INTRODUCTION:

'There is more to more to life than increasing its speed.' – Mahatma Gandhi

Life these days is a mixture of all sorts, on one hand there is knowledge explosion, technology revolution, and progress in every field while, on the other hand we see poverty, scarcity of food and resources, increase in crime, social and political problems etc. All these changes have created situations which has made life miserable not only for adults, but also for students.

Problems associated with students as reported by teachers, in the 60's and 70's were like making noise in the class, singing film songs, dress code violations, running in the hallway, imitating film stars etc. But in the last decade, the world over has witnessed problems such as drug abuse, teenage pregnancy, suicides, rapes, depression, assaults, dropping out of school etc. associated with students. These problems are not isolated incidents occurring in a few developed countries, but even developing and under developing countries are facing these and similar problems, which seem to be increasing at an alarming rate.[1]

These situations, are the challenges that students of   today face. These challenges are the adversities, that students perceive in their daily lives. They go through numerous adverse situations at home and school, for eg. Lack of basic facilities and resources which makes life difficult for them to live, poor classroom environment, uncomfortable seating arrangement, peer pressure, poor quality of teaching, strained teacher- pupil relationship, gender discrimination, special learning needs etc. Students of   every age group face different adversities unique with respect to time and place. This struggle against adversities continue even after school in adult life.[2]

According to Paul G. Stoltz, the number of adversities an individual faces each day on an average has increased from 7 to 23 in the past 10 years.[3] Students need to cope up with these pressures/ stressors in life. Hence the need is felt, for education to provide the necessary help/ guidance to the students to cope up with these situations and face these adversities and come out of it unscratched successfully.

Education so far catered to the cognitive domain only, where in the intelligence aspect was given more importance. The students were rated as per his Intelligence Quotient. In the recent decade, we see stress laid on the Affective and Psychomotor aspect i.e. we see a growing awareness among educators, curriculum setters, counselors, parents etc. about another level of

---

[1] Stoltz,P.G(1997): Adversity Quotient- turning obstacles into opportunites. www.peaklearning .com retrived on 26/04/09 2009

[2] D 'Souza,R (2006): A study of Adversity Quotient of Secondary School students in relation to school performance and school climate; unpublished M. Ed dissertation.

[3] Surekha M(2001): The Hindu Opportunities. retrived on 24/4/09. http://www.hinduonnet.com/jobs/0110/05030054.htm

measuring the students ability in terms of Emotional Quotient and Knowledge Quotient.

However it has been found that, people having the same Intelligence Quotient do not respond in the same way to identical situations. We see people who, in spite of seemingly insurmountable odds somehow keep going, while others are pounded down by an incessant avalanche of change. These individuals are able to consistently rise up and break through being more skilled and empowered as they go.[4] All this reflects one's self concept, confidence in one's abilities and courage to face adverse situations. This means, that there is some measurement to determine the ability of an individual to handle adversities, which is known as **Adversity Quotient.**

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. Recent researches have proved that Adversity Quotient can be increased dramatically, permanently rewired and strengthened.[5] The concept of Adversity Quotient is rooted in three sciences namely psychoneuroimmunology, neurophysiology, and cognitive psychology, which forms its building blocks[6].

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.[7]

There are different forms of motivation including extrinsic (evoked largely by the external consequences that certain behaviors will bring) or intrinsic (emanating from characteristics

---

[4] Stoltz,P.G(1997): op.cit. p.13

[5] Global Resilience Project; http://www.peaklearning.com,retrieved on 26th April 2009

[6] Ibid,p.7

[7] SchunK,D.H: Self Regulation Theory and work motivation; Eric Digest

within a person or inherent in a task being performed).[8] 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.

According to Irving Sarnoff, 'Achievement motive' is the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions and he feels that he ought to possess them he may be regarded as having an achievement motive.[9] It is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire the achievement motive from their parent's lifestyle. Studies have shown that the children whose independent training starts at an early age and who get more autonomy within a co operative, encouraging and less authoritarian family environment usually develop an achievement oriented attitude.[10]

David McClelland 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.[11]

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.[12]

Once the drive is strong and established, it will help energize the individual,which will enable him to set self generated goals, which is a part of internal frame of reference of Academic Self Concept. This will encourage him to venture into new areas of study, thus further

---

[8] ibid

[9] Mangal, S.K: Educational Psychology, Prakash bros.; Ludhiana; p.145

[10]Ibid;p.146

[11]http://www.businessballs.com/davidmcclelland.htm; Retrieved on April 2009

[12] ibid

enhancing his Academic Self Concept..

Academic Self Concept stems from Self Concept, which is a construct grounded primarily in self worth theory (Covington,1992; Covington, 2000; Covington & Dray,2002; Eccles& Wigfield,2002). Self worth theory suggests that all individuals have a motivational "tendency to establish and maintain a positive self image, or sense of self worth"(Eccles& Wigfield,2002). Eccles (2002) highlights seven primary features of self concept- it is organized, multifaceted, hierarchical, stable, developmental, evaluative and differentiable. It is believed that domain-specific self concept perceptions(eg. Academic, physical, social) are organized in a hierarchical structure with the general omnibus self concept at the apex of the hierarchy (Bong & Skaalvik,2003 Bornholt & Goodnow, 1990; Byrne,2002; Shavelson, Hubner& Stanton,1976;Skaalvik& Skaalvik,2002).The Shavelson hierarchical model
(Shavelson et al., 1976),has studied global self concept by splitting it into academic and non academic branches.   .

Since children spend a significant portion of their lives, being evaluated in the school classrooms, Self Worth theory postulates that a key to developing and maintaining self worth is to develop and maintain a positive self concept.

Thus **Academic Self Concept is defined as, an individual's perception of self efficacy in academic subjects** (Bong &Skaalvik,2003; DiPerna& Elliott,1999; MacMillan, Gresham & Bocian, 1998; Snow et al., 1996)

Different 'frames of reference' play a significant role in the development of Academic Self Concept(Byrne,2002; Skaalvik & Skaalvik, 2002).External frames of reference include comparisons with school/ class averages or other learners. An internal frames of reference includes comparisons with the self in different academic domains at a given time, comparisons with self in the same academic domain across time, and comparisons to self generated goals and aspirations (Byrne, 2002; Skaalvil & Skaalvik, 2002)

(Hattie,1992; House, 2000; Marsh,1990; Marsh & Shavelson,1985),defined **Academic Self Concept as the individual's self perception of his or her academic ability (internal frame of reference), as well as the individual's assessment of how others in the school setting perceive his or her academic behaviour(external reference)**)Koller,Daniels & Baumert,2000,Strein,1993)[13]

---

[13] http://www.iapsych.com/acmcewok/Academicself-concept.html . Retrived on 9th July 2009

In general, Academic Self Concept has been consistently linked to positive academic outcomes, given the high value placed on academic competence by the society. Owing to which, learners who are successful in their academic   endeavours develop positive academic competence feelings.

The three variables in the study are
Adversity Quotient, Academic Self Concept and Achievement Motivation.

The researcher feels that Adversity Quotient and Achievement motivation are   linked to each other, which can be explained as, Achievement motivation is the desire/ need for success or the attainment of excellence. It is the driving force to achieve something or to excel. If an individual is motivated, there will be a strong   impact on the direction of their behavior. If an individual feels the need to improve the Adversity   Quotient,   then the need to achieve the desired ability also becomes strong.

Also in any given situation, if one needs to improve one's Adversity Quotient, one must first possess, a positive self concept. Since the present study deals with   school   students, this concept is narrowed down to Academic Self Concept. Once the   Academic   Self Concept is strengthened, the individual will feel encouraged to view life's challenging situations, not with hopelessness but as an opportunity to learn and excel.

Hence the researcher feels that better the   Academic Self Concept, better are the chances of dealing with adverse situations and better would be the Achievement Motivation. However, there needs to be an empirical evidence to establish the relationship between these three variables in order to ensure that through the process of education, this relationship is strengthened in the lives of students.

"It is far more important to know how to deal with the negative than 'be positive'."
- - Martin Seligman, Learned Optimism.[14]

Education, as in the past is no longer a leisure time activity, nor should it be a mere qualification tag. It   should   have an utilitarian value. Despite efforts made in this direction in the form of inclusion of subjects such as Value education, Personality development, Disaster management etc in the school curriculum there   still   exists   gaps, which needs to be examined and plugged. The role of education as the researcher feels, should be to provide skills that will help the students   live life   well i. e develop in students abilities to handle adversities.

The need of the hour according to the researcher is to equip the students to face challenges. It is imperative therefore, to gauge the level, students are at   i.e. their ability to handle

---

[14] www.peaklearning .com.Retrived on 26 April 2009

adversities and to train them, so as to improve this ability.[15] Hence, an attempt is made to understand the role of Academic Self Concept and Achievement Motivation in developing life skills.

Also the knowledge gained through this research, will help parents, teachers, counselors, curriculum framers to explore new ways, to work with students to assist them in learning effective ways to manage their lives.

STATEMENT OF AIM:

A study of Adversity Quotient in relation to Academic Self Concept and Achievement Motivation of secondary school students in Mumbai.

VARIABLES OF THE STUDY:

The variables of the present study are Adversity Quotient,   Academic Self Concept and Achievement Motivation

AIMS OF THE STUDY:

PHASE I

1)   To study Adversity Quotient of secondary school students.
2)   To study Academic Self Concept of secondary school students.
3)   To study Achievement Motivation of secondary school students.
4)   To compare Adversity Quotient of secondary school students on the basis of types of schools.
5)   To compare Academic Self Concept of secondary school students on the basis of types of schools.
6)   To compare Achievement Motivation of secondary school students on the basis of types of schools.
7)   To ascertain the relationship between Adversity Quotient and Academic Self Concept.
8)   To compare the relationship between Adversity Quotient and Academic Self Concept on the basis of types of schools.
9)   To ascertain the relationship between Adversity Quotient and Achievement Motivation.
10)   To compare the relationship between Adversity Quotient and Achievement Motivation on the basis of types of schools.
11)   To ascertain the relationship between Academic Self Concept and Achievement Motivation.
12)   To compare the relationship between Academic Self Concept and Achievement Motivation on the basis of types of schools.

---

[15] D 'Souza,R (2006): Op.cit

PHASE II

1)   To preparre a module to enhance Adversity Quotient of students
2)   To test the effectiveness of the module in enhancing the Adversity Quotient of th e students.

OBJECTIVES OF THE STUDY:

1)   To compare the following on the basis of school types

a)   Total Adversity Quotient scores of students
b)   Control dimension scores
c)   Ownership dimension scores
d)   Reach dimension scores
e)   Endurance dimension scores

2)   To study the Academic Self Concept of students on the basis of school types

3)   To study the Achievement Motivation of students on the basis of school types

4)   To ascertain Gender differences in the following

   (a) Total Adversity Quotient scores of the students

   (b) Control dimensions scores

   (c) Ownership dimensions scores

   (d) Reach dimensions scores

   (e) Endurance dimensions scores

 5)   To ascertain Gender differences in the Academic Self Concept of students

 6)   To ascertain Gender differences in the Achievement Motivation of students

 7)   To ascertain the relationship of Total Adversity Quotient scores with Academic Self Concept

8)   To ascertain the relationship of the Control dimension of Adversity Quotient scores with Academic Self Concept.
9)   To ascertain the relationship of the Ownership dimension of Adversity Quotient scores with   Academic Self Concept.

10)   To ascertain the relationship of the Reach dimension of Adversity Quotient scores with Academic Self Concept.

11)   To ascertain the relationship of the Endurance dimension of Adversity Quotient scores with Academic Self Concept.

12)   To ascertain the relationship of Total Adversity Quotient scores with Achievement Motivation.

13)   To ascertain the relationship of the Control dimension of Adversity Quotient scores with Achievement

        Motivation.

14)   To ascertain the relationship of the Ownership dimension of Adversity Quotient with Achievement

        Motivation.

15)   To ascertain the relationship of the Reach dimension of Adversity Quotient with Achievement

        Motivation.

16)   To ascertain the relationship of the Endurance dimension of Adversity Quotient with Achievement

        Motivation.

17)   To ascertain the relationship of Academic Self Concept with Achievement Motivation.

18)   To ascertain the combined relationship of Adversity Quotient with Academic Self Concept and

        Achievement Motivation.

PHASE II

1) To compare the pretest and post test Adversity Quotient scores between experimental group and control group.

2) To ascertain the effect of the programme on the Adversity Quotient of students when differences in pre test scores of the two groups have been controlled.

HYPOTHESIS OF THE STUDY :

1) There is no significant difference in the following on the basis of school types

    (a) Total Adversity Quotient scores of students

    (b) Control dimension scores

    (c) Ownership dimension scores

    (d) Reach dimension scores

    (e) Endurance dimension scores

2) There is no significant difference in the Academic Self Concept of students on the basis of school types.

3) There is no significant difference in the Achievement Motivation of students on the basis of school types.

4) There is no significant gender difference in the following

    (a) Total Adversity Quotient scores of the students

    (b) Control dimension scores

    (c) Ownership dimension scores

    (d) Reach dimension scores

    (e) Endurance dimension scores

5) There is no significant gender difference in the Academic Self Concept of students.

6) There is no significant gender difference in the Achievement Motivation of students.

7) There is no significant difference in the relationship of Total Adversity Quotient scores with Academic Self Concept.

8) There is no significant difference in the relationship of the Control dimension of Adversity Quotient scores with Academic Self Concept.

9) There is no significant difference in the relationship of the Ownership dimension of Adversity Quotient scores with Academic Self Concept.

10) There is no significant difference in the relationship of the Reach dimension of Adversity Quotient scores with Academic Self Concept.

11) There is no significant difference in the relationship of the Endurance dimension of Adversity Quotient scores with Academic Self Concept.

12) There is no significant difference in the relationship of Total Adversity Quotient scores with Achievement Motivation.

13) There is no significant difference in the relationship of the Control dimension of Adversity Quotient scores with Achievement Motivation.

14) There is no significant difference in the relationship of the Ownership dimension of Adversity Quotient scores with Achievement Motivation.

15) There is no significant difference in the relationship of the Reach dimension of Adversity Quotient scores with Achievement Motivation

16) There is no significant difference in the relationship of the Endurance dimension of Adversity Quotient scores with Achievement Motivation.

17) There is no significant difference in the relationship of Academic Self Concept with Achievement Motivation.

18) There is no significant difference in the combined relationship of Adversity Quotient with Academic Self concept and Achievement Motivation.

PHASE II

1) There is no significant difference in the pre test and post test Adversity Quotient scores between experimental and control group
2) There is no significant effect of the treatment on the students Adversity Quotient when differences in pre test scores of the two groups are controlled.

OPERATIONAL DEFINITION:

ADVERSITY QUOTIENT

Adversity Quotient is the assessment of one's ability to respond to challenges in life, using adversity response tests based on the following dimensions.

Control measures the degree of control the person perceives that he has over adverse events.

Ownerrship 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 accountable for improving the situation

Reach is the degree to which the person perceives good or bad events reaching into other areas of life.

Endurance is the perception of time over which good or bad events and their consequences will last or endure.[16]

ACADEMIC SELF CONCEPT:

Academic Self Concept is defined as an individual's perception of self efficacy in academic subjects with regard to external frame of reference (comparisons with school/ class averages or other learners) and internal frame of reference (comparisons with self in different academic domains at a given time, comparisons with self in the same academic domain across time, and comparison to self generated goals and aspirations)

ACHIEVEMENT MOTIVATION:

Achievement Motivation is defined the expectancy of finding satisfaction in mastery of difficult and challenging performances and pursuit of excellence.

---

[16] www.peaklearning.com, Retrived on 26April2009

REVIEW OF RELATED LITERATURE:

 <u>**ADVERSITY QUOTIENT**</u>

The researcher reviewed literature on Adversity Quotient and has found that Adversity Quotient is a relatively new topic and researches done on Adversity Quotient are mostly in the field of Sales and Management and very few in the field of Education to the best of the researcher's knowledge.

The researcher has hence, reviewed and added researches related to 'negative life events, coping strategies' etc as they are a part of adversity and handling adversities.

<u>**Researches done in India**</u>

D'Souza, R(2006) studied Adversity Quotient of secondary school students in relation to their school performance and school climate**.** The researcher compared the Adversity Quotient of Secondary school students on the basis of school types. The study also tried to compare the relationship between Adversity Quotient and perceived school climate and also compared the relationship between Adversity Quotient and school performance**.** The findings showed that Adversity Quotient correlates positively with school performance. Also Adversity Quotient correlates positively with school climate. Students of CBSE Board showed better Adversity Quotient than students of State Board schools.[17]

Manhas, S(2003) studied the coping strategies among Kashmiri migrant children who were uprooted due to militancy. The results showed that students used 7 types of coping strategies. Many reported day dreaming, compensation, withdrawal, aggression as coping strategies while a few reported positive thinking, identification, negativism. All children largely used emotion focused coping rather than problem focused coping strategies.

Verma,S; Duggal,S(1995)focused on effective coping strategies prevalent in college students**.** The findings revealed that students tried to face difficult situations in a mature manner yet they did withdraw from problems they encountered in life. Male students withdrew to drugs, alcohol while female became emotionally upset.

---

[17] D 'Souza,R (2006): A study of Adversity Quotient of Secondary School students in relation to school performance and school climate; unpublished M. Ed dissertation

Researches done abroad:

Williams, Mark(2003) studied the relationship between Principal's response to Adversity and Student's achievement .The study examined the principal's self perception of how they responded to adversity and the influence it had on the student's achievement. The results revealed that students with moderately high Adversity Quotient principals outperformed students with moderately low Adversity Quotient principals.

Wayman,J.C.(2002) studied the utility of Educational Resilience in school drop outs for degree attainment**.** The present study examined   the factors associated with degree attainment in drop outs. The findings indicated that viewing the returning dropouts as a resilient students did provide a more useful set of factors associated with degree attainment.

Ollendick,T.H; Langley,AK; Jones,R,T; Kephart,C; Tech, V(2001)   explored the relationship among negative life events, negative attributional style, avoidant coping and level of fear in children and adolescents, who survived residential fires. It was found that negative life events , negative attributional style and avoidant coping were found to be predictive of levels of fear. However the relation between negative life events and fear were moderated by mother's level of education, In addition, negative attributional style and avoidant coping were related to levels of fear in those children, whose mothers were high in educational levels but not those, whose mothers were low in educational level.

Fergusson,D;Lynskey,M (1996) conducted a 16 year longitudinal study of birth cohort of New Zealand children, to examine adolescent resiliency to family adversity. The findings clearly indicated that children from high risk family showing resilience to development of externalizing behaviour, were characterized by a combination of at least average intelligence, low tendencies to nouvelty seeking and avoidance of affiliation with delinquent peers in adolescence.

Villaver,E(2005) attempted to study Adversity Quotient levels of female grade school teachers of a public and private school in Rizal Private province**.**   The results indicated that there was no significant difference between Adversity Quotient of public and private school teachers. Teachers belonging to low socio economic class had moderate Adversity Quotient level than teachers belonging to middle socio economic class. Both public and private school teachers were found to have moderate quotient levels.

ACADEMIC SELF CONCEPT:

Researches done in India

Ramaswamy, R. (1988) conducted an inquiry into the Correlates of Achievement **.**The study involved analyzing factors that were responsible for the scholastic performance of std. X students. The findings revealed that academic achievement was positively related to personality, achievement motivation, self concept, study habits and socio-economic status among high and low achieving boys and girls. The study also indicated that significant difference was found between high and low achievers in personality, achievement-motivation, self concept, study habits and socio economic status[18].

Dixit, S. K. (1989) investigated the effect of personality factors and self concept on educational achievement. The findings of the researcher revealed that personality factors significantly influenced the educational achievement. It indicated that though educational achievement was related to intelligence, self concept was not related to it[19].

Hangal,S& Aminabhavi,A (2007) assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The results revealed that the adolescent children of homemakers have significantly higher self concept(such as intellectual and school status, anxiety, happiness and satisfaction, as well as in overall self-concept) . It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented[20]

Aziz,S; Shah,A (1997) studied the relationship of responsibility and Academic self Concept. Results showed that contrary to nonaddicts, addicts scored significantly lower both on the Responsibility scale and the Academic Self Concept Scale.

---

[18] Padma, M. S. (1991) "Research on Correlates of Achievement - Abstracts" in *Fourth Survey of*

Research In Education. M. B Buch,. (Ed). New Delhi: NCERT. p 836

[19] Balasubramanian., P. S (1997) "Research on Correlates of Achievement - Abstracts*"* in *Fifth Survey of Research In Education*. M. B Buch,. (Ed). New Delhi: NCERT. p 1903

[20] Journal of the Indian Academy of Applied Psychology,January 2007, Vol. 33, No.1, 103-110.

Researches done abroad

Jen, T; Chien,C studied the influences of the academic self-concept on academic achievement from the perspective of learning motivation. The study tried to focus on whether, a student's self-concept in one learning subject exerts a positive effect on his/her achievement in the same subject, but a negative effect on the achievement in another learning subject. The model demonstrated that students with higher academic self-concept tend to invest more time to engage in learning activities in correspondent learning subject; on the other hand, the time spending on study for other learning subjects will decrease relatively.

Zisk,J studied the effects Of Cooperative Learning On Academic Self-Concept And Achievement Of Secondary Chemistry Students. The purpose of this study was to determine whether or not using cooperative learning teaching methods in a high school chemistry class would significantly increase students' academic self-concept and academic achievement. The study compared cooperative learning and traditional learning methods and their effect on academic self-concept and achievement of students. Findings indicated that there appears to be a positive correlation between academic self-concept and academic achievement. It further indicated that there is an association between the type of learning environment in respect to social interdependence, and levels of self-concept. Some researchers have postulated that working together with peers to achieve common goals has significant and considerable impact on self-esteem or self-concept compared to competitive or individualistic experiences.

Marsh, Herbert,W; Trautwein,Ulrich;Lüdtke,Oliver; Köller, Olaf; Baumert, Jürgen studied the reciprocal effects models of causal ordering of academic self-concept, Interest, Grades, and Standardized Test Scores. Reciprocal effects models of longitudinal data showed that academic self-concept is both a cause and an effect of achievement. The results demonstrated the positive effects of academic self-concept on a variety of academic outcomes and suggested integration of academic self-concept with the developmental motivation literature

Du Plessis,A; Bouwer, A;Grimbeek, R conducted a study to develop a diagnostic instrument to assess the academic self-concept of Grade 7 learners in a historically under-resourced school. The study revealed that academic self-concept influenced the way in which children perform in their school work and grow up. The relation between academic achievement and academic self-concept is circular and reciprocal. The relation between academic achievement in a specific subject and subject-specific self-concept is even closer. The current emphasis on achievement justifies research on academic self-concept, especially concerning learners in historically under-resourced schools who have not had the same benefits of schooling as learners in well resourced schools.

Byer, John L_ studied the consistency correlation between student's perceptions of classroom involvement and academic self--concept in secondary social studies classes. The findings from both samples revealed a statistically significant relationship between the variables. Evidence of consistent relationships between the two variables was increased.

Burke, J.P; Ellison,G; Hunt,J.P; Measured the academic Self-Concept in children using comparison of two scales(Self-Concept of Ability Scale (SCAS)and Self-Perception of Attainment Scale (SPAS). The study tried to examine if that the Self-Concept of Ability Scale (SCAS) and the newer and less examined Self-Perception of Attainment Scale (SPAS) were compared for their ability to predict achievement in reading as measured by the California Achievement Test (CAT). The findings revealed that both scales were significant predictors of achievement in reading and that a linear combination of the two accounted for more variance than either scale alone.

Sullivan,A conducted a longitudinal study of Academic self-concept, gender and single-sex schooling in the 1970 British Cohort Study. A key aim of this paper was to assess whether single-sex schooling and school sector had an impact on academic self-concept at age 16. The analysis showed no significant effect of school sector on self-concept. Nor any significant effect of single-sex schooling on boys' or girls' self-concepts in any subject area was found.

ACHIEVEMENT MOTIVATION:

Researches done in India

Shaikh,R.(2000) studied anxiety and achievement motivation of students in relation to their school and home environment. The findings revealed that there is a significant gender difference in the student's anxiety as well as Achievement Motivation with girls scoring higher than the boys in both variables. There is positive relationship between total sample of student's Achievement Motivation and perceived school environment. No significant relationship was indicated between Achievement motivation and perceived home environment.

Alam, M.M.(2009) made a correlational study of academic achievement in relation to creativity and Achievement Motivation. The results showed a significant positive relationship between Achievement Motivation and academic achievement.

Padhi, J.S.(1997) conducted a correlation study on Classroom environment and achievement motivation. The researcher studied the relation between classroom environment and Achievement Motivation and also the effect of classroom environment on achievement motivation. The findings revealed that there existed a positive and significant relationship between classroom environment and achievement motivation.

Singh,V(1997) tried to examine whether Achievement Motivation and parental background were determinants of student's academic achievement. The research attempted to examine the relationship between achievement motivation and academic motivation and the effect of working parents on the student's achievement motivation as well as on students academic achievement. Also effect of parents academic background on students achievement motivaton. The findings showed a positive correlation between achievement motivation and academic achievement. Parents qualification did not show effect on student's Achievement Motivation.

SaiGeetha,P & Karunanidhi, S(1995) conducted a study on Religious attitude, locus of control and Achievement Motivation of students belonging to different religions. The results showed a positive high correlation relationship between religious attitude and achievement motivation. Students belonging to different religious groups differed in their religious attitude and Achievement Motivation.

Shahras,P.V.(2006) attempted to examine the relationship between Achievement Motivation and classroom climate as perceived by the students. The findings revealed a significant difference in the Achievement Motivation scores of private aided and private unaided schools. Mean scores of the private unaided were higher than the aided schools. Girls scored higher than boys in their Achievement Motivation. Relationship of Achievement Motivation scores and classroom climate scores of boys were found to be significantly greater as compared to girls.

Ramachandra(2005) studied Achievement Motivation of secondary school students (urban and rural) on the basis of their parents educational background. The objectives were to study the achievement motivation of students of urban and rural schools And to compare the achievement motivation of urban and rural secondary school students. The findings revealed no significant difference in the Achievement Motivation of urban school students and rural school students. No significant difference was found in the achievement motivation of Urban and Rural school students on the basis of parent's educational background.

Shaikh,F.M.(2008)studied time management among student teacher in relation to their to their Achievement Motivation and personality. No significant difference was found in the Achievement Motivation scores of the student – teachers and their personality in the total sample The time management scores and Achievement Motivation scores of male student –teachers was positive and direct in nature and moderate in magnitude The time management scores and Achievement Motivation scores of student- teachers from private aided colleges were positive, direct, low in magnitude The time management scores and Achievement Motivation scores of student- teachers from private unaided colleges were positive, direct, moderate in magnitude.

Researches done Abroad:

Mcewan & Goldenberg(1999) conducted a study on Achievement Motivation, anxiety and academic success in First year students of Masters in Nursing. The findings revealed that participants showed high achieving tendencies and academic ability, while state anxiety was negatively correlated, trait anxiety was the only valid predictor of academic success.

Verkuyten, Thijis & Canatan (2001) studied Achievement Motivation and Academic performance Among Turkish early and young adolescents in Netherlands. The Turkish students had stronger family oriented Achievement Motivation. There was no difference in individual Achievement Motivation between Turks and Dutch. Only among the former group was a combination of family motivation and individual motivation found. Also for the Turks, family motivation was positively related to task goal orientation which mediated the relationship between family motivation and academic performance

Lam, Yim, Law & Cheung(2004) studied the effects of competition on Achievement Motivation in Chinese classroom. The findings stated that students in a competitive conditions performed better in easy tasks than their counterparts in the non competitive conditions. However they were more performance oriented and more likely to sacrifice learning opportunities for better performance.

Neumeister(2004) conducted a study on the understanding of relationship between perfectionism and Achievement Motivation in gifted college students. The results indicated that for the socially prescribed perfectionists an underline motive to avoid failure influenced their achievement goals.

DESIGN OF THE STUDY:

PHASE I

The method used by the researcher in this study will be the Descriptive method of the Causal and Comparative type.

In this study, the researcher proposes to study relationship between Adversity Quotient, Academic Self Concept and Achievement Motivation of secondary school students.

Correlational method:

This method seeks to determine whether and to what degree a statistical relationship exists between two or more variable.

Correlations either establish relationship or use existing relationship to make predictions. In the present research, this method will be used to study whether there exists a relationship between Adversity Quotient, Academic Self Concept and Achievement motivation

Causal Comparative:

In Causal Comparative study, independent variable of cause has already occurred or cannot be manipulated, so the researcher has no control over it. In the present study, two groups of students will be identified i.e. boys and girls, private aided and private unaided schools. The Adversity Quotient, Academic Self Concept and Achievement motivation of boys and girls and students from private aided and private unaided schools will be compared in the present study.

The present study will be intended to compare total Adversity Quotient, different dimensions of Adversity Quotient, total Academic Self Concept and total Achievement motivation of secondary school students as per the types of school managements(Aided and Unaided).

Hence the study will be termed as   Causal Comparative in nature.

PHASE II

In this stage the study will use the Quasi- experrimentsl method of the pre test post test non equivalent groups design to the test the effectiveness of the programme developed for enhancing the Adversity Quotient of students.

The design of this part of the research

O1 X O2

O3 C O4

Where O1 and O3 are the pre test scores of the students.

O2 and O4 are the post test scores of the students.

X is the experimental group

C is the control group.

SAMPLE OF THE STUDY:

PHASE I

The sample for the study will comprise of secondary school students from standard VIII. The data will be collected from schools of Greater Mumbai. The sample will consist of 700 students including boys and girls.

The present study will be comparing the Adversity Quotient, Academic Self Concept and Achievement Motivation of different types of school. For the purpose of the present study, a three stage sampling technique will be used by the researcher. At the first stage of sampling, the

selection of schools will be done by the Stratified Random sampling technique. The strata will be formed on the basis of geographical location of schools in Greater Mumbai. The entire area of Greater Mumbai will be divided into three strata viz. North Mumbai, South Mumbai and Central Mumbai.

At the second stage of sampling, schools will be selected using the Stratified Random sampling technique. The strata will be as follows

(1)   Private Aided schools

(2)   Private Unaided schools

This will be done to enhance the representativeness of the sample.

At the third stage of the sampling, the incidental sampling technique will be adopted for the selection of students. Incidental sampling technique will adopted for selecting students for the purpose of investigation due to administrative problems and a paucity of time on the part of social authorities.

PHASE II

In this phase, the school which will have a mean score of Adversity Quotient that is lowest as compared to other schools will be chosen for the study (experimental group).Another school in the same vicinity will be chosen for the control group.

Care will be taken to ensure that the sample of Phase II will not be the same students as Phase I of the study, but a different group of students belonging to another division of the same school will be chosen.

TOOLS OF THE STUDY:

The data for the present study will be collected from students. Hence the following specific instruments will be used for the purpose

(A)   Ready made tools

   (i)   Adversity   Response profile by Paul G. Stoltz.?????
   (ii)   Achievement motivation scale by Pratibha Deo and Asha Mohan(1985). The internal consistency reliability of the tool is 0.69. The concurrent validity of the scale with the projective test of Achievement Motivation is 0.54.

(B) Tools to be prepared by the researcher

   (i)   Academic Self Concept scale.

Since there is no ready made tool available for Academic Self Concept to suit the present research, the researcher will determine the validity of the scale before administering it.

   (ii)   Modules to enhance Adversity Quotient of students.

ANALYSIS OF DATA:

For the purpose of the present study, the researcher will carry out the Descriptive and Inferential analysis in order to process data

(1) Descriptive Analysis

The statistical techniques that will be used by the researcher for the Descriptive analysis are as follows:

   (i)   Measure of Central tendency - Mean, Median, Mode
   (ii)   Measure of Variability – Standard Deviation, Skewness, Kurtosis, Fiduciary limits.
   (iii) Graphical representation – Frequency Polygons.
   (iv)   Estimation of population parameters.

   ❖ standard error of the mean and standard deviation of the scores on each variable of the total sample of students.

   ❖   Fiduciary limits for the mean and standard deviation at 0.95 level of   confidence for the scores on each variable of the total sample of students.

(2) Inferential Analysis

 This refers to testing of null hypothesis. It involves application of statistical techniques in order to arrive at conclusion about the relationship between various aspects of the variables. These generalizations arrived at conclusion can be extended to a large population.

The parametric techniques that will be used for the present study are as follows:

   ▪ **Coefficient of Correlation**: Correlation is the relationship between two or more paired variables or two or more set of data. The degree of relationship may be measured and represented by the coefficient of correlation.

In the present study, the method of coefficient of correlation will be used to ascertain the relationship of the following dimensions of Adversity Quotient

(i)   Control
(ii)   Ownership
(iii)   Reach
(iv)   Endurance

with Academic Self Concept and Achievement Motivation.

The coefficient of Correlation will be also used to ascertain the relationship of Adversity Quotient, Academic Self Concept and Achievement Motivation.

- **t – test** : This will be used to ascertain the difference in gender and types of schools of the variable.

- **w ²–Estimate**: This technique will be used to estimate the magnitude of the variance in one variable associated with the other variable.

- **Multiple correlation**: This technique will be used to study the magnitude of relationship of Adversity Quotient with Academic Self Concept and Achievement Motivation.

- **Path Analysis**: The present study is Multivariate and hence Path analysis will be used to ascertain Causal relation among variables.

The theoretical background of the research will be used as the starting point of constructing a linear model with explanatory variables adopted. The statistical structure will provide framework for the statistical analysis of data and for interpretation of analysis using the linear model

SCOPE & LIMITATIONS:

The present study will employ the quantitative approach to research methodology and not the qualitative approach.

The present study will be restricted to only the secondary school s of Private Aided and Private Unaided schools affiliated to SSC Boards situated in Greater Mumbai area. It will not include schools of CBSE and ISCE.

The research will be carried out in standard 8th of Secondary school students only and not in Junior colleges or degree colleges.

The sample will be fairly representative with respect to types of school and gender. Variables such as caste, religion and religious background will not be considered.

The researcher will study the Control, Ownership, Reach, Endurance dimensions of Adversity Quotient.

The data will be collectedfrom English medium schools only and not from Hindi or Marathi medium schools.

The sample will include both males and females.

The Adversity Quotient scale contains items dealing with the Control, Ownership, Reach and Endurance dimensions of Adversity Quotient

The Achievement Motivation scale has items like academic motivation,academic challenges, achievement anxiety, importance of grades/marks, meaningfulness of task, relevance of school future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concerns, general interest, dramatics, sports etc.

TENTATIVE SCHEME OF CHAPTERISATION:

Chapter 1- Introduction

Chapter 2- Review of Related literature

Chapter 3- Research Design

            Phase I

            Phase II

Chapter 4- Analysis of Data

            Quantitative data Analysis

Chapter 5- Inferential Analysis of Data

Chapter 6- Results, Discussions & Inferences

SIGNIFICANCE OF THE STUDY:

The present study will make the students aware of their existing potentials and help to improve their abilities.

The students will learn how to identify challenging situations as opportunities and learn from them.

This study will be of great help to parents and educators as they will get an insight as to how to educate students to handle stressful or challenging situations in a systematic way.

This study will help the curriculum frAchievement Motivationers to plan and introduce topics dealing with life skills which will train the students to face life's challenging situations with success

BIBLIOGRAPHY

BOOKS:

Best.J.W.& Kahn.J.V(1986): Research In Education (5 ed).Prentice Hall of India Pvt Ltd., New Delhi

Mangal, SK(2 ed): Educational Psychology, Prakash Bros., Ludhiana.

Schunk,D & Zimmerman,B - Self-Regulation of Learning and Performance: Issues and Educational Applications. Contributors: Lawrence Erlbaum Associates. Place of Publication: Hillsdale, NJ. Publication Year: 1994

Stoltz.P.G – Adversity Quotient- Turning Obstacles into Opportunities,United States; John Wiley & sons,Inc. 1997

Rao Usha: Conducting Educational Research, Dastane RAchievement Motivationachandra & Co., Pune.1994

JOURNALS:

Alam,M.M(2009): AcademicAchievement in relation to Creativity and Achievement motivation- A Correlational study. Edutracks, v 8,n.9;p.31 -33

Padhi.J.S.(1997): Classroom environment and Achievement motivation-The Educational Review,vCIII,n.7; p.117

Sai Geetha P.& Karunanidhi, S.(1995): Religious attitude, locus of control and achievement motivation of students belonging to different religions. Journal of Psychological Researches,v39, n1;p.51-55

DU PLESSIS A-B. [1] ; BOUWER A. C. [1] ; GRIMBEEK R. J. [2] ; diagnostic instrument for determining the academic self-concept of Tsonga-speaking learners in Grade 7 , South African journal of education   **ISSN** 0256-0100 2001, vol. 21, n°1, pp. 55-64 (34 ref.)

Marsh, Herbert, W.; Trautwein, Ulrich; Lüdtke, Oliver; Köller, Olaf; Baumert, Jürgen: Academic Self-Concept, Interest, Grades, and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering Child Development, Volume 76, Number 2, March 2005 , pp. 397-416(20)

Hangal,S & Aminabhavi,V: Self- Concept, Emotional Maturity and Acievement Motivation of the Adolescent Children of Employed Mothers and HomemakersJournal of the Indian Academy of Applied Psychology, January 2007, Vol. 33, No.1, 103-110

Aziz,S,Shah,A (1997) Relationship of responsibility and academic self concept with drug addiction among university students. Journal of the Indian Academy of Applied Psychology. Jan-Jul; 23(1-2): 37-41

Byer, John L:consistency correlation between student's perceptions of classroom involvement and academic self--concept in secondary social studies classesJournal of Social Studies Research, Spring 2002

Manhas, S(2003): coping strategies among Kashmiri migrant children, Psychological Studies,2003, V48,N 1,p.23-27

Wayman,J.C.(2002) the utility of Educational Resilience in school drop outs for degree attainment.,Journal of Educational Research, V 95, N3,Jan- Feb 2002,p. 167

Ollendick,T.H; Langley,AK; Jones,R,T; Kephart,C; Tech, V(2001) study on Fear in children and Adolescents, Relations with negative life events, Attributional style and Avoidant coping,Journal of child psychology& psychiatry&Allied disciplines, V 42,N 8,Nov 2001

UNPUBLISHED DISSERTATIONS:

Shaharas, P.V.(2006): To ascertain the relationship between achievement motivation and classroom climate as perceived by Students.

Roschelle, D(2006): A Study of Adversity Quotient of secondary students in relation to school performance and school Climate

Shaikh,F (2008): A study of Time Management Achievement Motivationong students- teachers in relation to their Achievement motivation and Personality

Shaikh, R(2000): A Study of anxiety and achievement of students in relation to their school and home environment

Ramachandra(2005): A study of Achievement Motivation of secondary school students on the basis of their parent's educational background.

DICTIONARIES:

The Concise Oxford Dictionary of Current English(8ed):Oxford University Press,New Delhi

Webster's Dictionary

WEBSITES:

Http://www.peaklearning.com/documents/grp_williAchievement Motivations_dissertation.pdf

Http://www.peaklearning.com/grp_research.html

Http://www.emis.de/proceedings/PME29/PME29RRPPapers/PME29Vol3MousoulidesPhilippou.pdf

Http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=ERICSearchResults&_urlType+action&new Search=true&ERICExtSearch_Related_0=EJ812457

Http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_Related_0=EJ812457&_pageLabel=ERICSearchResult

Http://www.hinduonnet.com/jobs/0110/05030054.htm

Http://www.peaklearning.com/documents/grp_dsouza.pdf

Http://www.medind.nic.in/imvwl/imv9621.htm

http://www.iapsych.com/acmcewok/Academicself-concept.html

http://www.iea.nl/fileadmin/user_upload/IRC2008/Papers/TIMSS_Science/Jen_Chien.pdf

http://www.sciteched.org/research/Dis.htm

OUTLINE OF THE RESEARCH PROPOSAL SUBMITTED FOR THE DEGREE OF PHILOSOPHY (ARTS) IN THE SUBJECT OF EDUCATION.

TITLE OF THE PROPOSAL: A study of the Adversity Quotient in relation

To Academic Self Concept and Achievement

Motivation

NAME OF THE CANDIDATE: Ms. MARY   DEVAKUMAR

EDUCATIONAL QUALIFICATION

OF THE CANDIDATE: B.Sc, M.Ed

NAME& DESIGNATION OF THE   Dr. SYBIL THOMAS,

RESEARCH SUPERVISOR: Researcher

PLACE OF RESEARCH   WORK:

DATE OF SUBMISSION OF PROPOSAL:

SIGNATURE OF THE CANDIDATE:

SIGNATURE OF THE

RESEARCH SUPERVISOR: