



## ACADEMIC STRESS IN RELATION WITH ACHIEVEMENT MOTIVATION IN HIGHER SECONDARY SCHOOL STUDENTS OF SCHEDULED CASTES

**Pramod Kumer Verma**

Research Scholar Psychology Govt. M.L.B Girls college Bhopal.

**Dr. A. K. S Kushwaha\***

Professor Psychology Govt. M.L.B Girls college Bhopal. \*Corresponding Author

**ABSTRACT** The present study aims to find out relationship of academic stress with achievement motivation among higher secondary students of scheduled castes. In the present study It is been concluded that academic stress has negative relationship on achievement motivation among higher secondary students. Understanding the relationship between academic stress and achievement motivation will be helpful for the families, counsellors and government sector to work on the improvement of the students in schools.

**KEYWORDS :** Achievement Motivation, Academic Stress, Teaching Materials

### Introduction:-

Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of students. Wilks SE. (2008). Academic stress is the anxiety and tension associated with learning and attending school. education and schooling. The largest sources of academic stress, according to students, are taking and studying for examinations, competing for grades, and having a lot of material to learn in a short amount of time. Students report experiencing academic stress at predictable times during each semester. Studies, homework, reading comprehension tests, concentration, and other academic competitions cause a lot of stress. Due to the imbalance between their social and academic performance as well as time management for extracurricular activities, students experience a lot of stress (Ramadan and Ahmed, 2015). Therefore, seeking to raise or maintain one's own capacities in all activities where a level of excellence is believed to apply and where the execution of such activities can, therefore, either succeed or fail, is the definition of achievement motivation. (1967, Heckhausen). In the modern era, stress is a phenomenon that not only affects adults but even kids and teenagers. Children experience stress from a variety of conditions in the school setting, such as the negative effects of failure. Future life, an excessive amount of schoolwork, fierce rivalry, etc. Teenagers are more and more likely to experience academic stress (Garcia, 1986). Academic stress has been identified as one of the troubling maladies in higher education institutions that reduces the output of students and faculty or staff. (Kadapatti & Vijayalaxmi, 2012)., Personality can be impacted by academic stress. On the other hand, self-control also affects how someone responds to stress. Students with greater self-control are better able to handle stressful situations (Galla & Wood, 2015). Stress can have both beneficial and harmful impacts. Oduwaiye et al. Stress, which can cause worry and anxiety, can happen in daily life. Events in our world are stressful, but stress is accepted as a normal part of existence. (Kadhiravan & Subramani)(2017).

### Achievement motivation

Achievement motivation is the need for excellence and significant accomplishment, despite what rewards may be offered after the achievement has been met (Hsieh, PH. (2011). Achievement is task-oriented conduct that enables the performance of the individual to be assessed in accordance with some internally or externally imposed standard that pits the individual against others or that otherwise entails some standard of excellence. A behaviour is typically said to as being intrinsically driven if it is pleasurable in and of itself and is not being carried out only for the purpose of obtaining some sort of external reward; the pleasure for performing is inherent in the action itself. Intrinsic achievement motivation is when a person is motivated primarily to satisfy a certain standard of performance excellence and part of the pleasure for engaging in the activity is working toward and achieving this objective. Successful achievement frequently results in positive outcomes for those who receive them as well as social acknowledgment. Extrinsically motivated behaviours are achievement-focused actions with the intention of obtaining these outside benefits. Of course, a single set of behaviours could be motivated by both intrinsic and extrinsic factors at the same time. (Spence & Helmreich 1983)

One of the psychological drivers of a man's success and achievements is his need for achievement (nAch; McClelland, 1961; McClelland & Winter, 1969). Cognitive, emotional, and behavioural aspects of students' investment in and connection to education are referred to as motivation as an academic engagement. Riffat et al(2011). David McClelland's work served as the foundation for the current study of motivation for achievement. He and his colleagues came up with the phrase "n Ach," which means "need for achievement" (McClelland, 1961; McClelland & Winter, 1969). According to this notion, people will act in the manner for which they have been rewarded when the circumstances are right. The most comprehensive attribution theory of motivation for success and emotions was put forth by Weiner (1986). The apparent reasons for success and failure, the traits of causal thinking, and the consequent emotional experiences in relation to achievement behaviours are all covered by this theory. Goal orientation theory represents a significant advancement in motivational research. The fundamental tenet of the achievement goal orientation theory (Elliot and McGregor, 2001) is that students set a variety of personal objectives when they engage in academic tasks, and the types

### OBJECTIVES OF THE STUDY:

The present study aims to find out the relationship between academic stress and achievement motivation among higher secondary students of CBSE board and MP boards

### HYPOTHESES:-

There is no significant relationship between academic stress and achievement motivation among higher secondary students of M.P. Board and CBSE board.

### METHODOLOGY:-

In the current study correlation method was used to study the relationship of two variables namely academic stress and achievement motivation.

### Sample

320 students of Bhopal District of Madhya Pradesh were selected by using purposive sampling methods for this study.

### Tools Used

#### Academic stress scale:-

The scale was created by Dr. Poorva jain & Mrs. Neelam Dikshit in (2016) The test consists of 28 statements. It is based on five Likert scale ranging from strongly agree to strongly disagree.

#### Achievement Motivation scale:-

Scale is developed by Misra, O.P & Srivastava, S.K. (1990). The scale consists of 24 items, where each of the items can be answered by making a tick mark under (√) "Yes" or "No" category.

### RESULT AND DISCUSSION

**Table 1.1: Correlation between Academic Stress and Achievement Motivation among higher secondary students of CBSE and M.P. Board**

Board	Gender		Total	
	Boys	Girls		
M.P Board	80	80		160
CBSE Board	80	80		160
Total	160	160		320

Group	N	Academic Stress		Achievement Motivation		r-value	Significant
		Total Score (x)	Square of Deviation (x <sup>2</sup> )	Total Score (y)	Square of Deviation (y <sup>2</sup> )		
MP and CBSE Board	320	26821	78072.1	4344	3320.2	-0.152	**

The above table 1.1 shows negative correlation ( $r = -0.152$ ) between academic stress and achievement motivation among higher secondary students of M.P. board and CBSE board, which is significant at 0.01 level. Thus, based on above results, the hypothesis shows that, there is no significant relationship between academic stress and achievement motivation among higher secondary students of M.P. Board and CBSE board has been rejected and our results suggested that academic stress and achievement motivation are negatively correlated to each other. It means if academic stress increases, then achievement motivation decreases or vice-versa. The findings about academic stress and achievement motivation show that the two variables are interdependent to each other. Thus, the hypothesis formulated in this does not gain support. Moreover, the present findings are supported by previous researches in India or abroad. Similar results have been found by many others investigators (Kausler and Trapp, 1958; Alkinson & Litwin, 1960; Peterson, 1976). These investigators have demonstrated negative correlation between anxiety and achievement motivation. But in Indian context Chaudhary (1971) has found insignificant correlation between these two variables. Similarly, Mukerjee & Sinha (1967),

## CONCLUSIONS

It is concluded that Academic stress and achievement motivation are negatively correlated to each other. It means if academic stress increases, then achievement motivation decreases or vice-versa. Academic stress has negative correlation with achievement motivation among all the students of higher secondary level of M.P. Board and CBSE Board, it means if academic stress increases than achievement motivation become poor.

Thus the results of the present study will be helpful for the families of the students to understand their children. The study will be also helpful for the school administrations, school counsellors and various NGOS to work for the betterment of the students in various schools.

## REFERENCES:-

- Atkinson, J. W., & Litwin, G. H. (1960). Achievement motive and test anxiety conceived as motive to approach success and motive to avoid failure. *The Journal of Abnormal and Social Psychology*, 60(1), 52-63.
- Awan, Riffat-Un-Nisa & Noureen, Ghazala & Naz, Anjum. (2011). A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level. *International Education Studies*. 4. 10.5539
- Chaudhary N(. 1971). The relationship between achievement motivation and anxiety, intelligence, sex, social class and vocational aspirations Ph.D. pan.u.,
- Cliopra, D. (1993) "Ageless body, timeless mind. A practical alternative to growing old," London Random House, Edbury Press.
- Elliot, A. J., & McGregor H. A. (2001). A 2x2 achievement goal framework. *Journal of Personality and Social*
- Fleming R., Baum A., and Singer J. E. (1984) "Towards an integrative approach to the study of stress", *Journal of personality and Social Psychology*, 46, 939-949.
- Galla B. & Wood, J. (2015). Trait self-control predicts adolescents' exposure and reactivity to daily stressful events *Journal of personality*, 83(1), 69-83.
- Garcia, D. M. (1986) "The transactional model of stress and coping, its application to young adolescents", Ph.D. Thesis. University of Denver, p. 228
- Gupta, J. (1989) "An exploratory on some aspects of high academic stress and symptoms in 12-15 years old students", M.Sc. Dissertation, Punjab University, Chandigarh.
- Heckhausen, H. (1967). *The anatomy of achievement motivation*. New York: Academic Press.
- Hsieh, PH. (2011). Achievement Motivation. In: Goldstein, S., Naglieri, J.A. (eds) *Encyclopedia of Child Behavior and Development*. Springer, Boston, MA.
- Hsieh, PH. (2011). Achievement Motivation. In: Goldstein, S., Naglieri, J.A. (eds) *Encyclopedia of Child Behavior and Development*. Springer, Boston, MA.
- Husain, A. Rashid T. & Johen, M. (1997) Student stress scale,
- Kadapatti M. G. & Vijayalaxmi, A. H. M. (2012). Stressors of academic stress-a study of preuniversity students. *Indian journal of science Resources*, 3(1), 171-175.
- Kausler, D. H., & Trapp, E. P. (1958). Achievement motivation and goal-setting behavior on a learning task. *Journal of Experimental Psychology*, 55(6), 575-578.
- Lazarus, R. S. & Cohn, J. B. (1977) "Environment Stress", in I. Altman and J. F. Wohlwill (Eds.) "Human Behaviour and the Environment Current Theory and Research", 3, New York, Plenum Press
- Lazarus, R.S. (1980) "The Stress Coping Paradigm", in L. Band and J. Rosen (Eds.),

Competence and Coping During Adulthood. Hanover, N. H., University Press of New England, 28-74.

- McClelland, D. G. (1953) "The Achievement Motive", New York. Appleton - Century Crofts.
- McClelland, D.C. (1961). *The achieving society*. Princeton, New Jersey: Van Nostrand.
- McClelland, D.C., & Winter, D.G. (1969). *Motivating economic achievement*. New York: Free Press.
- Monet, A., and Lazarus R. S. (Eds.) (1977) "Stress and Coping", New York: Columbia University Press.
- Mukherjee, B. N. (1968). Achievement values and scientific productivity. *Journal of Applied Psychology*, 52(2), 145-147.
- Murrey, H. (1938) "Explorations in Personality", New York, Oxford Press.
- Ouwaiye R. O., Yahaya, L. A., Amadi, E.C., & Taimiyu, K. A (2017). Stress level and academic performance of university students in kwara state, Nigeria. *Makerere journal of higher Education*, 9(1), 103-112
- Peterson, P. L. (1977). Interactive effects of student anxiety, achievement orientation, and teacher behavior on student achievement and attitude. *Journal of Educational Psychology*, 69(6), 779-792.
- Psychology, 80 501-519
- Raina, M. K. (1983) "Biochemical Consequences of Examination Stress", *Indian Educational Review*, 18, 3, 17-25.
- Ramadan, E., & Ahmed, H. (2015). The Effect of Health Education Program on Depression, Anxiety and Stress among Female Nursing Students at Benha university. *IOSR J Nurs Health sci*, 4(3), 49-56.
- Rosenhan DL & Seligman ME (1989). *Abnormal psychology*. 2nd edition, page number 463-4
- Sarason, I. G., Johnson, J. H. and Siegel, J. M. (1978) "Assessing the impact of Life Changes: Development of the Life Experiences Survey", *Journal of Consulting and Clinical Psychology*, 46, 932-946.
- Selye II. (1979) "The stress of life", (Rev. Ed.). New York, Van Nostrand Reinhold.
- Subramani, C., & Kadiravan, S. (2017). Academic stress and mental health among high school students. *Indian Journal of Applied research*, 7(5), 404-406.
- Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer-Verlag.
- Wilks SE. Resilience amid academic stress: the moderating impact of social support among social work students. *Adv Soc Work*. 2008;9(2):106-125.
- Zimbardo, P. G. (1988) "Psychology and Life", (12th ed.) Glenview IL. Scott, Foresman.