

Research Paper

## Achievement Motivation and Resilience among Institutionalized and Non-Institutionalized Adolescents

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### ABSTRACT

A person's desire to achieve greatness is known as achievement motivation. Parents, other role models, and socio-cultural influences are among the sources from which they learn it. People with high achievement motivation choose somewhat demanding and challenging tasks. The ability to bounce back rapidly from adversity, often known as tenacity, is referred to as resilience. The present study aimed at finding achievement motivation and resilience among institutionalized and non-institutionalized adolescents. A sample of 120 adolescents (60 institutionalized and 60 non-institutionalized adolescents) is selected for the study. Connor-Davidson Resilience Scale by Kathryn M. Connor and Jonathan R.T. Davidson (2003) and achievement motivation inventory by Muthee J.M. and Emmanuel Thomas (2009) were used for data collection. Correlation was done to know the relationship between achievement motivation and resilience. T-test was applied to check whether there is any significant difference in both achievement motivation and resilience among institutionalized and non-institutionalized adolescents. Result revealed that, there is no significant correlation between achievement motivation and resilience among adolescents and also there is no significant difference in achievement motivation among institutionalized and non-institutionalized adolescents. From the study, it is found that resilience is higher in institutionalized adolescents than non-institutionalized adolescents.

**Keywords:** *Achievement Motivation, Resilience, Institutionalized, non-institutionalized adolescents*

Adolescence is a pivotal phase in human development, characterized by profound physical, cognitive, emotional, and social changes. This transformative period marks the transition from childhood to adulthood, shaping individuals' identities and laying the foundation for their future roles in society. WHO defines "adolescence as the period between 10 and 19 years old (2018)".

While the challenges of adolescence are universal, certain populations face unique circumstances that demand careful examination and understanding. Institutional adolescents refer to those young individuals who reside in various institutional settings such as orphanages, detention centers, group homes, and other care facilities due to reasons ranging

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from parental neglect to legal entanglements. These adolescents often experience distinct challenges and vulnerabilities compared to their peers living in traditional family settings.

It is important to explore the myriad factors that influence the experiences of institutional adolescents and the subsequent impact on their physical, emotional, and psychological well-being. Moreover, we aim to identify the potential interventions and support mechanisms that can enhance their development and improve their life prospects beyond the institutional environment.

Through an interdisciplinary approach, we will integrate findings from psychology, sociology, and other relevant fields to provide a comprehensive analysis of the institutional adolescence experience. By shedding light on their unique struggles and strengths, we hope to contribute to a more informed approach in policy-making and interventions aimed at addressing the specific needs of this vulnerable population.

In conclusion, adolescents are a critical population in research, and their unique developmental stage makes them a fascinating and important group to study. By understanding the factors that influence their overall physical and psychological development, researchers can develop evidence-based interventions to promote healthy behaviors and prevent negative outcome.

An achievement motivation is a strong desire to overcome obstacles and achieve a high level of excellence. Achievement motivation is influenced by both personality and situational factors. High-achievement motivation is associated with certain personality traits. These include persistence, the ability to wait gratification, and competition (Shafi and Mumtaz, 2013). Achievement motivation is influenced by a variety of situational conditions. Expectations of achievement, rewards, control, and opportunity are among them.

The term need for achievement was first used by Henry Murray (n.d.). Sources of high N-Ach include:

1. Parents who encouraged independence in childhood.
2. Praise and rewards for success.
3. Association of achievement with positive feelings.
4. Association of achievement with one's own competence and effort, not
5. luck.
6. A desire to be effective or challenged.
7. Intrapersonal strength (Shafi & Mumtaz,2013).

Gardner (1985) defined motivation as "a combination of effort with a desire to achieve the aim of learning, resulting in favorable attitudes toward learning". Several studies have looked at two types of motivation: intrinsic and extrinsic motivation (Ryan & Deci, 2000; Stipek, 1998). Intrinsic motivation entailed participating in a task for its own sake. Extrinsic motivation is when you do something for a reason other than the action itself (Hayenga & Corpus, 2010). Competence, autonomy, and relatedness were identified as major motivational elements in the self-deterministic theory (Deci & Ryan, 1985). Amotivation was added as a third component of motivation in this hypothesis. Amotivation is defined as a lack of motivation. When there is no incentive associated with the work, people may become demotivated. McClelland and his colleagues discovered that the urge to achieve was a motivating element for most people after researching the characteristics of highly motivated and unmotivated people. This concept was founded on the idea that human

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motivation might be manipulated. Planning, obtaining excellence, working effectively, and completing extraordinary tasks were all concepts advocated by Achievement Motivation (Alschuler, 1973). Achievement motivation, according to McClelland (1961), is defined as a desire for success manifested through perseverance and effort in the face of adversity. The features of high achievers, such as thought and behaviour patterns, were further explored by McClelland and his colleagues in their research. There were two types of achievement motivation: achievement ideas and achievement behaviors. Smith and Troth (1975) summarized the achievement thoughts as follows:

- Achievement Imagery (AI) - A desire for excellence that can be revealed through one of the following:
  - Competition with others (CO),
  - Competition with self (CS),
  - Unique accomplishments (UA),
  - Long - term involvement (LTI).
- Need (N)- Deeply wanting to achieve something.
- Action (ACT) - Planned action toward achieving excellence.
- Hope of Success (HOS)- Expecting success before it is achieved.
- Fear of Failure (FOF)- Worry about failing before it happens.
- Success Feelings (SF) - Good feelings after success.
- Failure Feelings (FF)- Bad feelings after failure.
- World Obstacles (WO)- World obstacles interfering with success.
- Personal Obstacles (PO) - Personal obstacles interfering with success.
- Help (H) - Help sought and obtained to achieve success.

Achievement thinking may be construed in different ways based on one's life circumstances and choices. When social cognitive theories of motivation looked at thoughts, beliefs, and emotions, they found that achievement behaviour was significant (Pint rich& Schunk, 2002). Smith (2011) identified four characteristics of high achievers: Individuals who take thoughtful and planned risks when participating in a fresh setting are said to be taking moderate risks (MRT).

ICF (Immediate Concrete Feedback to Modify Goals) was defined as the need for high achievers to seek feedback on their performance and progress. Personal responsibility (PR) was defined as the likelihood of an individual participating in an activity that required them to put their personal accomplishments to the test. The interest, attentiveness, and participation in a new scenario of an individual with high success motivation is defined as researching the environment (RE). Motivation impacts achievement and level of occupation, thus it's critical to understand the components that influence achievement.

Achievement motivation, according to Murray, is the desire to "perform something tough in order to overcome barriers and achieve a high standard: to excel oneself." High need achievers, according to Burger (1997), are moderate risk takers, have an enthusiastic approach to work, and seek jobs that allow them to take personal responsibility for outcomes. According to McClelland and Pilon (1983), parents promote the urge for achievement by offering support and encouragement. However, as Burger pointed out, parents must provide sufficient assistance to allow their children to acquire a sense of personal competence without robbing them of their individuality and initiative (1997). In the field of goal-theory, three distinct types of goals have been identified: mastery goals (also

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known as learning goals), which focus on mastering a new set of knowledge or skills; performance goals (also known as ego-involvement goals), which focus on achieving normative-based standards, doing better than others, or doing well without much effect; and social goals, which focus on interpersonal relationships (Ames, 1992; Dweck 1986, Urdan & Machr ,1995).

However, it appears that in order to be extremely successful in life, individuals must have all three sorts of aspirations. Because its reinforcement is delayed, achievement motivation might be called extended person-intrinsic motivation. Achievement motivation, according to David McClelland (1970), relates to the drive to do things well, overcome barriers, and accomplish things better. Because they desire to learn more about their potential to achieve, people with high achievement motivation pick more difficult assignments than people with low achievement motivation. Murray (1938) defined achievement motivation as "to make intense, prolonged, and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high distant goal, to have the determination to aim, to try to do everything well, to be stimulated to excel by the presence of others, to enjoy competition,". Finally, success. Motivation was defined as a person's desire to complete tough activities, achieve high standards, and outperform others. A desire to succeed pervades all students. It motivates people to succeed in whatever they set out to do. However, each student is influenced to varying degrees. The urge to succeed might be overwhelming for some pupils. Other reasons that may contribute to failure include a lack of skills, experience, ability, or time.

According to research conducted by Atkinson (1999), a large number of students will work hard to complete an assignment for which they have a good grade point average or a high rank. This displays the students' attitude regarding their achievements. Students that have a positive attitude toward accomplishment work hard to attain success no matter what task they are given. Normal perfectionism may be linked to high achievement drive and achievement.

Resilience has been a topic of interest in research for many years. Resilience is the ability to adapt well in the face of adversity, trauma, tragedy, threats, or even major causes of stress, such as family and relationship issues, serious health issues, or employment or financial difficulties. It refers to "bouncing back" following a traumatic occurrence. Being resilient does not imply that a person is immune to adversity or distress.

People who have experienced substantial difficulty or tragedy in their life are more likely to experience emotional pain and unhappiness. Resilience is influenced by a number of things. Many studies demonstrate that having caring and supporting relationships both inside and outside the family is the most important factor in resilience. Role models, encouragement, and reassurance can all be found in relationships that foster love and trust. Help bolster a person's resilience. Several additional factors are associated with resilience, including:

1. The capacity to make realistic plans and take steps to carry them out.
2. A positive view of yourself and confidence in strength and abilities.
3. Skills in communication and problem solving.
4. The capacity to manage strong feelings and impulses.

The term "resilience" is used in a variety of ways. Werner (1995) identified three general usages among psychologists: favorable developmental outcomes despite high-risk status,

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sustained competence under stress, and trauma recovery. In recent years, the most prevalent definition of resilience has been: constructive adaptation in the face of adversity (Luthar, 2006). Resilience, according to Luthar, is a concept with two dimensions: severe adversity and positive adaptation. Resilience is never directly tested in this approach, but rather inferred from evidence of these aspects. Other researchers agree with the concept of a two-part construct (Masten, 2001; Yates et al., 2003; Sroufe et al., 2005). According to this viewpoint, resilience necessitates the presence of a significant danger or adversity. This is what sets resilience apart from typical or normative development (Luthar and Chichetti, 2000; Rutter, 1999; 2000; 2005).

Hunter (1999) views resilience as a two-dimensional continuum with two poles: less optimal resilience and optimal resilience. "Violent survival methods, high-risk behaviors, and social and emotional disengagement" are examples of less-than-optimal resilience (Hunter, 1999, p. 246). Hunter's major thesis is that teenagers who show such resilience as teens are generally maladapted as adults. Early resilience research focused on the characteristics of a single kid or adolescent - the resilient child.

Anthony (1974) termed the resilient youngster as "invulnerable" or "invincible" (Werner and Smith, 1982). Researchers gradually started to see these phrases as inaccurate for a variety of reasons, and the concept of resilience has been widened or sharpened as a result. Some protective variables were discovered to be external to the individual youngster, according to researchers. Rutter (1979), followed by Garnezy et al. (1984), identified three layers of protective factors: individual, family, and community (school, peers, etc., see also Sandler, 2001).

In the 1980s, a lot of study was done to find protective variables that increased resilience at these different levels. There are three types of resilience models: compensatory, protective, and challenge. These models describe how resilience factors work to change the trajectory from risk exposure to a negative outcome (Fergus and Zimmerman, 2005). When a resilience component counteracts or functions in the opposite direction of a risk factor, a compensating model best describes the situation. The resilience factor has a direct impact on the result, regardless of the risk factor's impact. Asset or resources in the protective model moderate or lessen the consequences of a risk on a poor result. Protective factors can influence outcomes in a variety of ways. They may assist in neutralizing the impacts of hazards, weakening but not totally eliminating them, or enhancing the beneficial influence of another promotive factor in creating a result. The challenge model is a third type of resilience model. The relationship between a risk factor and an outcome in this model is "curvilinear": both low and high levels of a risk factor are linked to negative consequences, whereas moderate degrees of risk are linked to fewer negative (or good) results. Adolescents who are exposed to moderate levels of danger, for example, may be met with enough of the risk factor to learn how to overcome it, but not so much that it is difficult to overcome. Many challenge models necessitate long-term data. For example, researchers use them to track how repeated exposure to challenges prepares teenagers to deal with adversity in the future.

Richardson (2002) proposes "resilient reintegration" as the most beneficial end of a process including an individual's reactions to stress or adversity, which is an innovative application of the challenge model of resilience. When one has some insight or growth as a result of disruption, this is known as resilient reintegration. As a result, resilient abilities are identified

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or strengthened. Individuals are genetically inclined with more potential than they are aware of, according to the underlying hypothesis. This potential can be accessed through the "disruptive resiliency process." The sources of stress for a student, according to Humphrey, Yow, and Bowden (2000), include primarily academic challenges, time, relationships with others, and finances. These pressures affect a student's academic achievement, personal connections, and other aspects of their lives. The ability to cope successfully with various challenges may be enhanced if you have resiliency.

Resilience was seen as a protective factor by Garmezy and Rodnick (1959) in those who were exposed to stressful events. The ability of an individual to bounce back or recover from stress is a widely held interpretation of this concept (Smith et al., 2008). Resilience, according to Werner and Smith (2001), not only coexisted with success, but was frequently the impetus. Garcia-Dia et al. (2013) identified the following as common attributes of resiliency: Rebounding is described as the ability of an individual to spring back into 'normal' life, after facing a life-changing event. These individuals face the harsh event with the view of their 'normal' life in sight (Gillespie, Chaboyer, & Wallis, 2007). Determination is an evident part of resiliency, involving a person's will and belief in overcoming a hard situation. Social support was found to be an important part of resilience. Individuals having at least one positive relationship in their lives were more likely to face challenging situations and return to normalcy than those who did not perceive having strong relations around them (Pivnick & Villegas, 2000).

Resilience and achievement motivation are interconnected. The ability to bounce back rapidly from adversity, often known as tenacity, is referred to as resilience. A person's desire to achieve greatness is known as achievement motivation. Parents, other role models, and socio-cultural influences are among the sources from which they learn it. People with high accomplishment motivation choose somewhat demanding and challenging tasks. As a result, the person will be able to quickly overcome their issues.

### ***Need and Significance***

Adolescence is generally regarded as a period of great stress and strain. It is so because of the maturity of the physical and mental development during the period. In the midst of these pressures, they need economical, physical and mental support from family and society to achieve independence and goal achievement. In today's society academic accomplishments as well as failures determine an individual's future academic career and job opportunities. Resilience is crucial among adolescents because it is a period of obstacles and confusions. Institutionalization leads to the placement of children with inadequate parental and social support that are important determinants of an individual's overall development. Hence, it is important to study the difference in achievement motivation and resilience among adolescents because of the difference in perceived social support, care, and mental health. The significance of this study includes the identification of achievement motivation and resilience as a factor that can or seem to, assist students in coping with unique stressors that affect different aspects of their lives. Thus, the study deals with the achievement motivation and resilience among institutionalized and non-institutionalized adolescents. Whether there is any difference between achievement motivation and resilience among them are the major objectives of the study.

## **REVIEW OF LITERATURE**

A literature review is a type of article. A body of work done by earlier scientists is technically called literature. Any scientific investigation starts with a review of literature. Working with literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design. The sources of review include journals and subject specific books, reviews, abstract, internet, doctoral dissertations etc. A collective body of works done by earlier scientists is technically called literature. Any scientific investigation starts with a review of the literature. In fact, working with literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design (Singh, A.K,1996).

### **STUDIES ON ACHIEVEMENT MOTIVATION**

A study on achievement motivation of adolescent students of different academic streams conducted by Pretty Rani & Geetha Reddy (2019) says, achievement motivation is one of the critical psychological factors determining future academic & occupational success. Therefore, education & counselling should be completed with trainings focused on psychological skills useful and desirable in everyday life. They also found that not all students were able to perform satisfactorily due to lack of motivation. Curricular & co-curricular activities with adequate counselling helps to develop achievement motivation and thereby their academic performance.

Significant differences were found between athletes & non-athletes in terms of their achievement motivation & resilience by Saumya Arora. (2012). The major difference in achievement motivation was discovered in the community setting. It was observed that athletes had a higher need to achieve in these settings. It was also found that students who were non-athletes had higher levels of resilience when compared to student athletes. A significant moderation effect of athletic status was found between the relationship of achievement motivation & resilience.

A case-study on achievement of secondary school students in relation to Academic Motivation done by Dinesh Kumar. (2013) found that there is a positive correlation between academic motivation & academic achievement. That means high academic motivation groups have high achievement.

A case study on Achievement motivation of the high school students among different communities of Goal Para district of Assam by C Sarangi (2015), found that majority of the students in various groups by & large have average Achievement Motivation but a large number of the tribal students were very low in their achievement motivation. They also found that in general both tribal and non-tribal high school students have average Achievement Motivation. It is found that non-tribal people have it slightly better than their tribal counterparts. In case of boys & girls of both the communities it is found that boys have marginally better AM than girls. Further, in case of Urban & Rural students of both the communities, Urban students have much higher Achievement Motivation than their Rural counterparts.

Study of Relationship between Achievement Motivation, Self-Concept & Achievement in English & Mathematics at Secondary Level was done by Awan, Noureen & Naz. (2011) revealed that achievement motivation & self-concept are significantly related to academic

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achievement. Significant gender differences were discovered which were in favour of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

A study on the Moderating Effect of Achievement Motivation on Relationship of Learning Approaches & Academic Achievement was conducted by Firoozeh, Bakhtiarvan, Ahmadiana, Delrooza & Farahanib. (2011) showed that increasing the academic motivation leads to stronger relationship between learning strategies. Overall, the level of academic motivation affects the relationship between learning strategies & academic achievement. Academic motivation affects learning & that affects academic achievement itself. Achievement motivation affects the selection of learning approaches & it will have considerable effect on academic achievements, that is, level of academic motivation affects the impact of learning approaches on academic achievement.

A study on achievement motivation & its effect on academic achievement of secondary school students of nongstoin block west khasi district Meghalaya conducted by Marboh, Blester. (2013) suggest some ways of how to motivate the students to achieve better in academic achievement. It has been observed that there is a correlation between Achievement Motivation & Academic Achievement but not significant. There is an observation that there are many other variables that affect the motivation of the secondary students. There is also an observation that there are many other variables that affect the achievement of the academic performances of the students of Secondary School of Nongstoin Block, West Khasi Hills District, Meghalaya.

Study by SesadebaPany. (2014) on Achievement Motivation of College Students in relation to their Gender, Stream & Locale reported that there exists significant difference in the achievement motivation of male vs. female, arts vs. science & urban vs. rural college students.

A Correlational Study of Achievement Motivation & Academic Achievement of the Elementary School Students by Ananya Ghosh Roy. (2015) says that Achievement Motivation is positively related to Academic achievement. Gender & locality of the students does not make any difference in the Achievement Motivation of the students.

A study on Academic Achievement Motivation of College Students in Relation to their Metacognition by Jyoti Bhalla. (2012) investigated the academic achievement of college students in relation to their metacognition. Study revealed that female college students have better academic achievement motivation than male college students. The male college students differed significantly from female college students with respect to their metacognition. The female college students have better metacognition than male college students. Study also says, rural and urban college students do not differ significantly with respect to their academic achievement motivation. The rural college students do not differ significantly from urban college students with respect to their metacognition. There exists a positive correlation between academic achievement motivation & metacognition of college students.

McClelland (1951) said that Achievement Motivation or need mastery, is a competition with a standard of excellence. He said it is a need which presumably is aroused by experimentally inducing ego involvement. According to him some people are more strongly motivated by



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the expectation of success, others by the expectation of failure. He calls these two subforms of the achievement motivation as 'need achievement' and 'fear of failure.

Bakhtiary, Ahmadian, Delrooz and Farahani (2011) studied the moderating role of achievement motivation on the relationship of learning approaches and Achievement Motivation. For this purpose, they selected 200 college students (100 males and 100 females) including psychology and educational science through random sampling. The findings of the study revealed that the achievement motivation moderated relationship of learning approaches and Achievement Motivation.

Louis A Castensell (2001) studied achievement motivation and investigation of adolescent's achievement patterns. The study suggests that face, sex, and class exercise had a great influence on specific types of achievement behaviour.

Unierzyski (2003) found that students with high achievement motivation preferred the alignments and opportunities that could influence them and could be completed successfully, but the students with low achievement motivation were not self-confident and provided their defeat context.

Athman and Monroe (2004) found that better achievement motivation was associated with better cognitive engagement in schoolwork that improves academic performance.

Kolwadkar (1980) conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement and found that socioeconomic mediums, father's occupation, education of parents, size of family, ordinal position, health mediums were significantly related to academic achievement; adjustment was positively correlated with academic achievement in case of boys.

Sharma (1984) conducted a study on academic achievement of school students vis-à-vis their parents' education. The sample comprised 230 ninth class students of Punjab from whom the data for the educational level of their parents were collected and analysed. The findings revealed that parental education was positively and significantly associated with academic achievement of their children.

Maya (2000) studied factors affecting the achievement motivation of high school students in Maine, Sample consisted of 20,400 students of fifty-two public and five private high schools in Maine, Students speak survey (Quaglia,1998) used for data collection. Mean standard deviation and correlation statistical techniques were used for data analysis. The findings of the study showed that the parental level of education did not seem to influence adolescents' achievement motivation. Parental support and expectations were the best predictor of adolescents' achievement motivation.

### **STUDIES ON RESILIENCE**

Danial, Apila, Bjorgo and Lie (2007) examined the impact of cultural silence on the resilience of children orphaned by AIDS in Uganda. Results showed, cultural silence emerged as a risk factor that increases children's vulnerability through undermining both closeness and competence, while disclosure and openness- - the breaching of cultural silence- - are revealed as protective factors that may enhance resilience among children.

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Leonard, Gwadz, Cleland, Vekaria and Ferns (2008) examined the risk and protective factors and mental health problems of low SES, urban adolescents whose mothers were coping with alcohol abuse and other drug problems. Approximately half of the mothers were also HIV-infected. And results showed few differences between adolescents of HIV-infected and HIV-uninfected mothers in background characteristics, mental health issues and current substance use risk behaviors. Current patterns of emerging risk behaviours were evident among youth in both groups as well as signs of resiliency including high levels of school attendance.

Nintachan (2008) studied the relationship among resilience, risk-taking behaviours and personal characteristics of Thai adolescents living in Bangkok and also examined the differences in risk-taking behaviour by school grades or gender. In their study they included six categories of risk-taking behaviours: (1) behaviour that contributes to unintentional injuries and violence; (2) tobacco use; (3) alcohol other drug use; (4) sexual behaviour contributing to unintended pregnancy and sexually transmitted diseases, including HIV infection (5) unhealthy dietary behaviour; and (6) inadequate physical activity. Significant positive and negative relationships between resilience and various risk-taking behaviours were found. Risk-taking behaviour occurred at all grade-levels studied (Grade 7-12) and both male and females reported participating in a variety of risk behaviour.

Bromley (2005) conducted a systematic study of resiliency constructs of mental health that had been used in epidemiologic, population-based studies of wellness. Sociability, self-efficacy, and a source of meaning appeared to be common attributes of resilient people.

Rickwood, Roberts, Batten, Marshall, Anne et al. (2004) conducted research that suggested that there was a connection between resilience and successful career development in high-risk clients. Their articles described as career resiliency is best understood within the context of psychological resilience.

While going through the review of literature, achievement motivation and resilience were studied by some researchers. However, only one study was found exploring the relationship between achievement motivation and resilience. But the study was conducted in sports persons. Few studies have examined the relevance of variables as level of achievement motivation and resilience in the lives of institutionalized adolescence. Studies of resiliency and the level of achievement motivation of students can provide us with a greater understanding of the adolescence population, in particular the institutionalized population. So, the investigated planned to study the relationship between achievement motivation and resilience among institutionalized and non-institutionalized adolescents.

### **METHODOLOGY**

Methodology is the general research strategy that outlines the way in which a research project is to be undertaken & among other things, identifies the methods to be used in it. These methods, described in methodology, define the means of or modes of data collection or sometimes, how a specific result is to be calculated. Methodology does not define specific methods, even though much attention is given to the nature and kinds of processes to be followed in a particular procedure or to attain an objective (Howell, 2013).

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### *Statement of Problem*

The present study is entitled “Achievement Motivation and Resilience Among Institutionalized and Non -Institutionalized Adolescents”.

### *Research Questions*

1. Is there any correlation between achievement motivation and resilience?
2. Is there any significant difference in resilience among institutionalized and non-institutionalized adolescents?
3. Is there any significant difference in achievement motivation among institutionalized and non-institutionalized adolescents?

### *Objectives*

1. To know the correlation between achievement motivation and resilience.
2. To know whether there exists any significant difference in resilience among institutionalized and non-institutionalized adolescents.
3. To know there exists a significant difference in achievement motivation among institutionalized and non-institutionalized adolescents.

### *Hypotheses*

- H01: There is significant correlation between achievement motivation and resilience
- H02: There is a significant mean difference in resilience among institutionalized and non-institutionalized adolescents.
- H03: There is significant mean difference in achievement motivation among institutionalized and non-institutionalized adolescents.

### *Research Design*

#### **Participants**

The study conducted was a comparative study in which samples were students. It consists of 120 students. The sample included 60 Institutionalized adolescents and 60 non-institutionalized adolescents between the age of 13–20-year-old.

#### **Tools**

In order to conduct the research, it was necessary for the investigators to use certain tools to gather information from the participants regarding the variables under study. The variables used in the study are achievement motivation and resilience. The tools used were Achievement Motivation Inventory by Muthee J.M. and Emmanuel Thomas (2009) and Connor- Davidson resilience Scale by Connor and Davidson (2003).

**Achievement motivation inventory:** Achievement motivation inventory (2009)- The questionnaire was developed by Muthee J.M. and Emmanuel Thomas (2009). This is a self-rating questionnaire. The scale has 32 items in total where 18 items were positively worded and 14 are negatively worded. Items with positive and negative wording were arranged randomly in the final scale. The serial numbers of the items with positive wording are the following. 3, 4, 5, 6, 11, 13, 14, 16, 17, 20, 23, 24, 26, 28, 29, 30, 31, 32. The serial number of items with negative wordings are: 1, 2, 7, 8, 9, 10, 12, 15, 18, 19, 21, 22, 25 and 27. The responses to the items were marked at a five-point Likert format. The points are completely agreed, mostly agree, agree to some extent, mostly disagree and completely disagree. The scoring weights given to these responses were 5,4,3,2 and 1 respectively, for positively

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worded items and 1,2,3,4 and 5 respectively for a negatively worded item. This scoring scheme ensured that higher scores indicate higher levels of achievement motivation and lower scores indicate low levels of achievement motivation.

The reliability of achievement motivation inventory has been computed using Cronbach's alpha, which was found to be 0.749. At the same time, validity for the scale is claimed on the basis of systematic methodology followed by the researcher during development and standardization of the test.

**Connor- Davidson resilience scale:** Connor-Davidson resilience scale (2003)- The questionnaire was developed by Kathryn M. Connor and Jonathan R.T. Davidson (2003). This is also a self-Rating questionnaire. The CD-RISC consists of 25 items, which are evaluated on a five-point Likert scale ranging from 0-4: not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4) - these ratings result in a number between 0–100, and higher scores indicate higher resilience.

The CD-RISC has demonstrated Cronbach's alpha reliability ( $\alpha = .88$  and .89), test-retest reliability (.87), and convergent and divergent validity in the development of the scale (Connor & Davidson, 2003; Gucciardi et al., 2011)

### *Data Collection Procedure*

Before collecting the data, the researcher had a meeting with the Child Protection Officer, Calicut. So as to narrow down the institutions which would give the required data. The first institution from where the data collected was Govt. Children's home (Girls) and followed by Govt. Children's home (Boys), Calicut and Pratheeksha Bhavan Boy's Home, Kannur. After meeting the children, I spoke to them about the nature of study and the method in which they had to fill the questionnaire. The consent from participants had been obtained verbally. Before they started answering the personal data sheet and questionnaires, a rapport was established and also, they were made comfortable for doing the test. Even though the COVID-19 situation has been improved, there are still some limitations regarding collecting first hand data. Responses of non-institutionalized children were collected online means. They were scored after 120 such data were collected; the scoring was done according to the instructions given in the manuals.

### *Data Analysis*

Once the data collection was completed, the data were scored as per the manual. The relevant information was uploaded into an excel sheet and analyzed with the help of statistical software SPSS. To test the research hypotheses, the researcher used correlation and t test and the results will be discussed in the fourth chapter.

### **Correlation test**

Correlation analysis is a method of statistical evaluation used to study the strength of relationship between two, numerically measured, continuous variables. This particular type of analysis is useful when a researcher if there are possible connections between variables.

### **t-test**

The t-test is one type of inferential statistics. It's used to determine whether there is a significant difference between the means of two groups. After we collect data, we calculate a test statistic with a formula. We compare our test statistic with the critical value found on the

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table to see if our results fall within the acceptable level of probability. Modern computer programs calculate the test statistic for us and also provide the exact probability of obtaining that test statistic with the number of subjects we have.

### *Variables*

#### **Independent variable**

- Institutionalization

#### **Dependent variable**

- Achievement motivation
- Resilience

### *Ethical Considerations*

- Informed Consent was taken from each participant before filling the questionnaire.
- The purpose of the study was explained properly to each participant.
- Clarification regarding the confidentiality was given before filling the questionnaires.
- Participants were treated equally and fairly.

## **RESULT AND DISCUSSION**

This chapter represents the results reached by the investigator through the statistical analysis. Analysis is the key of any research, where it is the way to test the hypothesis formulated by the investigator. The chapter consists of the data relevant to the test hypothesis and interpretation of the results. The data are given in tabular format also.

The aim of the present study was to know achievement motivation and resilience among institutionalized and non-institutionalized adolescents. The objectives were to know the correlation between achievement motivation and resilience among adolescents, to know whether there exists any difference in resilience among institutionalized and non-institutionalized adolescents, and also to know whether there exists significant difference in achievement motivation among institutionalized and non-institutionalized adolescents. The hypotheses of the present study were H01: There is a significant correlation between achievement motivation and resilience, H02: There is a significant difference in resilience among institutionalized and non-institutionalized adolescents, and H03: There is a significant difference in achievement motivation among institutionalized and non-institutionalized adolescents.

**Hypothesis 1** is that there is a significant correlation between achievement motivation and resilience among adolescents. And table 1 shows the result.

**Table 1: Intercorrelation between achievement motivation and resilience**

<b>Variables</b>	<b>1</b>	<b>2</b>
Achievement Motivation	-	-
Resilience	- 0.091	-

By analyzing the table-1, it was found that there is no correlation between these two variables. Since the Pearson correlation value is above 0.05, the value implies that there is no significant correlation between achievement motivation and resilience among adolescents. Hence hypothesis 1 is rejected.

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An achievement motive is an impulse to master challenges and reach a high standard of excellence (Shafi and Mumtaz, 2013). Resilience is the process of adapting well in face of adversity, trauma or other significant sources of stress. From analyzing the result, there is no significant relationship between achievement motivation and resilience. Means, the person with higher resilience has chances of showing either high or low level of achievement motivation.

**Hypothesis 2** was, there is significant mean difference in resilience among institutionalized and non-institutionalized adolescents. To test the hypothesis, t test was calculated and the results are shown in the Table-2.

**Table 2: Mean, Standard deviation and t-value of resilience among institutionalized and non-institutionalized adolescents**

Variable	Institutionalization	N	Mean	SD	t-value
Resilience	Institutionalized	60	90.950	12.3349	6.570
	Non-institutionalized	60	73.00	17.1967	

Table 2 shows the Mean, Standard Deviation and t-value of resilience among institutionalized and non-institutionalized adolescents. The sampling size is 120 in which the number of institutionalized and non-institutionalized adolescents are 60 each. An independent sample t-test was conducted to compare the resilience in institutionalized and non-institutionalized adolescents. The mean value and standard deviation for institutionalized adolescents are 90.950 and 12.3349 and that of non-institutionalized adolescents are 73.00 and 17.1967 respectively. The calculated t-value found to be 6.570 at 0.000 level which is less than .05. So, it can be concluded that there is a significant difference in resilience among institutionalized and non-institutionalized adolescents.

Resilience refers to the possibility of individuals to develop positively when exposed to situations of adversity or stress. This is a complex process involving the interaction of vulnerability and protection factors. The results show that the resilience is higher for institutionalized adolescents than non-institutionalized adolescents. Thus, verifying the hypothesis that resilience is higher in institutionalized adolescents. Institutionalization is the placement of adolescents in institutions, such as orphanages and residential child care. The adolescents in institutions are considered as a population at risk which, simultaneously, present adaptive attributes. Placing children in these systems during early critical development periods for long durations is very often associated with the experiences of traumatic experiences due to lack of early childhood stimulations. When compared with non-institutionalized adolescents, institutionalized individuals are more exposed to traumatic or stressful life events, thus they may be more resilient than others. Adolescent age has more adaptive ability thus, chances of developing resiliency is high. The result of the present study also supports this.

**Hypothesis 3** was, there is significant mean difference in achievement motivation among institutionalized and non-institutionalized adolescents. To test the hypothesis, we done t test and evaluated whether there exists any significant mean difference in achievement motivation score among institutionalized and non-institutionalized adolescents.

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*Table 3: Mean, Standard Deviation and t-value of achievement motivation among institutionalized and non-institutionalized adolescents.*

Variable	Institutionalization	N	Mean	SD	t-value
Achievement	Institutionalized	60	90.0167	9.41778	6.570
Motivation	Non-institutionalized	60	99.0500	12.18004	

Table 3 shows the Mean, Standard Deviation and t-value of achievement motivation among institutionalized and non-institutionalized adolescents. The sampling size is 120 in which the number of institutionalized and non-institutionalized children are 60 each. An independent sample t-test was conducted to compare the achievement motivation in institutionalized and non-institutionalized adolescents. The mean value and standard deviation for institutionalized adolescents are 90.0167 and 9.41778 and that of non-institutionalized adolescents are 99.0500 and 12.18004 respectively. The calculated t-value is found to be 6.570. And at 0.130 level which is greater than 0.05. So, it can be concluded that there is no significant difference in achievement motivation among institutionalized and non-institutionalized adolescents.

According to the present study, Achievement motivation, an impulse to master challenges and reach a high-standards of excellence is not related to the individual's living environment, institutionalized or not.

### **SUMMARY AND CONCLUSION**

The chapter provides an overview of the summary of the present study, findings of the study, conclusions, implications, limitations and scope for further research.

#### *Summary and Conclusion of the study*

The study entitled "Achievement Motivation and resilience among institutionalized and non-institutionalized adolescents" was undertaken to assess achievement motivation and resilience among adolescents who were institutionalized or not. The sample of 120 adolescents consists of 60 institutionalized adolescents and 60 non-institutionalized adolescents making N=120. The present study has taken participants who are adolescents. Data was collected using a purposive sampling method.

The data collection of the study was done using the tools, Achievement Motivation Inventory by Muthee J.M. and Emmanuel Thomas (2009) and Connor- Davidson resilience Scale by Connor and Davidson (2003).

The obtained results were analyzed using an independent sample t-test, Coefficient of correlations. The results show there is no relationship between Achievement Motivation and resilience among institutionalized and non-institutionalized adolescents. There is no significant difference in Achievement Motivation among institutionalized and non-institutionalized adolescents and there is a significant difference in resilience among institutionalized and non-institutionalized adolescents.

#### *Findings of the study*

- There is no correlation between achievement motivation and resilience.
- There is a significant difference in resilience among institutionalized and non-institutionalized adolescents.

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- There is no significant difference in achievement motivation among institutionalized and non-institutionalized adolescents.

### *Limitations of the study*

- **Sample size:** The sample size may be too small to make generalized conclusions about the entire population of adolescents.
- **Self-report bias:** The data collected may be based on self-reported symptoms and experiences, which can be affected by social desirability bias and recall bias
- **Social desirability bias:** Participants may underreport or over report their experiences, depending on what they believe is socially acceptable or desirable.
- **Limited generalizability:** The study may be limited in its generalizability to other contexts, such as other age groups
- **No follow-up:** The study may lack follow-up assessments to determine if achievement motivation and resilience have changed over time, which limits the ability to assess the long-term effects of these factors on adolescents.

### *Scope for further study*

- There is a scope for conducting the research with larger sample size
- Conduct longitudinal studies to examine changes in achievement motivation and resilience over time.
- Investigate whether the relationship between achievement motivation and resilience varies across different cultures.
- Use neuroimaging techniques to explore the underlying neurobiological mechanisms that link achievement motivation and resilience.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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