defined achievement motivation as the willingness to strive or to succeed at challenging tasks and to meet some high standards of accomplishment. The need for achievement is a stable, learned characteristic in which person obtains satisfaction by striving for and attaining a high level of excellence. People with high need for achievement seeks out situations in which they can compete against some standards – be it grades, money, or winning a game and prove them successful. But they are not indiscriminate when it comes in picking their challenges.

They tend to avoid situations in which success will come too easily and situations in which success is unlikely. Instead people high in achievement motivation generally chose tasks that are of intermediate difficulty (Bautista et al., 2012).

People who have a high achievement motivation tend to be persistent and hardworking. They are able to delay gratification to meet long-term goals and they tend to choose careers that allow them to compete with others. People achieve the most when they have high expectations of success, incentives that reward competence, control over tasks, opportunities to achieve, and effective goals. These goals are more effective when they are specific, moderately difficult and framed in terms of what must be done rather than what must be avoided (Motivation, [online]).

Achievement motivation is based on reaching success and achieving all of people's aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence. These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Their motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects people's lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed. (Rabideau, 2005 [online]).

Achievement motivation has been hypothesized as one of the driving forces for the development of a nation and considered as a mental 'virus' which causes individuals to be competitive, hardworking and have more persistence. Improved attitudes and

school performance were related to the development of achievement motivation skills. A successful school performance can be attributed to the need to achieve excellence, the ability to set realistic goals, the skills to adapt oneself after failure and the responsibility to work persistently to achieve success (Elias & Rahman, 1993).

Factors That Contribute To The Achievement Motivation of College Students

Motivation affects students' achievement. This motivation may be intrinsic or extrinsic. Intrinsic motivation comes from inside a person, while extrinsic motivation provides motivation from the outside and can take the form of a reward. Motivation varies from student to student. Finding a way to motivate a student to reach his or her full potential is challenging and once accomplished, very rewarding.

Expectations And Explanations

Students must know what is expected of them and what they are expected to learn. Students should clearly understand directions and goals before beginning the assignment or assessment. They will need to know why the topic is important and interesting. Students can be expected to participate and take ownership for their learning through their participation. Modeling and explaining what is expected when participating will provide the clarity the student needs to be successful in participation. When the student feels successful in participating, he or she will feel safe and accepted by both the teacher and the other students.

Satisfying the Needs of the Students

Students have the need to have fun while they are learning. Creating a fun and inviting classroom atmosphere will encourage motivation and achievement. Giving the students a choice of assignments may provide a more motivated student than one assignment given to the entire class. Students have different learning styles. Teaching the student in his or her preferred learning style will satisfy the learning style hurdle faced by the student.

Caring

When a teacher appears caring and interested in the students, they respond with a positive attitude and respect for the teacher. The student will be motivated to gain the approval of the teacher by performing well in school. The emotional state of the student plays an important role in student motivation. Providing a positive learning experience for the student will help them learn and remember the material for a longer period of time.

Rewards and Privileges

Not all students are intrinsically motivated. For those students that need extrinsic motivation, providing rewards and privileges will help with their desire to achieve. The degree of reward or privilege will depend on the student. Students like the feeling of accomplishment and recognition, and rewards provide a sense of recognition for a job well done. Extrinsic motivators can eventually produce intrinsic motivation through the sense of this recognition and accomplishment (Randash, [online]).

Related Studies

According to Devakumar (2009), Adversity Quotient® is the science of human resilience. Resilience is the ability to adapt well to stress, adversity, trauma or tragedy. It entails remaining stable and maintaining healthy levels of physical and psychological functions, even in the face of chaos. People who successfully apply Adversity Quotient® perform optimally in the face of adversity – the challenges big and small that confront us each day. In fact, they not only learn from these challenges, but they also respond to them better and faster. This is because, Adversity Quotient® leverages on our natural ability to learn and change, enhancing this vital ability.

In order to improve one's Adversity Quotient®, the individual needs to possess the desire /urge to achieve what he lacks or wants to improve. This urge, is nothing but motivation, which involves our needs, desires and ambitions. It drives the individual to bring about the necessary modification, to achieve the required ability. Achievement motivation can therefore, be defined as the need for success or the attainment of excellence. There are different forms of motivation including extrinsic (evoked largely by the external consequences that certain behaviors will bring) or intrinsic (emanating from characteristics. within a person or inherent in a task being performed). Individuals, who are intrinsically motivated use more effective learning strategies and achieve at higher levels. Thus we can say the need to achieve, is the spring board of the achievement motivation. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures.

David McClelland's research on Achievement Motivation led him to believe that, the need for achievement is a distinct human motive. He is most noted for describing

three types of motivational need, which he identified in his 1961 book, 'The Achieving Society': Achievement Motivation (n-ach)- The n-ach person is the 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals. Authority/Power Motivation (n-pow) - The n-pow person is the 'authority motivated'. This driver produces a need to be influential, to be effective and to make an impact. Affiliation Motivation (n-affil) - The n-affil person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people. His ideas have since been widely adopted in many organizations, and relate closely to Herzberg Motivation- Hygiene theory. This theory states that people with high Achievement Motivation tend to be interested in the motivators (job itself). While people with low achievement motivation bother / concerned about the environment, how people feel about them rather than how well they are doing.

Synthesis

Adversity Quotient® is a gauge or measure of how people respond and deal with everything, from everyday hassles to the big adversities that life can spring on them. According to Stoltz, the more resilient a person is, the more effectively and constructively they respond to life's difficulties, and the more fulfilling life becomes (AQ® for you, [online]).

The term motivation is derived from the Latin verb *movere* (to move). The idea of movement is reflected in such common sense ideas about motivation as something that people gets going, keeps them working, and helps complete their tasks. Motivation requires activity—physical or mental. Physical activity entails effort, persistence, and

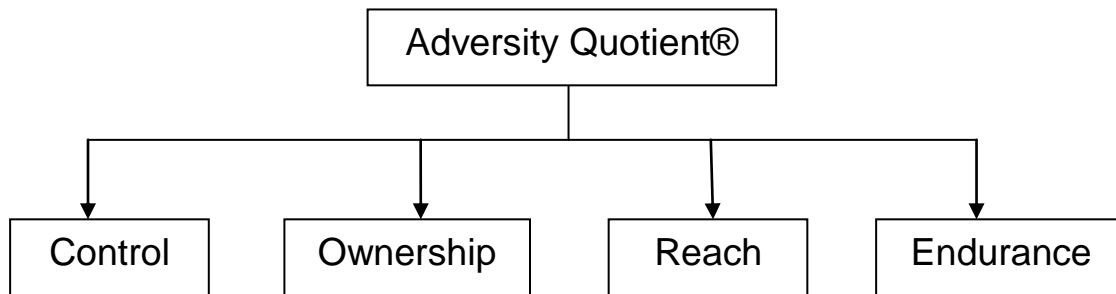
other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals (Schunk et al., 2008).

Adversity Quotient® can help people motivate themselves when difficult situation arises. If a student is motivated with his or her studies, it means he has a high adversity quotient®. In this case, adversity quotient will identify how resilient a person can be. In order to improve one's Adversity Quotient®, the individual needs to possess the desire /urge to achieve what he lacks or wants to improve. This urge, is nothing but motivation, which involves our needs, desires and ambitions. It drives the individual to bring about the necessary modification, to achieve the required ability. Achievement motivation can therefore, be defined as the need for success or the attainment of excellence (Devakumar, 2009).

Chapter 3

RESEARCH FRAMEWORK

Theoretical Framework

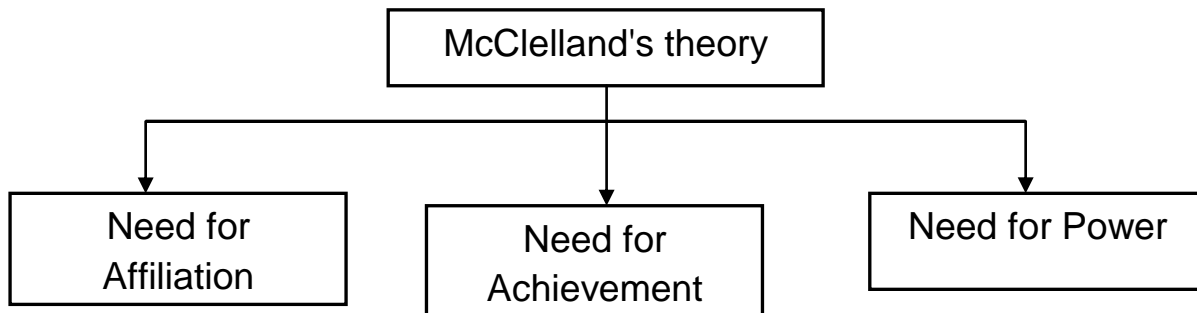


Adversity Quotient®

AQ® is about what it takes to get things done in highly demanding times. Adversity Quotient®, or AQ®, is a scientifically grounded theory that describes, measures, and strengthens how people respond to the full range of adversities that now comprise a typical day.

The assumption of AQ® is that to expand human capacity as well as our ability to assimilate and implement new knowledge, we must, therefore, first strengthen the human operating system, so all software (knowledge, skills, talents, experiences) are accessed and optimized more effectively. Only in this way can we fully leverage our human capital. This is the essence of AQ®. AQ® is an extremely robust predictor of performance, effectiveness, learning, innovation, resilience, promotability, wealth and health (About AQ®, [online]).

Achievement Motivation



One of McClelland's most well known theories is the human motivation which is dominated by three needs. McClelland's theory, sometimes referred to as the three need theory or as the learned needs theory, categorises the needs as follows: the need for achievement (N-Ach), the need for power (N-Pow) and the need for affiliation (N-Affil).

The importance of each of these needs varies from one person to another. If you can determine the importance of each of these needs to an individual, it will help you decide how to influence that individual. McClelland asserted that a person's needs are influenced by his/her cultural background and life experiences. He also asserted that the majority of these needs can be classified as the needs for affiliation, achievement or power. A person's motivation and effectiveness can be increased through an environment, which provides them with their ideal mix of each of the three needs (N-Ach, N-Pow and/or N-Affil).

The need for affiliation (N-Affil);

This is the need for friendly relationships and human interaction. There is a need “to feel liked” and “accepted” by others. A person with a high need for affiliation is likely to be a team player and thrive in a customer services environment. They will perform best in a co-operative environment. McClelland said that a strong need for affiliation will interfere with a manager’s objectivity. The “need to be liked” will affect a manager’s decisions, prompting them to make decisions to increase their popularity rather than furthering the interests of the organization.

The need for power (N-Pow);

This is the need to lead others and make an impact. This need can exhibit itself in two ways. The first which is the need for personal power may be viewed as undesirable as the person simply needs to feel that they have “power over others”. They don’t have to be effective or further the objectives of their employer.

The second type of “need for power” is the need for institutional power. People with the need for institutional power; want to direct the efforts of their team, to further the objectives of their organization.

The need for achievement (N-Ach);

This is the need to achieve, excel and succeed. A person with this type of need, will set goals that are challenging but realistic. The goals have to be challenging so that the person can feel a sense of

achievement. However the goals also have to be realistic as the person believes that when a goal is unrealistic, its achievement is dependent on chance rather than personal skill or contribution. This type of person prefers to work alone or with other high achievers. They do not need praise or recognition, achievement of the task is their reward (“Human Motivation Theory”, n.d.).

Operational Framework

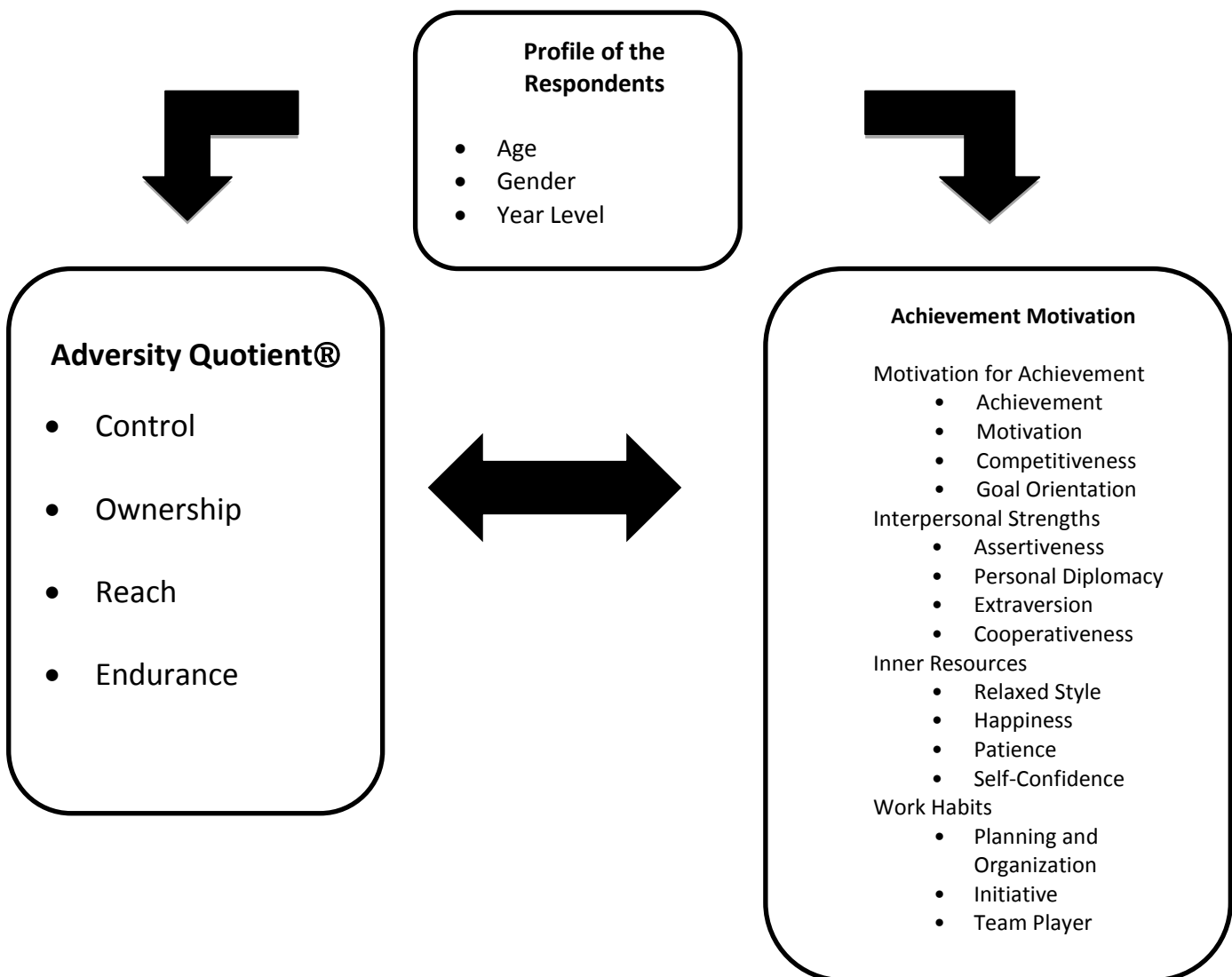


Figure 1. Operational paradigm showing the relationship of the personal profile, Adversity Quotient®, and Achievement Motivation of Selected Third Year and Fourth Year Psychology Students of De La Salle Lipa A.Y. 2012-2013.

The operational paradigm shows the process on how the researchers measured the said variables and its relationship to one another. The study focused on two variables: Adversity Quotient® (AQ®) and Achievement Motivation. The survey questionnaires aim to measure the four dimensions of Adversity Quotient® and Achievement Motivation, with the use of Adversity Quotient Profile® (AQ Profile®) and Achievement Motivation Profile (AMP).

The four “CORE” dimension of Dr. Stoltz’s Adversity Quotient are the following: Control, Ownership, Reach, and Endurance. Control is the influence one believes he has in any given situation. Ownership is the process that involves recognizing that one can make a difference, then stepping up to do so. Reach influences the burden one care in his life. Endurance is the final dimension of CORE that has to do with time, or duration (Stoltz & Weihenmayer, 2010).

While Adversity Quotient® (AQ®) is composed of CORE, Achievement Motivation has four domains: Motivation for Achievement includes achievement, motivation, competitiveness and goal orientation. Interpersonal Strengths includes assertiveness, personal diplomacy, extraversion, and cooperativeness. Inner Resources includes relaxed style, happiness, patience, and self-confidence. Work Habits includes planning and organization, initiative, and team player (Mandel et al., 1996).

Hypotheses Of The Study

Ho₁ There is no significant relationship between the profile and the Adversity Quotient® of the respondents in this study.

Ho₂ There is no significant relationship between the profile and the Achievement Motivation of the respondents in this study.

Ho₃ There is no significant relationship between the Adversity Quotient® and the Achievement Motivation of the respondents in this study.

Operational Definition Of Terms

Achievement Motivation is the desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well as and as quickly as possible (Briones et al., 2010).

Adversity refers to a very difficult or unfavorable situation (Collins Cobuild Advanced Dictionary of English, 2009).

Adversity Quotient® (AQ®) is a measure of a person's ability to manage the adversity that he or she faces every day (Stoltz, 1997).

Adversity Quotient Profile® (AQ Profile®) is a self-rating questionnaire designed to measure an individual's style of responding to adverse situations (Caponés, 2004).

Control is the first CORE dimension of Dr. Stoltz's Adversity Quotient. It measures the degree of control the person perceives that one has over adverse events (Caponés, 2004).

Endurance is the final dimension of CORE. It reviews how long the adversity and its causes will last in one's own life (Huijuan, 2009).

Motivation is the concept used when describing the forces acting on or within an organism to initiate and direct behavior (Beck, 2004).

Ownership refers to how a person searches for the cause of the adverse events and to the degree to which an individual is willing to own the outcome of the adverse action.

Owning the outcome reflects accountability (Huijuan, 2009).

Reach is a manifestation of how far the adversity reaches into other aspects of an individual's life (Huijuan, 2009).

Chapter 4

RESEARCH METHODOLOGY

This research presents the research design, sources of data, sampling design, locale of the study, research tools and instrument, and the data analysis and interpretation of the data.

Research Design

In this study, the descriptive-correlational research design was applied. Descriptive method was employed to find the levels of the respondents' Adversity Quotient® and Achievement Motivation during the first semester of school year 2012-2013 while the correlational method was used to determine whether there is significant relationship between the level of Adversity Quotient® and Achievement Motivation among the selected respondents in De La Salle Lipa according to age, gender, and year level.

Sources Of Data

For the primary data, the researchers used the on-line version of the AQ Profile® and the Achievement Motivation Profile (AMP). The AQ Profile® measures the four "CORE" dimension of Dr. Stoltz's Adversity Quotient® in determining and giving new insights into an important aspect of how one think and function while the AMP includes four broad content scales: Motivation for Achievement Inner Resources, Interpersonal Strength, and Work Habits.

On the other hand, for the secondary data, the researchers consulted books, internet and other references that are related to the study.

Sampling Design

Purposive sampling technique was used in this study. The researchers chose the respondents among third and fourth year Psychology students of De La Salle Lipa. This sampling design will be used in order to give a chance to every third and fourth year Psychology student who is currently enrolled in the school year 2012-2013.

Respondents Of The Study

The respondents of the study would be among third year and fourth year Psychology students who are currently enrolled in the first semester A.Y. 2012-2013.

Psychology students were the focus of the study since they are studying human behavior and mental processes. It would be better if they will know first their own behavior towards this kind of situation before analyzing the behavior of others.

Locale Of The Study

The researchers conducted their study in De La Salle Lipa, which is located at 1962 J.P. Laurel National Highway, Lipa City 4217 Philippines. DLSL belongs to the third generation of schools founded by the De La Salle Brothers in the Philippines (De La Salle Lipa, [online]).

De La Salle Lipa traces its origins to the Our Lady of the Rosary Academy (ORLA), a school for boys and girls operated by the Maryknoll Sisters in the city of Lipa.

Having decided to refocus their apostolate in the early 1960s, the Sisters arranged for the La Salle Brothers to assume responsibility for the education of the ORLA boys (De La Salle Lipa College Student Handbook, 2009).

Research Tools And Instrument

To obtain the data necessary for the study to determine the Adversity Quotient level, the researcher will use the Adversity Quotient Profile® (AQ Profile®) and the Achievement Motivation Profile (AMP) as the major tool for this study.

1. Adversity Quotient Profile®

This instrument is a self-rating questionnaire designed to measure an individual's style of responding to adverse situations. The AQ is comprised of four CORE dimensions. CORE is an acronym for the four dimensions of AQ. These CORE dimensions determine the overall AQ.

The four dimensions of AQ are Control, Ownership, Reach, and Endurance. Although these scales may be inter-correlated, they measure very different aspects of AQ®.

The Control dimension measures the degree of control the person perceives that one has over adverse events. Ownership is the extent to which the person owns, or takes responsibility for, the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation. Reach is the degree to which the person perceives good or bad events reaching into other areas of life. Lastly,

Endurance is the perception of time over which good or bad events and their consequences will last or endure (Caponos, 2004).

Reliability And Validity

The AQ Profile (8.1) is an oppositional, scale-based, forced-choice questionnaire designed to gauge an individual's resilience – that is, their capability to respond constructively to difficulties – by eliciting their hardwired response pattern to a broad range of adverse events (Stoltz, 1997).

In studies conducted by an independent psychometrician trained at Educational Testing Service (ETS) in the U.S., the AQ Profile and each of its CORE dimensions have been shown to be highly reliable. Reliability (Cronbach's alpha) can range from zero to one. In repeated, independent studies conducted by ETS (the producer of the SAT), the AQ Profile and each of its CORE dimensions have been shown to be highly reliable, or consistent. The Profile has an overall reliability of .91, higher than most popularly accepted psychological instruments and achievement tests (Technical Overview for the AQ Profile®, [online]).

2. Achievement Motivation Profile (AMP)

The questionnaire used for the study is the Achievement Motivation Profile (AMP). It identifies personal factors that affect academic performance and provides specific recommendations for improvement. The AMP includes two forms: the original form designed for high school and college students and the new Junior Form for students in grades 5 through 8. The former is composed of 140 items, the latter, 107 items (Achievement Motivation Profile (AMP), [online]).

The variables include internal resources, work habits, and personality traits. The AMP includes four broad content scales: Motivation for Achievement Inner Resources, Interpersonal Strength, and Work Habits. The Inner Resources scale is designed to assess individual characteristics such as a relaxed style (RLX), general satisfaction or happiness (HAP), patience when handling conflicts or frustrating tasks (PAT), and self-confidence (SCN). The Interpersonal Strengths scale is designed to assess personality characteristics such as assertiveness (AST), tact and diplomacy when working with others (DIPL), extraversion (EXT), and the ability to work with others (COOP). The Work Habits scale assesses planning and organization skills (PLAN), taking initiative on tasks (INI), and being a team player (TEAM). The Motivation for Achievement content scale is comprised of subscales including the following: achiever (ACH), motivation (MOT), competitiveness (COMP), and goal orientation (GOAL). Achiever (ACH) refers to whether an individual has completed a task. It includes elements related to identifying specific goals and following through in an effort to complete tasks. Motivation (MOT) relates to the inner strengths of an individual's emotions, needs, values, drive, and commitment to succeed. Competitiveness (COMP) refers to the need to outperform others and to excel in achievement standards. Goal orientation (GOAL) refers to possessing well-defined and realistic goals (Clark, 2010).

Scoring And Interpretation Of Achievement Motivation Profile (AMP)

Before scoring the AMP, be sure that the student has marked only one response to each item. You should strongly encourage the student to respond to any items left and clarify any double-marked responses.

1. Copy the position of the circled scale of the corresponding number from the answer sheet to the AMP Scoring Grid because some of the items are reversely scored.
2. The circled score value next to each numbered item from the Scoring Grid page should be copied by hand to the unshaded column spaces in the same row as that item.
3. Once you have copied the appropriate score values into the all unshaded spaces on the Scoring Grid page, add up the values in each column.
4. At the bottom of the AMP, spaces are provided for you to enter column subtotals from each side of the Scoring Grid page. Sum each pair of column subtotals to obtain the Total Raw Score for each scale.
5. Plot the profile to obtain t-scores and percentiles. To plot the student's profile, circle the corresponding raw scores in the column to obtain the t-score and percentile rank.
6. The t-score and percentile rank that correspond to the obtained raw score value for each scale can be found along the left and right margin of the profile in the same row where the raw score appears.

Reliability And Validity

The examination of the test reliability involves determining the extent to which the test results can be expected to remain stable from administration to administration. Two types of reliability estimates—internal consistency and test-retest reliability—are presented for the AMP scores. For AMP scales, internal consistency was estimated by

calculating the Cronbach's Alpha. The higher the internal consistency estimate for a scale, the more likely is that the items responses are measuring the same underlying construct, and the more likely it becomes that the scale will correlate with other internally consistent measures at the same construct. Internal consistency estimates for AMP scales range from .54-.84 (media = .75). The estimates for AMP scales vary moderately and indicate adequate scale consistency.

The test-retest reliabilities of the AMP scales were evaluated by examining the responses of 122 Canadian high school students who took the AMP twice. The test-retest period was 60 days. The estimated test-retest reliabilities for AMP scale scores range from .61 to .89 (median .83). They are well within acceptable psychometric limits.

The examination of test validity involves various ways of determining the extent to which test scores actually measure those characteristics that they claim to measure in a consistently meaningful and useful way. The presence of *construct validity* may be inferred when a positive correlation is seen between the instrument in question and other measures intended to reflect a similar characteristic, and were relatively weaker or negative correlations are seen with measures intended to reflect substantially different characteristics. *Concurrent Validity* is claimed to be present when a positive relationship is observed between a measure of a particular characteristic and a standard criterion measure of that characteristic made at the same time. *Discriminant Validity* is demonstrated when groups known to differ in the characteristics supposedly measured by a test are, in fact, observed to perform differently on the test in expected ways.

The AMP has been shown to be reliable across time, to have internally consistent scales, and to reflect stable personality and interpersonal attributes. It is valid

both when compared to accepted psychological instruments and when distinguishing among various groups. Specific scales on the AMP correlate strongly with academic performance, but not with intelligence. It distinguishes among underachiever, achiever and overachiever groups, and among differentially diagnosed types of underachievers. These results demonstrate that the AMP is a valid measures of the motivation, personality, interpersonal, and work habits fundamental to student achievement (Mandel et al., 1996).

Data Analysis And Interpretation

In answering the AQ Profile®, the respondents must first accept the terms and agreement of the website then log-in order to view the pages of the questions. Upon answering all of the questions, there will be a thank you page. The tabulated results of the respondents were sent via e-mail.

A back to back sheet was provided upon answering the AMP. The respondents needed to shade the circle of their chosen answer he questionnaire had a 5 scales. The researchers used a scoring sheet for them to interpret the results accurately, and then tabulate the data in MS Excel. The tabulated data was sent to the statistician.

For the meaningful interpretation of data, the following statistical formulas were used:

- a. The data gathered through the use of questionnaires was presented using the descriptive statistics such as frequency and percentage distribution of the respondents' personal data.

$$P = \frac{f \times 100}{N}$$

Where:

P = Percentage

F = Frequency

N = Total number of subjects

- b. To the verbal interpretation of the t-score of Achievement Motivation Profile, the following ranges were used:

Excessively High	70T-higher
High	60T-69T
Moderate	41T-59T
Low	31T-40T
Excessively Low	30T-below

Chapter 5

DISCUSSION OF RESULTS

This chapter contains data including the demographic profile of the ninety (90) respondents, and the results of the AQ Profile® and the Achievement Motivation Profile. Also included in this part are the relationship between profile, AQ®, and Achievement Motivation.

1. Profile Of The Respondents

Table 1.1 Profile of the respondents according to age

AGE	FREQUENCY	PERCENTAGE
17	6	6.7
18	28	31.1
19	36	40.0
20	16	17.8
21	3	3.3
23	1	1.1
TOTAL	90	100.0

Table 1.1 shows the distribution of the age of the respondents. Many of the respondents are aged nineteen (19) with thirty-six (36) or 40%, while the least number, 1.1%.

Table 1.2 Profile of the respondents according to gender

GENDER	FREQUENCY	PERCENTAGE
Female	83	92.2
Male	7	7.8
TOTAL	90	100.0

Table 1.2 shows the distribution of the male and female respondents. Out of eighty-three (83) or 92.2% are female and seven (7) or 7.8% are male. This means that majority of the respondents are female.

Table 1.3 Profile of the respondents according to year level

YEAR LEVEL	FREQUENCY	PERCENTAGE
Third Year	43	47.8
Fourth Year	47	52.2
TOTAL	90	100.0

Table 1.3 shows the distribution of the respondents in terms of their year level. Majority of the respondents are fourth year students with forty-seven (47) or 52.2%, while the third year respondents with forty-three (43) or 47.8%.

2. Adversity Quotient® Of The Respondents

Table 2.1 Level of adversity quotient® in terms of control

LEVEL	FREQUENCY	PERCENTAGE
Low	21	23.33
Below Ave	26	28.89
Average	36	40.00
Above Ave	5	5.56
High	2	2.22
TOTAL	90	100.00

Table 2.1 displays of the level of Adversity Quotient® of the respondents in terms Control. Many of the respondents (40.0%) have an average level of control which implies that mostly have a moderate control over adverse event or situation. People tend to have more motivation to achieve if they feel they have control over some aspects of their work (Motivation, [online]).

They perceive the ability to influence some things but not others. They may sometimes perceive that things are out of their control, even when they can positively influence the situation. It may be easier for them to gain a sense of traction in the midst of small adversities (Enriquez et al., 2009).

Those with higher AQ®s perceive they have significantly more control an influence in adverse situations than do those with lower AQ®s. Even in situations that appear overwhelming or out of their hands, those with higher AQ®s find some facet of the situation they can influence. Those with lower AQ®s respond as if they have little or no control and often give up (AQ Profile® Results, [online]).

Table 2.2 Level of adversity quotient® in terms of ownership

LEVEL	FREQUENCY	PERCENTAGE
Low	48	53.33
Below Ave	21	23.33
Average	14	15.56
Above Ave	6	6.67
High	1	1.11
TOTAL	90	100.00

Table 2.2 displays the level of Adversity Quotient® of the respondents in terms of Ownership. Majority of the respondents has low level of ownership which constitutes 53.33%. It means that the respondents do not extent or account themselves responsible for the outcomes of adversity.

This indicates that most of the respondents have a tendency to sometimes blame others and deflect accountability for dealing with challenges. They may step back when others step up. One way they may be unwilling to go above and beyond to solve a problem unless prodded to do so. This can have a negative effect on others. Many people avoid ownership because they already feel overloaded (Enriquez et al., 2009)

Accountability is the backbone of action. Those with higher AQ®s hold themselves accountable for dealing with situations regardless of their cause. Those with lower AQ®s deflect accountability and most often feel victimized and helpless (AQ Profile® Results, [online]).

Table 2.3 Level of adversity quotient® in terms of reach

LEVEL	FREQUENCY	PERCENTAGE
Low	32	35.56
Below Ave	34	37.78
Average	22	24.44
Above Ave	1	1.11
High	1	1.11
TOTAL	90	100.00

Table 2.3 shows the frequency of the Adversity Quotient® of the respondents in terms of Reach. Most of the respondents (37.78%) have below average level of reach. These respondents do not perceive good or bad events reaching into other their lives. There is also a close result that the other 35.56% of the respondents have low level of reach.

They may ruminate or catastrophize when adversity becomes particularly intense, prolonged, or complicated. This can have a detrimental effect on others and their optimism in solving problems. They may suffer unnecessary levels of stress, a tendency that they can improve as they strengthen their reach. (Enriquez et al., 2009).

When challenges mount and situations become complex, or when they are fatigued, they may let the adversity bleed over into other areas, causing stress and a sag in motivation. They probably do better with some difficulties than you do with others.

Difficulties in areas that are especially important to you or that are particularly loaded emotionally may represent the greatest challenge. Less severe, or less personal, adversities may be easier for you to contain (Enriquez et al., 2009).

Keeping the fallout under control and limiting the reach of adversity is essential for efficient and effective problem solving. Those with higher AQ®s keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQ®s tend to catastrophize, allowing a setback in one area to bleed into other, unrelated areas and become destructive (AQ Profile® Results, [online]).

Table 2.4 Level of adversity quotient® in terms of endurance

LEVEL	FREQUENCY	PERCENTAGE
Low	24	26.67
Below Ave	32	35.56
Average	24	26.67
Above Ave	8	8.89
High	2	2.22
TOTAL	90	100.00

Table 2.4 displays the level of Adversity Quotient® of the respondents in terms of Endurance. Most of the respondents (35.56%) has a below average level of endurance. It means they have a little perception of time in which good or bad events and their consequences will last.

The respondents may indicate a tendency to perceive difficulties as long-lasting, if not interminable. This tendency can prove demoralizing and may be perceived by others as somewhat pessimistic. It can also reduce the respondents' ability and motivation to take on a given challenge. They may struggle to remain engaged with long-term, complex problems (Enriquez et al., 2009).

Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQ®s have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. Those with lower AQ®s see adversity as dragging on indefinitely, if not permanently (AQ Profile® Results, [online]).

Table 2.5 Overall level of adversity quotient®

LEVEL	FREQUENCY	PERCENTAGE
Low	57	63.33
Below Ave	20	22.22
Average	12	13.33
Above Ave	1	1.11
High	0	0.00
TOTAL	90	100.00

Based on the foregoing table the greater number of respondents (63.33%) had a low level of adversity quotient®. Twenty (20) or 22.22% of the entire group was found to possess below average level of adversity quotient® while 12% was in the average level.

There was only a very small percentage of respondents 1% with above average and a 0% high level of adversity quotient®.

Most of the respondents in this study have tendency to give up easily or are resigned to their fate when faced with problems. They abandon their dreams if they believe they will encounter hardship in the pursuance of such dreams for they have very restricted ability or tolerance under stress and have no self-confidence to act independently. These are the people who just stand at the foot of the mountain and watch other climbers go up the mountain (Stoltz, 1997). So unlike the climbers, they will never enjoy the beautiful view that could only be seen from the top. Goleman (1997) gave five indicators about individuals who react well to stress. They are committed, are in control, challenged rather threatened by stress, see work as strenuous but exciting and consider change as an opportunity to develop rather than as an enemy. The opposite can be inferred about most of the respondents. They are not challenged but threatened by the tough tasks assigned to them. They consider change as an enemy. They are not committed and in control (Huijuan, 2009).

Based on these findings, the respondents in this study show weak potential to cope with obstacles and difficulties, and they have tendency to give up easily.

3. Achievement Motivation Of The Respondents

Table 3.1 Achievement motivation of the respondents in terms of motivation for achievement

LEVEL	FREQUENCY	PERCENTAGE
Excessively Low	0	0.00
Low	7	7.78
Moderate	68	75.56
High	14	15.56
Excessively High	1	1.11
TOTAL	90	100.00

Table 3.1 displays the Achievement Motivation of the respondents in terms of Motivation for Achievement. 75.56% of the respondents have moderate level of motivation for achievement. They are moderately persistent and hardworking. It somewhat agrees in the literature that people who have a high achievement motivation tend to be persistent and hardworking. They are able to delay gratification to meet long-term goals, and they tend to choose careers that allow them to compete with others (Motivation, [online]).

Table 3.2 Achievement motivation of the respondents in terms of inner resources

LEVEL	FREQUENCY	PERCENTAGE
Excessively Low	0	0.00
Low	0	0.00
Moderate	8	8.89
High	77	85.56
Excessively High	5	5.56
TOTAL	90	100.00

Table 3.2 displays the Achievement Motivation of the respondents in terms of Inner Resources. Majority of the respondents (85.56%) have high level of inner resources. It reflects on the kind of inner strengths a student can bring to bear on everyday problems and frustrations associated with achievement.

Table 3.3 Achievement motivation of the respondents in terms of interpersonal strengths

LEVEL	FREQUENCY	PERCENTAGE
Excessively Low	0	0.00
Low	2	2.22
Moderate	86	95.56
High	2	2.22
Excessively High	0	0.00
TOTAL	90	100.00

Table 3.3 displays the Achievement Motivation of the respondents in terms of Interpersonal Strengths. Majority of the respondents has a moderate level of

interpersonal strengths which constitutes 95.56% that means the students are relatively comfortable on how they interact with others, and are probably perceived by others as someone who is competent in interpersonal interactions.

Those with a high need for affiliation (n-Aff) need harmonious relationships with other people and a need to feel accepted by others. They tend to conform to the norms of their work group. High n-Aff individuals prefer works that provides significant personal interaction. (McClelland's Theory of Needs, [online])

Table 3.4 Achievement motivation of the respondents in terms of work habits

LEVEL	FREQUENCY	PERCENTAGE
Excessively Low	0	0.00
Low	7	7.78
Moderate	72	80.00
High	11	12.22
Excessively High	0	0.00
TOTAL	90	100.00

Table 3.4 displays the Achievement Motivation of the respondents in terms of Work Habits. Majority of the respondents (80.0%) have moderate level of work habits that means the students develop specific plans and strategies for achieving goals. Students perceive themselves as having the energy or aptitude to initiate action across a range of situation. They perceive themselves as able to perform cooperatively as an effective member of a team.

4. Adversity Quotient® And Profile Of The Respondents

Table 4.1 Relationship between adversity quotient® and the profile of the respondents.

DIMENSIONS	AGE			GENDER			YEAR LEVEL		
	r – value	p – value	verb. Int.	r - value	p – value	verb. Int.	r - value	p - value	verb. Int.
Control	0.117	0.271	NS	-0.039	0.715	NS	0.204	0.054	NS
Ownership	-0.126	0.235	NS	-0.103	0.336	NS	-.238*	0.024	S
Reach	-0.118	0.269	NS	0.062	0.565	NS	-0.036	0.739	NS
Endurance	-0.001	0.996	NS	-0.123	0.247	NS	0.112	0.294	NS
AQ®	-0.074	0.488	NS	-0.105	0.322	NS	-0.022	0.836	NS

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

Table 4 shows the relationship between the Adversity Quotient® and the profile of the respondents. This illustrates that there is no significant relationship between the overall AQ® and profile of the respondents but there is a small negative relationship between one dimension of the Adversity Quotient® which is ownership and year level. Respondents who are in the 4th year level have lower level of ownership. This result shows that as the year level is higher, their tendency to respond to adverse situation in terms of their ownership to which their extent to own, or takes responsibility for, the outcomes of adversity or the extent to which they hold themselves accountable for improving the situation becomes lower. Senior students have more hardships or difficulties, encountered more problems and surmounted more challenges in life than the frosh. These life encounters have made them more resilient and thus better able to face adverse life events in comparison with their younger counterparts (Huijuan, 2009).

5. Achievement Motivation And The Profile Of The Respondents

Table 5.1. Relationship between achievement motivation and the profile of the respondents

DIMENSIONS	AGE			GENDER			YEAR LEVEL		
	r - value	p - value	verb. Int.	r - value	p - value	verb. Int.	r - value	p - value	verb. Int.
Motivation for Achievement	-0.089	0.405	NS	0.206	0.052	NS	-0.069	0.518	NS
Inner Resources	-0.047	0.662	NS	0.166	0.118	NS	-0.050	0.637	NS
Interpersonal Strengths	-0.016	0.878	NS	-0.020	0.852	NS	-0.124	0.243	NS
Work Habits	-0.037	0.726	NS	0.105	0.322	NS	-0.087	0.417	NS

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

Table 5 shows the relationship between the Achievement Motivation and the profile of the respondents. This illustrates that there is no significant relationship between the achievement motivation and the profile of the respondents. Being of male or female gender would not necessarily mean a higher level of achievement motivation (Bautista et al., 2012). The age and the year level of the respondents would not also necessarily be the basis for a higher level of achievement motivation.

6. Adversity Quotient® and Achievement Motivation

Table 6.1 Relationship between adversity quotient® and achievement motivation

ADVERSITY QUOTIENT®	ACHIEVEMENT MOTIVATION											
	MOTIVATION FOR ACHIEVEMENT			INNER RESOURCES			INTERPERSONAL STRENGTHS			WORK HABITS		
	r-value	p-value	verb. Int.	r-value	p-value	verb. Int.	r-value	p-value	verb. Int.	r-value	p-value	verb. Int.
Control	.256*	.015	S	.074	.490	NS	.180	.090	NS	.294**	.005	S
Ownership	.276**	.008	S	.148	.163	NS	.165	.120	NS	.160	.131	NS
Reach	.003	.975	NS	.293**	.005	S	.045	.671	NS	-.014	.893	NS
Endurance	.034	.750	NS	.231*	.029	S	.096	.370	NS	.025	.815	NS
AQ®	.291**	.005	S	.339**	.001	S	.235*	.026	S	.226*	.032	S

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

Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the relationship between the Achievement Motivation and the profile of the respondents. This illustrates that there is a small positive relationship between control and motivation for achievement. Respondents with high level of control have a high level of motivation for achievement. It means that when students have a high degree of control adverse events, they are likely to be highly productive, motivated, and energetic. People tend to have more motivation to achieve if they feel they have control over some aspects of their work. (Motivation, [online]).

There is a small positive relationship between ownership and motivation for achievement. Respondents with high level of ownership have a high level of motivation for achievement. It means that students who take the outcomes of adversity responsibly have the inner drive to achieve and have a high level of attainment. There is also a small positive relationship between ownership and motivation for achievement. Respondents with high level of Adversity Quotient® have a high level of motivation for

achievement. A person who highly respond and face challenges in life will be more likely exhibit a high level of motivation and good actual performance.

There is a small positive relationship that exists between reach and inner resources. Respondents with high level of reach have high level of inner resources. A student who can perceive good or bad events in their lives can bear on everyday problems and frustrations associated with achievement. There is a small positive relationship that exists between endurance and inner resources. Respondents with high level of endurance have high level of inner resources, meaning those students who are aware on how long good or bad events and their consequences lasts can be capable in bringing out their inner personal characteristics with their achievement-related activities.

There is a moderate positive relationship between AQ® and inner resources. Respondents with average level of AQ® have a moderate level of inner resources. People who can moderately respond to difficult situations will be able to express their inner personality or characteristics moderately.

There is a small positive relationship between AQ® and interpersonal strengths. Respondents with high level of AQ® have high level of interpersonal strengths as well as students who can respond to challenges in life can be also portrayed as assertive, personally diplomatic, extroverted, and cooperative.

A small positive correlation exists between control and work habits. Those respondents with low level of control have low level of work habits. It means that when students have a low degree of control adverse events are likely to prefer work alone, and not taking much initiative in their task. A small positive correlation exists between

AQ® and work habits. Those respondents with low level of AQ® have low level of work habits. Students with low level of response to adverse events are more likely to prefer work alone, and not taking much initiative in their task.

Chapter 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is dedicated to the summarization of the results presented in the previous chapter, as well as the conclusions that can be derived from the gathered and collected data. Recommendations for actions are also included in this chapter.

Summary Of Findings

From the data gathered, the researchers have discovered that:

1. Majority of the respondents are nineteen years of age having forty percent (40%) of the total population.
2. The results revealed that there were more female respondents that participated in the study with 92.2% (n=83). Male respondents were only 36.2% (n=7) of the total population.
3. Fourth year Psychology students have greater number of respondents with 47 or 52.2% of the total population than of the third year with 43 or 47.8%.
4. Data analyzed from the questionnaire of AQ Profile® showed that from 90 respondents, 40% (n=36) scored average in their Control dimension. It means that majority of the respondents perceives that they have significantly moderate control and influence in adverse situations.
5. Forty-eight (48) or 53.33% of the respondents scored low in terms of their Ownership dimension in AQ Profile®. This only shows that most of the respondents deflect accountability and most often feel victimized and helpless.

6. Majority of the respondents scored below average in the Reach dimension with 37.78% (n=34). These respondents tend to catastrophize, allowing a setback in one area to bleed into other, unrelated areas and become destructive.
7. Most of the respondents also scored below average in Endurance with 35.56% (n=32). They tend to see adversity as dragging on indefinitely, if not permanently.
8. Majority of the respondents with a percentage of 63.33 (n=57) respond low in their overall Adversity Quotient®. It means that most of the respondents have low levels of motivation, energy, performance, and persistence as well as a tendency to 'catastrophize' events.
9. Sixty-eight (68) or 75.56% of the respondents have a moderate motivation for achievement. Majority of the students have a moderate orientation towards achievement and inner drive to achieve.
10. Seventy-seven (77) or 85.56% of the respondents have high inner resources. They can be seen with positive characteristics such as easy to relax and to successfully utilize techniques for coping with tension, always happy, high level of patience, or can feel confident or self-assured in almost any situation.
11. Most respondents (86 or 95.56%) moderately interact with others.
12. Seventy-two (72) or 80.00% of the respondents have moderate work habits which they either tend to work alone nor in groups, have an initiative and a plan of action.
13. The ownership and year level of the respondents were found to be significantly related to each other.

14. The control, ownership and motivation for achievement of the respondents were found to be significantly related to each other.
15. The overall AQ® and motivation for achievement of the respondents were found to be significantly related to each other.
16. The reach, endurance and inner resources of the respondents were found to be significantly related to each other.
17. The overall AQ® and inner resources of the respondents were found to be significantly related to each other.
18. The overall AQ® and interpersonal strengths of the respondents were found to be significantly related to each other.
19. The control and work habits of the respondents were found to be significantly related to each other.
20. The overall AQ® and work habits of the respondents were found to be significantly related to each other.

Conclusions

After all the data was gathered and analyzed, the researcher arrived at the following conclusions:

1. Age and gender difference did not affect the selected third year and fourth year Psychology students' Adversity Quotient®; however the year level significantly affect the said respondents' Adversity Quotient®.

2. Age, gender, and year level did not affect the Achievement Motivation of the respondents. This shows that there is no significant relationship between the Achievement Motivation and Profile of the respondents.
3. There is a significant relationship between ownership and year level. Respondents who are in the 4th year level have lower level of ownership compared with those of lower year level.
4. There is a significant relationship between control, ownership and motivation for achievement. Those respondents with high level of control and ownership have high level of motivation for achievement.
5. There is a significant relationship between AQ® and motivation for achievement. Those respondents with high level of AQ® have high level of motivation for achievement.
6. There is a significant relationship between reach, endurance and inner resources. Those with high level of reach and endurance have high level of inner resource.
7. There is a significant relationship between AQ® and inner resources. Respondents with high level of AQ® have high level of inner resources.
8. There is a significant relationship between AQ® and interpersonal strengths. Respondents with high level of AQ® have high level of interpersonal strengths as well.
9. There is a significant relationship between control and work habits. Those respondents with low level of control have low level of work habits.

10. There is a significant relationship between AQ® and work habits. Those respondents with low level of AQ® have low level of work habits.

Recommendations

Based on the conclusions made, the following suggestions for actions are proposed:

1. Since the respondents got low scores on most of the dimensions of AQ®, they may be having issues or personal problems that they cannot set aside. Respondents should focus on their main problem and try to fix it with a positive attitude for it to become easier to resolve. Prioritizing can also help in managing time to avoid conflicts in work and tasks.
2. For the respondents who got a low score in their overall AQ®, they should try to be more resilient and flexible because the more resilient a person is, the more effectively and constructively they respond to life's difficulties. An example of being resilient can be building positive beliefs in one's abilities, finding a sense of purpose in life, or simply being optimistic.
3. Respondents should be consistent in handling difficult situations as the years go by and keep in mind about their accountabilities in terms of their adversities. Avoiding and denying problems will just lead to deeper disappointments and difficulties in life.
4. Knowing the respondent's Adversity Quotient® can help students in knowing how resilient they are and how they handle and manage their current situation as an individual with their own personal lives and as students. Managing and handling

problems can provide better performance in school and prevention of health problems.

5. Because of the moderate and high scores for most of the dimensions of the achievement motivation, respondents should keep being persistent and motivated even though the intensity of the behavior may be low. Striving for a higher grade or an achievement in school can lead to brighter future and success in one's dreams or ambitions.
6. For the parents of the respondents, they should ask and/or listen to their children whenever the latter would open-up about difficulties in a certain problem. Proper guidance is needed by the respondents especially moral support about overcoming adversities can aid to have a positive outlook in life.
7. For the teachers of the respondents, providing encouragement, assistance and further understanding to their students whenever students are lacking motive or desire to do their tasks in school because their students may be having issues that they cannot face alone.
8. For the future researchers, they should think ahead of time in which their respondents should be in order to avoid implications such as unequal distribution of age, gender, and year-level. They should also have a broad category of target respondents because many implications in this study were kept in mind because of the uneven distribution on the profile of the respondents specifically on the gender and the year level of the respondents.
9. Future researchers should explore more studies concerning adversity quotient® because this variable is a new word for most people especially Filipinos. They

may not know what its definition is or what is its significance, but further research about it can help gain helpful information that can help others especially the future respondents in knowing what the importance and benefits of this topic are.

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