



## COMPARATIVE ANALYSIS OF MENTAL TOUGHNESS AND ACHIEVEMENT MOTIVATION BETWEEN SHELTER HOME AND HOMEBOUND ADOLESCENTS

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### ABSTRACT

Adolescence, a critical developmental stage, significantly impacts an individual's mental toughness and achievement motivation, key factors in navigating academic, social, and personal challenges. This study investigates these traits among adolescents from shelter homes and traditional home environments in Varanasi, Uttar Pradesh. Utilizing Alan Goldberg's Mental Toughness Questionnaire and M.L. Kamlesh's Achievement Motivation Questionnaire, data were collected from 100 adolescents (50 from each environment, equally divided by gender, aged 14-18 years). The study employed an independent samples t-test to compare the groups. Results indicated no significant differences in mental toughness and achievement motivation between shelter home and homebound boys (t-stat = 1.57,  $p = 0.12$  for mental toughness; t-stat = 1.72,  $p = 0.09$  for achievement motivation). However, significant differences were observed among girls, with homebound girls exhibiting higher mental toughness (t-stat = 4.21,  $p < 0.05$ ) and achievement motivation (t-stat = 3.05,  $p < 0.05$ ) compared to their shelter home counterparts. These findings emphasize the influence of stable, supportive environments on the psychological development of adolescents, particularly females, and highlight the necessity for targeted support programs for those in shelter homes.

**KEYWORDS :** Mental Toughness, Achievement Motivation, Shelter Homes, Homebound Adolescents, Independent Samples t-test, Gender Differences.

### INTRODUCTION AND BACKGROUND

Adolescence is a pivotal developmental stage that involves significant physical, emotional, and cognitive changes, contributing to the formation of an individual's identity and personality. Mental toughness, defined as the ability to remain resilient and persevere through challenges, plays a crucial role during this period. This psychological trait is essential for adolescents as they face academic pressures, social dynamics, and personal growth challenges. Research indicates that mental toughness is positively correlated with better stress management, higher levels of self-esteem, and improved overall well-being among adolescents (Gerber et al., 2013). Furthermore, mental toughness is not only a protective factor against mental health issues but also enhances performance in various domains, including sports and academics (Gucciardi et al., 2015). Developing mental toughness during adolescence can thus provide long-term benefits, aiding in the transition to adulthood and promoting a more resilient and motivated outlook on life. Mental toughness involves resilience, confidence, and the ability to handle stress and pressure. It is a crucial attribute for adolescents as they navigate academic, social, and personal challenges. Alan Goldberg's Mental Toughness Questionnaire (2004) is a widely recognized tool for assessing this trait.

Achievement motivation during adolescence is crucial as it shapes educational and career aspirations and outcomes. Adolescents with high achievement motivation are often driven by the desire to attain personal goals, meet social expectations, and gain recognition for their efforts. This period, typically ranging from ages 14 to 18, is marked by increased cognitive abilities and the development of a more robust sense of self, which contribute to higher levels of goal-setting and persistence (Eccles & Wigfield, 2002). Moreover, the social environment, including family, peers, and educational settings, plays a significant role in fostering or hindering achievement motivation. Achievement motivation is the drive to accomplish and excel in tasks, often influenced by personal goals, social expectations, and intrinsic desires. The Achievement Motivation Questionnaire by M.L. Kamlesh is used to measure this drive.

shelter homes often come from backgrounds of economic hardship, family instability, or other challenging circumstances. These environments can profoundly affect their psychological development. In contrast, homebound adolescents, those living with their families in traditional settings, generally experience more stable and supportive conditions.

Adolescence is a critical developmental period characterized by significant physical, emotional, and social changes. The environments in which adolescents are raised can greatly impact their psychological well-being and development. This study aims to compare the mental toughness and achievement motivation between adolescents living in shelter homes and those living in traditional home environments.

**Purpose of the Study:** The primary objective of this study is to compare the mental toughness and achievement motivation between adolescents from shelter homes and those from traditional home settings. Two null hypotheses were formulated: H01: There is no significant difference in mental toughness between shelter home and homebound adolescents. H02: There is no significant difference in achievement motivation between shelter home and homebound adolescents.

### Methodology

**Sampling:** The study employed a purposive sampling technique to select 100 adolescents (50 from shelter homes and 50 from traditional homes) in Varanasi, Uttar Pradesh. The sample included an equal number of boys and girls (25 each) from both groups, with ages ranging from 14 to 18 years.

**Assessment Tools-** Mental Toughness: Assessed using Alan Goldberg's Mental Toughness Questionnaire (2004). Achievement Motivation: Assessed using M.L. Kamlesh's Achievement Motivation Questionnaire.

**Data Collection:** Data were collected over consecutive days after obtaining necessary permissions from relevant authorities. Participants were briefed and motivated before administering the tests.

Shelter Homes vs. Homebound Adolescents: Adolescents in

**Statistical Analysis:** Descriptive statistics characterized the

psychological components of the two groups. An independent samples t-test was applied to compare the differences between the groups.

**RESULTS AND DISCUSSIONS**

**Table 1 Descriptive Statistics of Homebound and Shelter Home Adolescents Concerning Mental Toughness and Achievement Motivation**

Gender	Living Place	Mental Toughness Mean ± Std. Deviation	Achievement Motivation Mean ± Std. Deviation
Boys	Homebound	18.04 ± 2.70	13.24 ± 1.76
	Shelter Homes	16.56 ± 3.88	12.20 ± 2.47
Girls	Homebound	18.56 ± 2.22	13.32 ± 1.99
	Shelter Homes	14.88 ± 3.76	11.12 ± 3.00

Table 1 reveals the following:

- For mental toughness, homebound adolescent boys had a mean and standard deviation of 18.04±2.70, while shelter home adolescent boys had 16.56±3.88.
- For mental toughness, homebound adolescent girls had a mean and standard deviation of 18.56±2.22, while shelter home adolescent girls had 14.88±3.76.
- For achievement motivation, homebound adolescent boys had a mean and standard deviation of 13.24±1.76, while shelter home adolescent boys had 12.20±2.47.
- For achievement motivation, homebound adolescent girls had a mean and standard deviation of 13.32±1.99, while shelter home adolescent girls had 11.12±3.00.

**Table 2 t- test comparing Homebound Adolescents and Shelter home Adolescent Boys & Girls concerning Mental Toughness and Achievement Motivation**

Gender	Variable	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Significance
Boys	Mental Toughness	1.57	48	0.12	1.48	0.95	Not Significant
Girls	Mental Toughness	4.21*	48	0.00	3.68	0.87	Significant at 0.05
Boys	Achievement Motivation	1.72	48	0.09	1.04	0.61	Not Significant
Girls	Achievement Motivation	3.05*	48	0.00	2.20	0.72	Significant at 0.05

\*Significant at 0.05 level of significance.

Table 2 reveals the following:

- Mental Toughness: No significant difference was found between shelter home and homebound boys (t-stat = 1.57, p = 0.12). However, a significant difference was observed among girls (t-stat = 4.21, p < 0.05), with homebound girls showing higher mental toughness.
- Achievement Motivation: No significant difference was found between shelter home and homebound boys (t-stat = 1.72, p = 0.09). A significant difference was found among girls (t-stat = 3.05, p < 0.05), with homebound girls demonstrating higher achievement motivation.

**DISCUSSION OF FINDINGS**

**Mental Toughness- Boys:** Homebound boys generally benefit from stable living conditions and strong family support, which are crucial for developing resilience and mental toughness. Research supports that a stable environment and supportive relationships foster these traits (Rutter, 1987). Although shelter home boys face more challenges, structured routines and access to counseling can provide the necessary support to develop comparable mental toughness (McLaughlin et al., 2012). Participation in extracurricular activities, more common among homebound boys, also contributes to developing mental toughness (Gucciardi et al., 2009). Despite these differences, the resilience strategies developed by shelter

home boys help mitigate the impact, resulting in no significant statistical difference between the two groups (Masten, 2001).

**Girls:** Homebound girls benefit from a stable and supportive environment that significantly boosts their mental resilience (Werner & Smith, 2001). In contrast, shelter home girls face higher levels of stress and trauma, which negatively impact their mental toughness (Garbarino et al., 1992). Stronger social support networks available to homebound girls also play a crucial role in developing resilience (Taylor et al., 2000). The lack of these supportive relationships in shelter homes significantly affects the mental toughness of girls more than boys, as girls rely more on social bonds for emotional well-being (Campbell-Sills et al., 2006).

**Achievement Motivation- Boys:** Achievement motivation was higher among homebound boys but not significantly different compared to shelter home boys. Supportive family environments and access to better educational resources contribute to this slightly higher motivation (Barber et al., 2005; Eccles & Roeser, 2009). However, the difference is not statistically significant, possibly due to the resilience strategies developed by shelter home boys in coping with their environment.

**Girls:** Shelter home girls exhibited significantly lower achievement motivation compared to homebound girls. The stressful environment of shelter homes and exposure to trauma significantly impact girls' motivation levels (Wong, Eccles, & Sameroff, 2003; Masten et al., 1990). Girls' achievement motivation is closely tied to their emotional and social well-being, which is more adversely affected in shelter homes (Gutman & Eccles, 2007). Societal expectations and gender roles further exacerbate these differences, with homebound girls receiving more encouragement and support for their achievements (Meece, Glienke, & Burg, 2006; Wigfield & Eccles, 2000).

**CONCLUSIONS**

The study concludes that while there are no significant differences in mental toughness and achievement motivation between shelter home and homebound boys, significant differences exist among girls. Homebound girls exhibit higher levels of both mental toughness and achievement motivation compared to their counterparts in shelter homes. These findings highlight the impact of living environments on the psychological development of adolescents, particularly females, and underscore the need for targeted interventions to support adolescents in shelter homes.

**Recommendations**

Based on the findings of this study, several recommendations can be made to address the significant differences in mental toughness and achievement motivation between shelter home and homebound adolescents, particularly focusing on the needs of shelter home girls:

1. **Development of Targeted Support Programs:** Implement specialized programs focused on resilience training, stress management, and motivational coaching.
2. **Psychological and Emotional Support:** Provide regular counseling services from trained psychologists to help girls manage stress and emotional challenges.
3. **Mentorship and Role Models:** Establish mentorship programs linking girls with successful female role models for guidance and inspiration.
4. **Enhanced Educational Opportunities:** Offer additional educational resources, tutoring, and after-school programs to boost academic performance.
5. **Extracurricular Activities:** Encourage participation in sports, arts, and clubs to build confidence, teamwork, and new skills.
6. **Parental and Caregiver Involvement:** Train caregivers and staff in creating a supportive and nurturing

environment through positive reinforcement and effective communication.

7. **Monitoring and Evaluation:** Regularly monitor and evaluate mental toughness and achievement motivation to identify needs and measure the impact of interventions.
8. **Community Engagement:** Develop partnerships with local schools, businesses, and non-profits to provide additional resources and opportunities.
9. **Policy Advocacy:** Advocate for policies that enhance support and resources for shelter homes, including securing funding and implementing comprehensive support programs.
10. **Research and Continuous Improvement:** Conduct ongoing research to understand the specific needs of shelter home adolescents and continuously improve programs based on findings.

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