

“A STUDY OF ACADEMIC STRESS IN RELATION TO ACADEMIC ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS”

Minaram Gogoi
Research Scholar
Rajiv Gandhi University
Arunachal Pradesh

Professor Jayadeba Sahoo
Dean, Faculty of Education
Rajiv Gandhi University
Arunachal Pradesh

ABSTRACT

Education is as deep as the life itself and as broad as the world of our experiences. It touches our life at every point, guides and directs our thought, feeling and activity at every moment. From analysis of derivative meaning education appear that education is an act of development from within. Education is described as an influence through which we can bring about desirable changes in our behaviour and activity. We use to train and educate ourselves with a definite aim or purpose for achievement. Achievement is related with the aim of establishing in society as a productive member. Now the age is the competitive age. In every walk of life, students can face with competitions. For this act mental pressure is increase in student life due to increase the competition in the field of education. There are various causes behind the academic performance. Some of these are positive and negative factors which are affected the students in his academic performance. Physical and mental fitness of a student is the most important factors for academic performance. In present days mental stress is increase day by day among the students. So happiness through the joyful learning is decrease.

This survey carried out to identify the relationship between academic stress and achievement motivation among girls and boys students. Two hundred students (100 boys and 100 girls) were selected randomly from class-X for this study. The students answered the same questionnaire including Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Nepal in 2002 and Academic Achievement Motivation Inventory (AAMI) developed by Muthee J.M. and Immanuel Thomas (2009). Pearson correlation coefficient test and independent T-test were used to analyze the data. Results showed that there is a significant relationship between academic stress and achievement motivation in reliability level of 95% among the girl and boy students and there is no difference between academic stress and achievement motivation in reliability level of 95% among girl and boy students.

Key Word: *Academic Stress, Motivation, Achievement Motivation, Class-X Students.*

1. INTRODUCTION:

Education is as deep as the life itself and as broad as the world of our experiences. It touches our life at every point, guides and directs our thought, feeling and activity at every moment. From analysis of derivative meaning education appear that education is an act of development from within. Education is described as an influence through which we can bring about desirable changes in our behaviour and activity. We use to train and educate ourselves with a definite aim or purpose for achievement. Education trains children in a systematic way towards the goal. Education is therefore, a planned system which is achievement oriented. It deliberately trains the child to give desirable body of knowledge to make him an effective and productive member of society.

In the modern world of science and technology aim of establishing in society is gaining more prominence. This aim of education is based on modern philosophy of our knowledge. It implies that education should give better livelihood or subsistence of our life. Whatever is learnt should be useful and helpful of our practical life. Education should make one economically self-sufficient and productive member of society. One should not become a burden of the society, unfit to do anything useful.

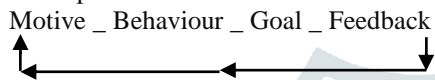
Achievement is related with the aim of establishing in society as a productive member. Now the age is the competitive age. In every walk of life, students can face with competitions. To take admission in to an institution also they face in competition. So, good academic performance is now an essential matter of student life. For this act mental pressure is increase in student life due to increase the competition in the field of education. There are various causes behind the academic performance. Some of these are positive and negative factors which are affected the students in his academic performance. Physical and mental fitness of a student is the most important factors for academic performance. In present days mental stress is increase day by day among the students. So happiness through the joyful learning is decrease.

1.1 ACADEMIC STRESS:

Academic stress is a mental or emotional pressure, tension or stress that comes due to the demands. It is related with new challenges to acquisition of academic knowledge. Academic Stress is the one significant obstacle to school students' in academic performance. It may adversely affect their physical, emotional and mental health and thus, can prove to be the ultimate career stopper. In the present age of competitions, where each person is facing challenges in one way or the other and each has high aspirations but lack of time to achieve these goals ultimately results in the occurrence of stress. It is important to note that not all stress is negative or bad. For instance, in his work on the topic of stress, Hans Hugo Bruno Selye, more commonly known as Hans Selye (1974) conceptualized two categories, namely good or desirable stress (eustress) and bad or undesirable stress (distress). Eustress is pleasant, or at least challenging, and can produce positive effects such as the maximization of output and creativity. Ironically, without this positive type of stimuli, life can become stressful.

1.2 ACADEMIC ACHIEVEMENT MOTIVATION:

Academic Achievement Motivation is an internal condition that stimulates, directs and maintains behaviour in relation to academic achievement. While there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation is generally defined as internal condition that stimulates, directs and maintains behaviour. Motivation is a starting point of any work in a certain course; it directs students' activity and helps them to persist in study tasks through the school year. The process of motivation has been shown below:



2. REVIEW OF RELATED LITERATURE:

Review of previous literature related with same area helps researcher to find out the way and areas where still the work is not done. It helps researcher to find out the current knowledge in the field of his study. Review of literature helps the investigator to understanding the problem, method and techniques, importance and area of the study.

2.1 STUDY RELATED TO ACADEMIC STRESS:

Xin Chen (2017) studied on "Academic Stress" and found high levels of academic pressure associated with mental health problems.

Miguel Clemente, Haleh Hezomi, Hamid Allahverdipour, Mohammad Asghari Jafarabadi and Abdolrasul Safaian, (2016) in a study on "Stress and Psychological Well-being: An Explanatory Study of the Iranian Female Adolescents" and found that an inversely significant relation exists between stress and psychological well-being.

Kaur Baljeet (2014) investigated on "Academic stress and happiness in relation to Academic achievement motivation and Self-regulation of disabled and Non-disabled secondary School students." Results of the study showed negative and significant relationship between academic achievement motivation and academic stress.

Bartwal & Raj (2014) investigated on "Academic stress among school going adolescents in relation to their social intelligence". It was found significant correlation between academic stress and social intelligence coming from rural and urban students.

Xiao, J. (2013) study conducted by the researcher on "Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support" reveals positive correlation between academic stress and tests anxiety but negatively related with the performance of the test.

In addition, many researches have been conducted on academic stress (Xiao, J. 2013; Sun, 2012; Conner, Pope, and Galloway, 2010; Kadapatti and Vijyaluxmi 2012; Busari 2012; Calaguas, 2011; Gupta et al 2011; Agolla and Ongori 2009; Rao 2008, Hussain et al 2008; Misra and McKean 2001; Jemmott et al 1983).

2.2 STUDIES RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION

Korantwi-Barimah Juatice Solomon, Ofori Alex, Nsiah-Gyabaah Eric and Sekyere Allan M. (2017) carried out an intensive study on "Relationship between Motivation, Academic Self-concept and Academic Achievement amongst Students at a Ghanaian Technical University" of which the result came out as academic motivation, self-concept and achievement were significantly correlated.

Chauhan Ajay (2016) studied on "An Achievement Motivation and Academic Anxiety of School Going Students" and found the scores of male students on Achievement motivation was significantly higher than female students, urban students on Achievement motivation inventory was significantly higher than rural students achievement motivation score of reserved students found to be higher as compared to the non-reserved students.

Santha Kumari V. R. and Chamundeswari S. (2015) studied on "Achievement Motivation, Study Habits and Academic Achievement of Students at the Secondary Level" and found that a significant difference in the achievement motivation, study habits and academic achievement of students in different categories of schools.

Kumar Amit & Yadav Deepika (2015) studied on "Academic achievement motivation of senior secondary students" his study reveals that Girls students of Private school had high academic achievement motivation at upper secondary level.

Rathee Indu (2014) conducted a research on "Study of Academic Achievement Motivation of Secondary School Students of Working and Non-working Mothers" and the result of the study reveals that there is no significant correlation between the students of working and nonworking mothers in respect of academic achievement motivation.

Soni Ashvinkumar R. (2013) investigated on “A Study of the Relationship between Academic Achievement Motivation and Home Environment among Standard 10th Pupils” of which the result show that academic achievement motivation is not significantly correlated with Parental encouragement.

There are several researches have been done on Academic Achievement Motivation, (Parr, 2013; Uniyal & Rawat, 2013; Rucker 2012; Muola 2012; Shekhar & Devi, 2012; Mwangi, 2011; Wigfield & Eccles, 2001; Berndt et al,1990; Mc Clelland's study, 1961).

3. RATIONALE OF THE STUDY

Academic stress is a critical problem of the life of a student. The education system at present has overloaded with different type of pressures coming from vast curriculum, examination phobia, competitiveness etc. Students' problems get increased day by day. As a result of which academic stress suppresses the students' happiness. Time to time it was proved that academic stress is a factor for which students committed suicide.

Enormous researches have been conducted on academic stress (Xiao, J. 2013; Sun, 2012 ; Kadapatti and Vijyaluxmi 2012; Busari 2012; Calaguas 2011; Gupta et al 2011;Conner, Pope, and Galloway, 2010; Agolla and Ongori 2009; Rao 2008; Hussain et al 2008; Misra and McKean 2001; Jemmott et al 1983) and on Academic achievement motivation (Korantwi-Barimah Juatice Solomon, Ofori Alex, Nsiah-Gyabaah Eric and Sekyere Allan M., 2017; Sarangi C (2015); Badola 2013; Roy, Sinha & Suman 2013, Parr 2013, Muola 2012, Aydin and Coskun 2011) relating various factors in India and abroad.

Looking into these above cited works and studies, it has been found that a very few studies has been done by scholars in Indian population on these areas. But no study has been conducted concerning to the academic stress in relation to academic achievement motivation in India, specifically in Assam. Realizing the need of the hour the investigator thought it imperative and timely to conduct this piece of research to provide insights in to the relationship that exists between levels of Academic stress in relation to academic achievement motivation.

4. STATEMENT OF THE PROBLEM:

“A Study of Academic Stress in Relation to Academic Achievement Motivation of Secondary School Students”

5. OPERATIONAL DEFINITION OF THE TERMS USED:

(a) Academic stress:

Academic stress is a mental tension or pressure, comes out from academic field.

(b) Academic Achievement Motivation:

Academic Achievement Motivation is a stimulator or internal condition which directs one's behavior in academic aspect.

6. DELIMITATION OF THE STUDY:

The present study will be delimited to:

1. Gohpur Subdivision, Biswanath District of Assam.
2. The students of class X
3. Academic sessions 2019.
4. The variables like Academic stress, Academic achievement motivation, Male and Female.

7. OBJECTIVES OF THE STUDY:

The study was undertaken with the following objectives:

1. To study the level of Academic stress and Achievement Motivation in boys.
2. To study the level of Academic stress and Achievement Motivation in girls.
3. To assess the Academic stress among boys and girls of secondary school students.
4. To assess the Academic Achievement Motivation among boys and girls of secondary school students.
5. To compare the Academic stress and Achievement motivation among boys and girls of secondary school students.

8. HYPOTHESES OF THE STUDY:

In view of the objectives of the study the investigator had formulated the following hypotheses:

H1: There is a relationship between Academic stress and achievement motive in boys.

H2: There is a relationship between Academic stress and achievement motive in girls.

H3: There is no significance difference between the Academic stress of boy and girl secondary students

H4: There is no significance difference between the Achievement motivation of boy and girl secondary students.

H5: There is no significance difference between the level of Academic stress and Achievement motivation among boys and girls of secondary school students.

9. METHODOLOGY:

9.1 METHOD: Descriptive survey method was used to conduct the present study.

9.2 POPULATION: All the students of class X of Gohpur Subdivision, Biswanth District of Assam.

9.3 SAMPLE: The investigator used stratified random sampling technique for selecting the sample. The sample consists of 200 students studying in class-X at Gohpur Subdivision, Biswanth district.

9.4 TOOLS TO BE USED:

The investigator will use the following tools to collect requisite data.

- a) Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Nepal in 2002

- b) Academic Achievement Motivation Inventory (AAMI) developed by Muthee J.M. and Immanuel Thomas (2009).

9.5 COLLECTION OF DATA:

The primary data were collected through various tools mentioned above and secondary data will be collected from the official records.

9.6 STATISTICAL TECHNIQUES USED

The data collected during survey had been organized and analyzed by the measures of For analyzing data 't' test and Pearson's product moment correlation were used as the statistical techniques to assess the academic stress and academic achievement motivation of boys and girls of secondary school students.

10. ANALYSIS OF DATA:

Collected data were analyzed by the investigator through statistical methods as given below. Hypotheses were analyzed separately one by one.

H1: There is a relationship between Academic stress and achievement motive in boys.

Table 1

Variable	N	Calculated r Value	Level of significance
Academic stress and Academic achievement motive	100	-0.204	Significant

From the Table-1 It has evident that the coefficient of correlation between Academic stress and Academic achievement motive is 0.204. So it is significant at .05 level. Our first hypothesis H1, there is a significant relationship between Academic stress and Academic achievement motive in boys of class-X students has accepted.

H2: There is a relationship between Academic stress and achievement motive in girls.

Table 2

Variable	N	Calculated r Value	Level of significance
Academic stress and Academic achievement motive	100	0.138	Significant

Table 2 shows that the coefficient of correlation between Academic stress and Academic achievement motive is 0.138. So it is significant at .05 level. Our second hypothesis H2, there is a significant relationship between Academic stress and Academic achievement motive in girls of class-X students has accepted.

H3: There is no significance difference between the Academic stress of boy and girl secondary students

Table 3

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Academic Stress	Boys	100	64.5	8.12	1.47	No Significance
	Girls	100	63.7	9.06		

It is evident from Table-3 that the mean score for Academic Stress of Male Students (M=64.5) is higher than Female Students (M=63.7). The computed 't' value is 1.47 which is not significant at acceptable level 0.05 of confidence. Hence, our hypothesis that 'There is no significance difference between the Academic stress of boy and girl secondary students' is accepted.

H4: There is no significance difference between the Achievement motivation of boy and girl secondary students

Table 4

Academic Achievement motivation	Gender	N	Mean	SD	't' Value	Level of Significance
	Boys	100	76.25	6.34	1.76	No Significance
	Girls	100	74.50	7.70		

It is Evident from Table-4, that the mean score for Achievement motivation of Male Students (M=76.25) is higher than Female Students (M=74.50). The computed 't' value is 1.76 which is not significant at acceptable level 0.05 of

confidence hence, our hypothesis that ‘There is no significance difference between the Achievement motivation of boy and girl secondary students’ is accepted. It means that Achievement motivation of Male and Female higher secondary school students is more or less same.

H5: There is no significance difference between the level of Academic stress and Achievement motivation among boys and girls of secondary school students.

Table 5

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance
Academic Stress and Academic achievement motivation	Boys	100	90.25	16.16	2.32	Significant
	Girls	100	84.75	17.37		

From the table 5, it is clear that calculated ‘t’ value for academic stress and academic achievement motivation is significant at 0.05 level of significance i.e.1.96. Therefore concerned null hypothesis is rejected and research hypothesis i.e. “There is no significance difference between the level of Academic stress and Achievement motivation among boys and girls of secondary school students” is not accepted. So, male and female students are differing significantly with regard to Academic Stress and Academic achievement motivation.

11. FINDINGS AND DISCUSSION:

On the basis of analysis of data the findings are stated as below.

1. There is a relationship between Academic stress and achievement motivation in boys.
2. There is a relationship between Academic stress and achievement motivation in girls.
3. There is no significance difference between the Academic stress of boy and girl secondary students.
4. There is no significance difference between the Achievement motivation of boy and girl secondary students.
5. There is a significance difference between the level of Academic stress and Achievement motivation among boys and girls of secondary school students.

CONCLUSIONS:

From analysis and interpretation of data it may be concluded that Academic Stress of male and female students are more or less same. There is a relationship between academic Stress and academic achievement motivation among the boys and girls. It also found that level of Academic stress and Achievement motivation among boys and girls of secondary school students are differ.

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