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The interaction effect of personality hardiness and fear of failure to predict achievement motivation adolescents of working mother

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ABSTRACT

Individuals with traits of hardiness believe that success is the result of both positive and negative life experiences. People who are highly motivated to achieve have a close relationship with intense dedication, reasonable control, and positive challenges. They are even willing to accept failure as part of the goal-setting process. This study was conducted to explain the psychological characteristics of hardiness and fear of failure that are predicted to determine the achievement motivation of adolescents whose mothers are employed. Participants were recruited anonymously and willingly from universities in Pekanbaru, Indonesia, Riau. After collecting and analyzing 280 questionnaires for outlier analysis, 188 were found valid for further study. Two stages of measurement were carried out; measuring was examined, and the structural model was deemed statistically significant. This study applied a quantitative methodology to the analysis of the path analysis mediation model. This study employs three measurement instruments and demographic data to address research issues. Dispositional Resilience Scale-15 (DRS-15), an action strategy to measure achievement motivation behavior personality, and the Performance Failure Appraisal Inventory (PFAI), a multidimensional assessment of cognitive-motivational-relational fear of failure, were used in this study to collect data. Path analysis from SmartPLS 3.2 was used to analyze the research data and determine the moderating and correlation values for the studied variables. This assessment indicates that fear of failure does not contribute to SMK students in Pekanbaru's toughness with success motivation. In contrast, the coefficient values for other factors indicate a positive contribution.

Keywords:

Achievement motivation,
Fear of failure,
Personality hardiness,
Working mother

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Introduction

A working mother faces a different dynamic than those of a housewife, where they face the dilemma of achieving adolescents in seeing them as models of achievement and having their standards of excellence. Similarly, adolescents with working mothers are faced with the development of personality characteristics and how they as teenagers feel fear of failure (Khokhar, Zia, & Nas, 2020). They may not even be able to show the same achievements as their mother (Dandona, 2016). The role of mothers in adolescent education is very important in order to be able to help the learning process from within individuals, form resilient personalities and help reduce the fear of failure in adolescents

who have working mothers. During this time, researchers more revealed the balance of working mothers between work and home, or achievement motivation for working mothers. In fact, looking at it from the side of adolescents needs to be done, because adolescents during the course of their lives feel the period in which a mother acts as a worker and homemaker (Rahmania, Rizkillah, & Musthofa, 2022).

Achievement motivation is an individual's tendency to a standard of excellence, although there is a desire to meet difficult, individuals have the urge to face it with or without competitors (Lussier & Achua, 2007). Fear of failure among adolescents becomes an important topic, this concept is commonly seen from the point of view of adolescents as students, but this time researchers look at it from a different perspective wherein fear of failure involves their mothers working as models in achieving success (Alkhazaleh & Mahasneh, 2016). Some reasons why individuals avoid failure include feelings of shame when experiencing failure, the view that failure as an inferiority self and not proficient with something, perceive failure as having a negative impact on planning, failure is believed to be a disgrace by the surrounding environment so that it can lower self-esteem, and finally, that failure causes the loss of respect for others at the same time bring sadness (Conroy & Elliot, 2004; Conroy, Willow, & Metzler, 2002). Previous research identified a high fear of failure lead to feelings of shame and tend to feel easy to give up on adolescent (Alkhazaleh & Mahasneh, 2016). The study recently showed that hardiness personality and academic achievement motivation interact to reduce psychological pressure, so it is necessary to take measures of social support to improve the hardiness of adolescent (Bansal, 2015).

The achievement motivation is based on a variety of psychological factors, working mothers need to understand this from the external factors of adolescents, it also cares about their self. Various psychological factors also contribute to the achievement of adolescent personality characteristic traits to pursue goals. According to most students, the demands of achievement is the most significant source of stress, in addition to feeling the pressure of the individual even helped a stressful environment. Students feel that low results not only affect family assessments but also relate to the assessment of self-esteem and doubts about their abilities for future careers (Kamtsios & Karagiannopoulou, 2015). Individuals with hardiness characteristics view that achievement is obtained along with the good and bad experiences they have lived ((S. R Maddi, Harvey, Resurrection, Giatras, & Raganold, 2007; Salvatore R Maddi, 2002). Those who are highly motivated by achievement are closely related to strong commitment, good control, and positive challenges, even preparing to accept failure as part of setting specific goals. These features distinguish them from others, so the usual effort is to work hard and plan everything with an optimistic perspective and not waste more time (Hedayati & Khaeez, 2015).

According to empirical research analysis, married and working women simultaneously perform a variety of jobs and functions (Nomaguchi, Milkie, & Bianchi, 2005). In moreover, it was discovered that the strain between job and family may cause working mothers to display expressive and sensitive behavior (Farradinna & Halim, 2016). However, it has not yet been determined from the perspective of adolescents with working mothers what their achievement motivation is, despite the fact that they have a personality characterized by tenacity and an overwhelming fear of failure. Several studies have shown that intrinsic elements contribute a role in determining a person's drive to succeed. In order to develop more knowledge, this study investigates personality and fear of failure, which is believed to impact the achievement motivation of adolescents with working mothers. Based on the explanation above, this study wants to determine the psychological characteristics that most determine the achievement motivation of adolescents who have working mothers. In addition, we

try to identify the level of achievement motivation, personality hardiness and fear of failure in adolescents, and finally determine the extent of the contribution of personality hardiness and fear of failure affect achievement motivation in adolescents who have working mothers.

Metode

According to the Central Statistics Agency (BPS) through PPDIKTI, there are 113,312 students enrolled in Pekanbaru, Riau's public and private universities in 2021. For calculating the sample size based on the total number of university student populations in Pekanbaru, Riau, the sample size method developed by Krejcie and Morgan (1970) was utilized. Researchers were given permission to distribute questionnaires at several educational institutions, both private and public, in the city of Pekanbaru, Riau. They were chosen by fulfilling the selection standard of the snowball sampling technique (Arnab, 2017) at several institutions in Pekanbaru, Riau, Indonesia, using an acceptable accuracy level of 5%. The age range of the participants fell within the category of 18 to 24 years. Questionnaires were distributed directly to 420 students at various universities in Pekanbaru, Riau. As a valid result, 280 questionnaires were captured and extracted for outlier analysis to obtain 188 questionnaires declared valid for further analysis. No incentives are given to participants, and anonymity is ensured to maintain the confidentiality and reliability of data.

This research was carried out with the permission of the faculty dean and followed established regulations. Participants were recruited voluntarily and anonymously from various universities in Pekanbaru, Riau, Indonesia. This study's participants were students collected using the snowball sampling technique. Due to their limitations, the researchers were unable to determine the number of individuals with working mothers, so sampling was the most appropriate method. According to Levy and Lemeshow (2008), the highest possible value of the error rate can be determined for an undetermined number of populations without requiring sample determination for each population. As there are no constraints on age or gender for participants, we can choose from anybody who is willing and qualified to take part in the study.

Table 1. Participant Demographic Characteristics

| Variables | Category | N | Percentage (%) |
|------------------|------------------|-----|----------------|
| Gender | Male | 39 | 20.74 |
| | Female | 149 | 79.26 |
| Age | 18 to 20 yo | 90 | 47.87 |
| | 21 to 24 yo | 98 | 52.13 |
| Level of studies | 1st to 2nd years | 88 | 46.81 |
| | 3rd to 4th year | 101 | 53.19 |
| N | | 188 | |

This study uses three measurement tools and demographic information to answer research problems. The first is the Dispositional Resilience Scale-15 (DRS-15) to measure the hardiness personality of Kobasa (1979) which was later adopted by Bartone (2013) and consists of three dimensions: commitment (5 items), control (5 items), and challenges (5 items). The second scale is an action strategy to measure achievement motivation behavior patterns based on McClelland et al. (1953), which was later adapted and modified by Smith (R. L. Smith, 2015), and continued by Smith and Karaman (2019), consisting of four behavioral patterns, namely Moderate Risk Taking (3 items), moderate risk-taking involves setting goals that are challenging, but not too complex and demanding; the second dimension of feedback response (2 items), is an assessment of what was done, looking for situations that offer concrete feedback; the third dimension is the responsibility (3 items), namely individuals who show high responsibility in any situation, both success, and failure; the last dimension is integrated with the environment (4 items), where individuals prepare themselves to face new situations, so they have better self-confidence. Conroy et al. (Conroy et al., 2002) developed the Performance Failure Appraisal Inventory (PFAI), a multidimensional assessment of cognitive-

motivational-relational fear of failure employed in this study. PFAI consists of five dimensions: (1) fear of shame; (2) fear of value; (3) fear of losing the interest of others; (4) fear of future uncertainty; and (5) fear of disappointing others. The total number of items is 25.

In this study, the measuring instrument employed a 5-point Likert scale answer response, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). A high score indicates a strong personality score for hardiness, as well as a high score for achievement motivation; otherwise, it indicates a low score for fear of failure. Hardiness, fear of failure, and achievement motivation personality reliability scores with a minimum limit of 0.70 indicate a high level of consistency in measuring instruments. This study was conducted using a quantitative method, particularly the analysis of the mediation and correlation structural models, in order to determine the moderation and correlation values for every parameter studied. Statistical Package for the Social Sciences (SPSS) version 23.0 was used for data analysis, whereas SmartPLS 3.2 was used to run the PLS path of the study model (Ringle, Wende, & Becker, 2015). Two measurement stages were performed; measuring was reviewed, and the structural model was considered statistically significant when its p-value ≤ 0.05 . A number of university students were asked to fill out and submit a series of questionnaires in order to capture primary data. A number of student groups were chosen to participate in this investigation. The information collected was processed so that descriptive analysis and statistical analysis could be conducted to predict the moderating effect of failure aversion on fortitude personality and achievement motivation in order to answer hypothesis H1. Meanwhile, researchers believe that a Pearson correlation study is required to evaluate the association between hardiness personality and accomplishment motivation in order to answer H2.

Results and Discussion

Assessment of the primary measurement model reports the reliability and validity of the scale to assess the latent construction and observed indicators (Loehlin & Beaujean, 2017). This section also includes the results of data tests designed to demonstrate the accuracy of indicators in describing exogenous constructions and factor loadings. According to Figure 1, the course of the research model is presented.

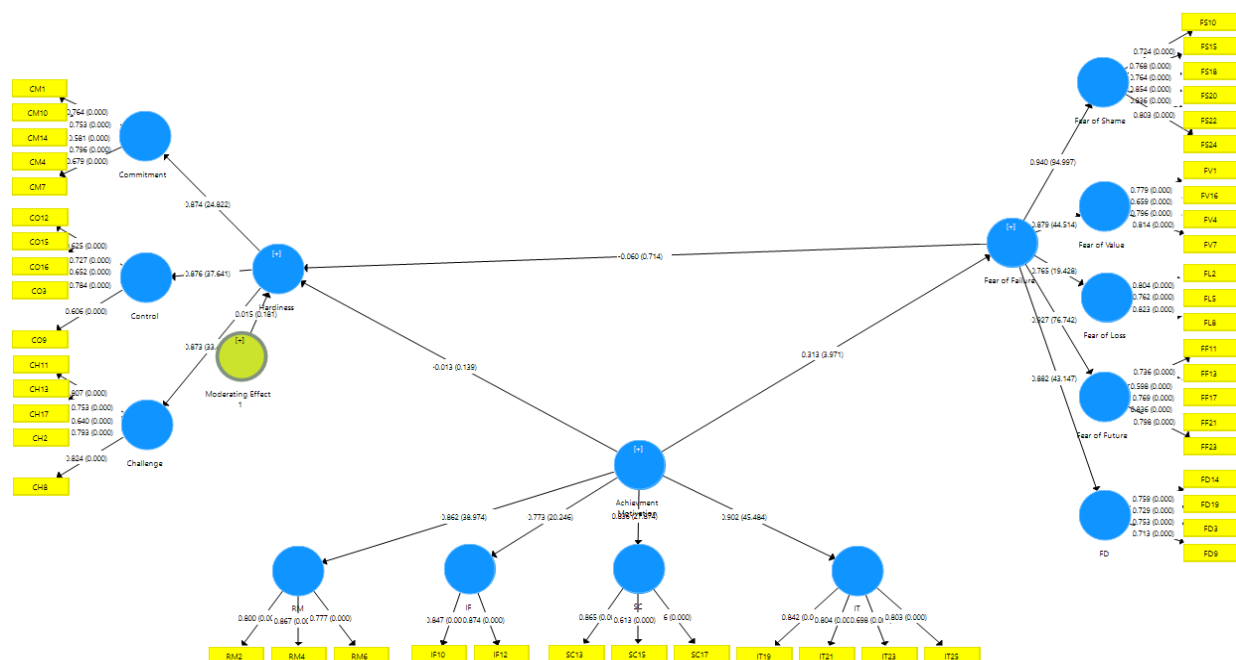


Figure 1. Loading Factor Value Employing the PLS Path Coefficient Diagram

Based on Figure 1, the loading factor value indicates convergent validity, specifically a loading factor value greater than 0.60. Thus, all constructs are valid. Simple statistical analysis tests the recommended instrument reliability value of 0.60 (Hair, Hult, Ringle, & Sarstedt, 2014). Table 2 shows the value of the three variables of hardiness, fear of failure, and achievement motivation.

Table 2. Reliability and Average Variance Extracted

| Constructs | Internal consistency/reliability | | | Average Variance Extracted (AVE) |
|---------------------------------|----------------------------------|-------|-----------------------|----------------------------------|
| | Cronbach's Alpha | Rho_A | Composite Reliability | |
| Hardiness Personality | 0.899 | 0.903 | 0.913 | 0.385 |
| Commitment | 0.761 | 0.769 | 0.841 | 0.517 |
| Control | 0.710 | 0.723 | 0.812 | 0.465 |
| Challenge | 0.821 | 0.821 | 0.876 | 0.587 |
| Fear of Failure | 0.945 | 0.948 | 0.951 | 0.470 |
| Fear of shame | 0.881 | 0.883 | 0.910 | 0.628 |
| Fear of value | 0.759 | 0.762 | 0.848 | 0.584 |
| Fear of losing | 0.713 | 0.718 | 0.839 | 0.635 |
| Fear of future | 0.805 | 0.823 | 0.865 | 0.565 |
| Fear of disappointing others | 0.722 | 0.723 | 0.828 | 0.546 |
| Achievement Motivation | 0.892 | 0.900 | 0.911 | 0.464 |
| Moderate Risk Taking | 0.748 | 0.756 | 0.856 | 0.665 |
| Feedback response | 0.650 | 0.654 | 0.851 | 0.741 |
| Responsibility | 0.613 | 0.670 | 0.793 | 0.566 |
| Integrated with the environment | 0.796 | 0.805 | 0.868 | 0.622 |

The reliability test shows that the Cronbach Alpha value > 0.6 means the item is reliable. In this study, hardiness personality had a Cronbach value of $= 0.899 > 0.60$, indicating that hardiness personality is generally reliable. On the other hand, fear of failure has a Cronbach value of 0.945, higher than 0.60. Overall, the items in this variable show excellent reliability. The same conclusion is directed to the achievement motivation variable, which shows the value of Cronbach $\alpha = 0.892 > 0.60$.

Testing the direct and indirect relationship hypotheses with the bootstrap method from Davison and Hinkley (1997) showed statistical significance. Table 3 reports the path model's significant direct and indirect directional effects and shows the mean, standard deviation, and standard p-values. Based on the analysis of the indirect effects of the bootstrapping results, it can be seen that hardiness does not show a significant effect on achievement motivation ($p > 0.05$), as well as the fear of failure ($p > 0.05$). Even the indirect relationship of hardiness to achievement motivation moderated by fear of failure is negative and insignificant. This shows no moderating effect of fear of failure on hardiness with achievement motivation, as evidenced by the original sample $= 0.015$; $p = 0.856$.

The R square results in the model with PLS show a coefficient that does not have a good contribution, namely $R^2 = 0.005$. This estimated value states that fear of failure does not contribute to hardiness with achievement motivation students in Pekanbaru. However, on the contrary, the coefficient values for other variables show a good contribution value (Table 4).

Table 3. Estimated Inner Weight

| | Ori Sample (O) | Sample Mean | STDEV | T Stat | P Values |
|--|-------------------|----------------|-------|--------|----------|
| Achievment Motivation -> Fear of Failure | 0.313 | 0.318 | 0.079 | 3.971 | 0.000 |
| Achievment Motivation -> FeedbackRes | 0.773 | 0.773 | 0.036 | 21.192 | 0.000 |
| Achievment Motivation -> Responsibility | 0.902 | 0.902 | 0.019 | 46.324 | 0.000 |
| Achievment Motivation -> MRT | 0.862 | 0.863 | 0.022 | 38.612 | 0.000 |
| Achievment Motivation -> Integrated_envi | 0.836 | 0.836 | 0.029 | 28.769 | 0.000 |
| Achievment Motivation -> Hardiness | -0.013 | -0.023 | 0.094 | 0.139 | 0.890 |
| Fear of Failure -> Hardiness | -0.060 | -0.052 | 0.085 | 0.714 | 0.475 |
| Fear of Failure -> Fear of Disssp | 0.882 | 0.882 | 0.020 | 44.200 | 0.000 |
| Fear of Failure -> Fear of Future | 0.927 | 0.927 | 0.011 | 80.725 | 0.000 |
| Fear of Failure -> Fear of Losing | 0.765 | 0.765 | 0.037 | 20.705 | 0.000 |
| Fear of Failure -> Fear of Shame | 0.940 | 0.940 | 0.010 | 93.901 | 0.000 |
| Fear of Failure -> Fear of Value | 0.879 | 0.880 | 0.020 | 43.581 | 0.000 |
| Hardiness -> Challenge | 0.873 | 0.873 | 0.028 | 31.431 | 0.000 |
| Hardiness -> Commitment | 0.874 | 0.865 | 0.040 | 21.687 | 0.000 |
| Hardiness-> Control | 0.876 | 0.876 | 0.025 | 35.004 | 0.000 |
| Moderating Effect 1 -> Hardiness | 0.015 | 0.020 | 0.081 | 0.181 | 0.856 |

Table 4. R Square Value

| | R Square | R Square Δ |
|-----------------|----------|------------|
| Hardiness | 0.005 | -0.011 |
| Challenge | 0.762 | 0.761 |
| Commitment | 0.764 | 0.762 |
| Control | 0.768 | 0.767 |
| Fear of Disssp | 0.777 | 0.776 |
| Fear of Failure | 0.105 | 0.091 |
| Fear of Future | 0.859 | 0.858 |
| Fear of Losing | 0.585 | 0.582 |
| Fear of Shame | 0.883 | 0.883 |
| Fear of Value | 0.772 | 0.771 |
| FeedbackRes | 0.598 | 0.595 |
| Responsibility | 0.814 | 0.813 |
| MRT | 0.743 | 0.742 |
| Integrated_envi | 0.700 | 0.698 |

This study aims to show and predict the moderating effect of fear of failure on adolescents with working mothers' hardiness personality and achievement motivation. ($t = 0.139$; $P > 0.05$) The association between hardiness personality and achievement motivation is not supported by the findings. On the other hand, there was a significant association between accomplishment motivation and fear of failure ($t = 3.971$; $P 0.05$) even if not between hardiness and fear of failure ($t = 0.714$; $P > 0.05$). The results of the moderating effect of fear of failure on the relationship between hardiness personality and achievement motivation were not statistically significant, so it can be concluded that fear of failure did not influence the increase or decrease of achievement motivation among adolescents with working mothers ($t = 0.18$; $P > 0.05$). Based on the findings of this investigation, the

insignificant effect of moderation does not rule out the possibility that the individual possesses a toughness personality. Due to the presence of two sources of income, the individual may have benefited from a wide range of amenities and have had their basic requirements met.

Several studies have found that fear of failure is an adaptive protective mechanism for survival (Ornell, Schuch, Sordi, & Kessler, 2020), requiring a biological process in responding to potentially uncomfortable events. This model notes the importance of fear of failure for achievement, so students have hopes for academic success, focusing on achievement motivation (Vu et al., 2021). Previous studies have evaluated that the fear of failure among vocational students has a negative effect on motivation (Chuang, Huang, Lin, & Chen, 2022; Nsiah, 2017). The current study finds that fear of failure positively affects achievement motivation, meaning that the more individuals feel this fear, the higher their achievement motivation. This finding can be explained by the fact that adolescents with working mothers show lower self-concept and achievement motivation compared to adolescents with housewives (Dandona, 2016). Women's career decisions certainly involve a variety of factors that can be disrupted, one of the important things that happen is the quality of communication between mothers and their adolescent when the mother's profession becomes a model for developing adolescent personality (Farradinna, 2018).

The life period of adolescence plays an important role in determining the direction of behavior related to his achievement. The figure of a mother who not only performs tasks in the domestic area, but also as an actively working woman, has her own income playing an important role in terms of personality development, emotional transformation models and building encouragement to reach adolescents in a positive, or negative direction (Dandona, 2016). This study's findings also contrast earlier studies indicating that children who feel failure anxiety have poorer academic achievement than those who are more academically independent and less fearful of failure (Alkhazaleh & Mahasneh, 2016).

Potentially, the hardiness personality construct can reduce the influence of anxiety on health and motivation (Salvatore R Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2009; Sheard, 2008). It seems more likely that adolescents with high levels of resilience perceive more significant levels of perfectionism to achieve in school (Abdollahi, Panahipour, Tafti, & Allen, 2020). The results of this study contradict the conclusions of prior research, which indicated that individual toughness does not have a significant positive link with accomplishment motivation and a low level of failure anxiety. Abdollahi et al. (Abdollahi et al., 2020) reported a positive association between individuals with high hardiness, an internal locus of control, academic achievement, and low-stress levels. The values observed in this study significantly contradicted their findings. According to Burnam et al. (2014), hardiness personality traits can explain its association with self-esteem and achievement desire to pursue academic achievement when criticized by others, even when the mother is absent and worried about failure.

Thus, it is considered that even students in College with a high fear of failure are more likely to have stronger achievement motivation in order to motivate them to attain better academic goals and accomplishments. The limitations of this study need to be emphasized to future researchers, as the investigation uses a comparative analysis of adolescents who are working mothers and homemakers in order to reflect differences in understanding specific other facts.

Conclusion

The findings of this study provide educational and parenting researchers with knowledge regarding achievement motivation. Apart from that, working women should not be concerned with the academic performance of their young adolescents in their dual roles as employees and mothers. Education scholars and parents must positively evaluate the anxiety of adolescent failure concerning the achievement of student academic achievement because the anxiety felt by adolescents is a motivating factor for self-improvement in pursuit of academic achievement. A comparative analysis

between the two categories of individuals with working mothers and housewives is required to address the limitation of this study. In addition, the mother's occupation can be used to enhance knowledge and enrich other inferential analyses through the conduct of additional research.

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