"A study on Student Stress and Achievement Motivation of Secondary School Students in Birbhum district of West Bengal"

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Abstract: The proposed study aims to discover the level of Stress and Achievement Motivation of Secondary School Students of (i.e., Ninth class students). For this Purpose the researcher undertake the proposed investigation. For many ninth class students 'School-life' is a major change in their lives since they are accorded with the chance to decide what to do without the undue influence of their parents. The students make various decisions regarding all aspects of their lives such as academic and social life and leisure activates. However amidst of newly found 'freedom' students have to struggle to meet the expectations of their parents who adds expectations related to their academic performance. As a result, the students are indirectly subjected to a variety of stress or mainly linked to academic success. In this study investigator used descriptive survey method. The need of study to explore the relationship between stress and achievement motivation of secondary school students. The study will be delimited in the students of Ninth class under WBBSE. Based on the analysis of data the investigators conclude the finding that there is significant relationship in the stress and achievement motivation of secondary school students.

Key words: Stress, Achievement Motivation

1.Introduction:

The proposed study aims to discover the level of Stress and Achievement Motivation of Secondary School Students of (i.e., Ninth class students). For this Purpose the researcher undertake the proposed investigation. For many ninth class students 'School-life' is a major change in their lives since they are accorded with the chance to decide what to do without the undue influence of their parents. The students make various decisions regarding all aspects of their lives such as academic and social life and leisure activates. However amidst of newly found 'freedom' students have to struggle to meet the expectations of their parents who adds expectations related to their academic performance. As a result, the students are indirectly subjected to a

variety of stress or mainly linked to academic success. The academic stress faced by most of the students often attributes to poor study habits, such as poor time management studying for exams and coursework, which only eventually lead to poor academic performance in order to overcome the pressure from academic stress the students have to employ suitable coping strategies to enable them to link in any other stressful situation. There are various coping strategies used by students, when experiencing academic stress.

Academic stress is mental-distress with respect to some antiquated frustration associated with academic failure or even unawareness to the possibility of such failure students have to face many academic demands for example, examination, answering questions in the class, showing progress in subjects and papers. Understanding what the teacher is teaching competing with other classmates, fulfilling teachers and parent's academic expectation. Those demands may available resources of the students as a consequence they can do under stress, since the demand is related to achievement of an academic goal. So related to academics, that taxation exceed to the available resources as cognitively appeared by the students involved.

According to Newcomb (1964) achievement motivation is the acquired propensity and one of the most significant social needs. It has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact, this is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

2. Need and Significance of the study:

This study is significant in that it will help instructors realize the reason and it will increase student performance by influencing the student's decisions based on their knowledge of achievement motivation. In the case of students, the imbalance between one's response capabilities and educational environmental demands give rise to stress. This implies that the response capabilities of students to be academic and allied demands differ widely form student to student. In institution where the demands placed on students are based on deadlines and pressure for excelling in tests of examination the students likely to become the victims of stress. This highlights the need for research to explore the relationship between institutional stress and achievement motivation of secondary school students. With the knowledge of education, it did able to pay more attention to the sources of institutional stressors of students and the use of counseling has lead to their proper development.

3. Statements of the problem:

The problem shall be studied under the title- "**A study on Student Stress and Achievement Motivation of Secondary School Students in Birbhum district of West Bengal**"

4. Key words:

Stress:

In the present study the term 'students stress' is defined as a psychological state arising out of a condition that is characterized by excessive environmental demand against limited psycho-physiological resources. When an individual fails to cope with the environmental demands psychologically and physically, the resulting condition is said to be that stress. Stress is the process by which events threaten or challenge individual ability to deal adequately with the situation.

Achievement Motivation:

Achievements motivation as the energization and direction of competency- relevant behavior or why and how people strive toward competency (success) and away from in competency (failure), this a process that need for success or the attainment of excellence.

5. Objective of the study:

1. To find out the stress level of secondary school students.

2. To find out the achievement motivation level of secondary school students.

3. To find out correlation between student stress and achievement motivation of secondary school students.

4. To find out correlation between Achievement Motivation of Male and Female of Secondary School Students.

5. To find out correlation between Stress level of male and female of Secondary School Students.

6. Hypothesis:

1. There is no correlation between Achievement Motivation and Stress of Secondary School Students.

2. There is no difference between Achievement Motivation of Male and Female of Secondary School Students.

3. There is no difference between Stress level of male and female of Secondary School Students.

7. Delimitations of the study:

The present study has some following delimitation:

1. The study will be delimited to the secondary school students of Bolpur.

2. The study will be confined to 60 (30 male and 30 female) secondary school students only.

3. The study will be delimited in the students of Ninth class under WBBSE.

8. Review of related literature:

Indian studies: Indian studies:

Das, S. (2017) conducted a study on *"Academic stress among higher secondary school students: A review".* The purpose of this paper tried to present the causes and symptoms of stress as well as coping mechanism for secondary school student . The reasons for stress during adolescence are because of disturbed family dynamics, peer pressure, inability to cope with studies ,drug abuse, lack of competence. The involvement of adolescents in getting instant gratification of needs has led to lot of stress in them and in their relationships with family and peers. The students coming from joint families have slightly higher mean of academic anxiety score than their counterparts coming from nuclear families but this difference is not significant statistically. IQ and demographic factors are not key factor in academic stress among high school students. In order to overcome deviant behaviors, the *parents* play a constructive role in channelizing energies of the adolescents. Proper care should to be taken in helping to take the right decisions which may affect their future.

Vegela, E. (2014) Conducted study on "*The relationship between achievement motivation, academic self-concept and academic achievement of high school students*". In addition, the study investigated the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well in the Mathematics Achievement test. The study also revealed a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant .

Minnalkodi, B. (1997) conducted a study of *" higher secondary school Student's achievement in zoology in relation to anxiety, achievement, motivation and self- concept*". The major findings are : 1. There was significant difference between boys and girls on achievement scores, achievement motivation but not on anxiety or self-concept.2. The government and private school students differed significantly on their achievement, anxiety while they did not differ on achievement-motivation and self- concept scores.3. Differing occupational status did not affect the achievement, anxiety, achievement-motivation and self - concept of students.4. Different income levels of parents did affect the achievement level of students and self-concept

Foreign studies:

Sarouni & Hossein(2016) conducted a study *" The relationship of mental pressure with optimism and academic achievement motivation among second grade male high school students". Adolescence is a part of the life extension* and individuals face various developmental obstacles and challenges. The transition from childhood to adulthood occurs in parallel with a set of physical and mental changes. This is a period

when individuals satisfy social roles in peer groups and in relationship with the opposite gender, learn social skills, provide requirements and conditions for presence in learning situations and make decision for their own future job. Stress is a natural and ordinary component of life.

Juliana, N. (2010) conducted a study on "*stress, Resilience and achievement motivation college students : A full half of the glass".* There was a positive relationship between achievement motivation and self reported levels of GPA in regard to the intact home and racial status. There was not a relation between resilience, stress and achieving tendency in regards to the intact home and racial and ethnic status. Furthermore there was a negative relationship between racial status and cumulative GPA.

9. Knowledge Gap:

From the above review of literature it is clear that many researchers have done their researches on stress and achievement motivation of students even some research have been conducted on student stress and achievement motivation in special school education, but there may be no research has been done on the student stress and achievement motivation of secondary school student. Researcher was also unable to find any such research done in Birbhum district of West Bengal.

10. METHODOLOGY

Method of the study:

In this present study " Descriptive survey "method of research was used. In descriptive survey method, data are controlled from a relatively large number of cases at a particular time and yielding statistics that are abstracted from particular cases. It does not concern with the characteristics of individual as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of selected individual cases of discovers, the relative incidence, distribution and interrelationship of psychology variable.

Population of the study:

A population is any group of individuals that has one or more characteristics in common which distinguishes that group from other individuals. If there is too much diversity in population, then researcher need to narrow the population. This would result in a target population consisting of the specific group to whom researcher plan to generalize findings. Population of the study will be secondary school students of Birbhum district.

Sample and Sampling technique:

Sample of the study:

The representative proportion of the population is called sample. To obtain a representative sample, the researcher selects each unit in a specified way under controlled conditions. The present study conducted 60 sample where are30 boys and 30 girls will be selected from 2 secondary schools of WBBSE from Birbhum district as sample of the proposed study.

Sample Size:

The Total sample of present study 60, there are 30 male and 30 female of secondary school students.

Sampling Technique:

The present study will be selected secondary school students through purposive sampling method.

Tool Used of the study:

Following two tools are used for the present study:

1. Students Stress Scale developed by Akhtar(1947) was used to collect the data.

2. Achievement Motivation Scale developed by Deo & Mohan(1971) was used to collect the data.

Validity and Reliability of the 1st Tool: The coefficient of correlation of the scale was observed .72, which speaks for the validity being of the construct nature. Test-retest method was applied to obtain the reliability coefficient of the scale .71 and the split-half method was applied to obtain the reliability coefficient of the scale .78.

Validity and Reliability of the 2ndtool:

This scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation of the scale was observed .54, which speaks for the validity being of the concurrent nature.

Test-retest method was applied to obtain the reliability coefficient of the scale for Mixed group .69. Males .67 and Females .78.

Procedure of the data collection:

First of all, the investigator met all the ninth class students of secondary schools on appointed day and the investigator explained her specific purpose. After the researcher explained about the items, the researcher distributed the research tool to the both of the students. The researcher instructed both of the students how to answer the statement. At first the researcher told the students to write Name, sex, date of birth and Name of the school respectively. The introductions are given below-

This set of statement concern your interest in Attitude towards achievement motivation, Stress in academic and other activities. There are 51 and 50 statements. Each is statement to choose one option out of presented. Read each question carefully. They are all different answer each by put a cross(x) .Please don't mistake any item.

Statistical Measure used:

The researcher should be used Mean, SD, t-test and product moment correlation Analysis and Interpretation of thecollect data.

11. DATA ANALYSIS, RESULTS, INTERPRETATION AND DISCUSSION

The next step in the process of research after the collection of data its scoring are organization, analysis and interpretation of data and formation of conclusion and generalization to get meaningful picture out of the raw information of data involve the objective material in the possessing of the research and his subject reaction and inherent meaning in their relation to the problem.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down this existing complex factor in to simpler from and putting the parts together in new arrangement for purpose of interpretation.

DATA ANALYSIS AND INTERPRETATION:

In the present study all the obtained data were analyzed and interpreted with reference to their objectives and research hypothesis.

Objective 1: To find out the Stress level of Secondary School Students.

Table:1 Showing the stress level of secondary school students

Variable	N	Average Score	Stress level
Student Stress	60	151.35	Very low stress

Table 1.shows that Stress of Secondary School both male and female student average score 151.35. Very low Stress level of Secondary School Students. So there is nothing serious issues causing stress.

Objective 2: To find out the Achievement Motivation level of Secondary School Students.

Table 2. Showing Achievement Motivation level of secondary school students

Variable	N	Average score	Achievement Motivation Level
Achievement Motivation	60	135.2	Below Average Motivation

Table 2.shows that Achievement Motivation of secondary school both male and female student average score 135.2. Below Average Motivation level of Secondary School Students.

Objective 3: To find out correlation between student stress and achievement motivation of secondary school students.

Ho. 1: There isno correlation between Achievement Motivation and Stress of Secondary School Students.

Table 3. Showing correlation between student stress and Achievement Motivation:

Variables	N	Coefficient Correlation (r)
Student Stress	60	0.963
Achievement Motivation	60	

Table 3.shows that the obtained r- value was 0.963 which issignificant at 0.05 level. It means that there exists a positive correlation between Student Stress and Achievement Motivation of Secondary school students. Thus the hypothesis "there isno correlation between Achievement Motivation and Stress of Secondary School Students" stands rejected.

Objective 4: To find out correlation between Achievement Motivation of Male and Female of Secondary School Students.

Ho.2: There is no difference between Achievement Motivation of Male and Female of Secondary School Students.

Table 4.Showing correlation between Achievement Motivation of Male and Female students.

Variable	Gender	N	Mean	SD	t-value
Achievement Motivation	Male	30	133.17	16.080	0.948
	Female	30	137.23	17.148	

Table 4. reveals that the obtained t value is 0.948 which is lesser than the required t value (1.96) at 0.05 level of significance. Which means that there is no significant difference of achievement motivation between male and female secondary school students and due to which formulated hypothesis "there is no difference between Achievement Motivation of Male and Female of Secondary School Students" stands accepted.

Whereas, by the observation of mean value in the table value of male and female students (Male= 133.17 & Female= 137.23), a slight difference can seen where female students excel their counterpart male students, in their achievement motivation scores, which means female students were having slightly more achievement motivation at school than the male students.

Objective 5: To find out correlation between Stress level of male and female of Secondary School Students.

Ho. 3: There is no difference between Stress level of male and female of Secondary School Students.

Table 5. Showing comparison between Stress level of male and female students.

Variable	Gender	N	Mean	SD	t-value
Student Stress	Male	30	146.27	19.865	1.891
	Female	30	156.43	21.731	

Table5. reveals that the obtained t value is 1.891 which is lesser than the required t value (1.96) at 0.05 level of significance. Which means that there is no significant difference of Stress level between male and female secondary school students and due to which formulated hypothesis "there is no difference between Stress level of Male and Female of Secondary School Students" stands accepted.

Whereas, by the observation of mean value in the table value of male and female students (Male= 146.27 & Female= 156.43), a slight difference can seen where female students excel their counterpart male students, in their Stress level scores, which means female students were having slightly more stress level at school than the male students.

Results and Discussion:

1. With reference to the objective 1 i.e.to find out the stress level of secondary school students. Researcher observed the Stress level of both male and female Secondary school students are very Low , but researcher show that stress and achievement motivation is positively correlated. It can be concluded that Stress is significantly high with in Achievement motivation is high and stress is low with in achievement motivation is low.

2. With reference to the objective 2 i.e. to find out the Achievement Motivation level of secondary school students. Researcher observed the achievement motivation level of both male and female of secondary school students are Below Average Motivation, but researcher show that stress and achievement motivation is positively correlated. It can be concluded that Stress is significantly high with in Achievement motivation is high and stress is low with in achievement motivation is low.

3.With reference to the objective 3& Ho. 1 i.e. To find out correlation between student stress and achievement motivation of secondary school students. The researcher found that there is significant relationship between stress and achievement motivation of secondary school students. The significant relationship was observed between stress and achievement motivation at 0.05 level of significance. Hence, the hypothesis stands rejected. It can be conclude that stress is significantly increases with increase in Achievement Motivation of secondary school students.

4. With reference to the objective 4& Ho. 2 i.e. To find out correlation between Achievement Motivation of Male and Female of Secondary School Students . It was found that there is no significant difference of achievement motivation of male and female secondary s0chool students.

But there was a slight difference can be seen in the mean value of male and female students, where female students excel their counterpart male students, in their achievement motivation scores, which means female students were having slightly more achievement motivation at school than the male students.

5. With reference to the objective 5 & Ho.3 i.e. To find out correlation between Stress level of male and female of Secondary School Students. It was found that there is no significant difference of stress level of male and female secondary school students.

But there was a slight difference can be seen in the mean value of male and female students, where female students excel their counterpart male students, in their Stress level scores, which means female students were having slightly more Stress at school than the male students.

After analyzing data the researcher found out that relationship between Stress and Achievement Motivation Secondary school students have positive correlation, the difference between male and female students. The result of present study does not provide any additional support for the often-observed negative relationship between stress and the academic achievement of adolescents or students. The findings of the present study reveal that there is a positive relationship between stress and achievement motivation.

12. CONCLUSION

Based on the analysis of data the investigators conclude the finding that there is significant relationship in the stress and achievement motivation of secondary school students .In the present study researcher feel that the female group having more stress feelings than the male group. This is due to the fact that the students with high stress are aware of their strengths and weaknesses and know about their capabilities. Therefore, they are able to rectify their weaknesses and develop their strengths to achieve higher in this competitive world. From the present study it is found that the stress and achievement motivation of secondary school students is low. It is found out that there is a positive relationship between the stress and achievement motivation of secondary school students. To improve the motivation of secondary school students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the school. By this way, they will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

Tension and stress have been a part and parcel of life. The 20th century has been branded as the 'age' of stress and anxiety. Stressful circumstances are encountered everyday and at every stage of human development. From the very trauma of birth itself, right through adolescence, the young meet unavoidable sources of stress.. Despite the fact that education is universally given a high priority, the academic institutions today do not show a motivating atmosphere. Students are often subjected to various stress related tests, examinations, homework (in the form of punishment), teachers (biased attitude inefficient), peer group (self oriented) etc. The major challenges of students are: poor retention and recall, lack of appreciation from their parents (loss of motivation), school environment, personal anxieties, fear of teachers, exam phobia,

perpetual insecurity, conflicting expectations from the parents and the society, the growing competition, fear of failure or success and parental attitudes. However, an optimum stress is productive and it facilitates the growing performance of the individuals. Academic stress plays an important role in the child's life and it accounts for variation in performance, achievement or success.

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