
**A study of relationship of Academic stress
and achievement Motivation among higher secondary students**

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ABSTRACT

The purpose of the present study was to find-out relationship of Academic stress and achievement motivation among higher secondary students 200 students from U.P board and 200 students from CBSE board were randomly selected from ten school of U.P board and Ten school from CBSE board of Meerut district on the basis of their scores on Academic stress scale developed by Akbar Husain & Tabassum Rashid. Achievement motivation was measured with the help of Deo Mohan achievement motivation (n-ach) scale developed by Pratibha Patil & Asha Mohan. The data was statistically treated by using Pearson correlation formula & X^2 . Test the results clearly revealed that academic stress of higher secondary students of U.P board was negatively correlated with achievement motivation, on the other hand in CBSE board also, Academic stress negatively correlated with achievement motivation but correlation coefficient value among CBSE board students is slightly lower than U.P board student but correlation coefficient value between above two variables among girls of U.P board is slightly lower than boys, but in CBSE board correlation value among girls is slightly lower than boys shows that CBSE girls have more academic stress and low achievement motivate than boys.

INTRODUCTION

The present century has been rightly referred as "The century of fear" & "The age of anxiety & stress " by thinkers like Albert camies and W.H.Auden stress has become a common symptom of the present day man, therefore attracted the attention of teacher, social workers, physician, parents, psychologist and a variety of other people. Today's man is facing the danger of war, economic, ecological imbalance and environmental pollution, a fast changing social structure that is becoming more complex day by day All these problem make man increasingly stressful prone. Stress is one of the most important concept in contemporary psychology. The concept of stress enjoys central position in the theories of human behaviour and personality and is regarded as a basic condition of human existence by many thinkers .Now days stress is not confined to adults alone but also affect children and adolescents. There are so many conditions in educational field, Which are stressful to child like negative consequences of failures, future life, too much home work etc. academic stress increase day by day because of various situations and condition in schools and colleges and influence so many factors like anxiety, time management, leisure satisfaction, achievement motivation, study habit etc. Stress due to education is called academic stress, academic stress is becoming increasingly common and widespread among adolescents(Garcia, 1986 and Gupta 1989), Shakespeare's description of the child "creeping like snails unwilling to school" reminds us of the stresses which exist in the system and neurotoxin limitation at educational places according to Raina (1983) physical effects of academic stress are pale faces, sunken cheeks and disheveled hair, psychological effects are still more serious in nature, they includes anxiety, aggression on depression, fatigue, nervousness etc. (Patri, 1995) Achievement motivation is defined a "predisposition to strive for excellence" It can be expressed as a concern for excellence, a desire on the part of the person to perform in term of a standard of excellence or to be successful in competitive situation. Achievement motivation governs our behaviour relevant to achievement and learning. An understanding of achievement motivation has implication for many aspects of human life, including how individual develop new skill and how

they make use of existing skill. Academic stress and achievement motivation have very complex interrelationship. As children move from primary to secondary level they become more stressful due to lengthy syllabi, too much homework, tight time schedule etc. Our era is moving fast in the new century. Many schools in education are being forested. These will be a lot of challenges for teachers, students and for the society. There are requires the intensive research studies to identify the relationship between Academic stress and achievement motivation for this purpose researcher decided to work on the proposed topic. In earlier Balli (1998) was also examined the effect of parents help on relieving academic stress of 6th grade children and was discovered that when parents help their children then they do better in school Hoover-Dempsey et al (2001) conducted a study on effect of academic stress on parents and familiar. They faunal that academic stress has a positive effect on parents and familiar by allowing them to show an interest in their children's academic progress John L. Paul (2007) did an expert counselling for academic stress the purpose of their study was to examine the extent to which college students academic coping style and motivation mediate showed they find that there is relationship between college students academic stress and course grade was influence by problem focused coping and motivation but not emotion focused. Satya Prakash, C.V and Palnaik, S.P (2005) examined the effect of Co-operative learning on achievement motivation and achievement in biology and found that (1) there was positive effect of Co-operative learning on achievement motivation (2) Co-operative achievement in biology in terms of knowledge understanding and application objectives as well as total achievement. Nye, Hedges & Konstantopoulo (2004) did a study on small classes in the primary grades can help ease the achievement gap. They found that minority students of ten experience even greater gains than while students when placed in small classes and make larger achievement gains by the end of the year. Pradeep Kumar T. (2008) conducted a theoretical analysis on the impact of mass media on the academic achievement of secondary school students he concluded that Indian context the impact of mass media on secondary school students is a greater incentive in order to improve and achieve their progress and learning ability

OBJECTIVES OF THE STUDY

- 1 To find out the relationship between Academic stress and achievement motivation, among higher secondary students of U.P board.
- 2 To find out the relationship between academic stress and achievement motivation among higher secondary students of CBSE board.

HYPOTHESIS

The following null hypotheses are advanced to be tested in the present study.

HYPOTHESIS '1'- "There is no significant relationship between academic stress and achievement motivation among higher secondary students of U.P board".

The above null hypothesis was further divided into two sub hypothesis on the basis of sex differences.

SUB-HYPOTHESIS (1.1) "There is no significant relationship between academic stress and achievement motivation among U.P board girls of higher secondary level".

SUB-HYPOTHESIS (1.2) "THERE is no significant relationship between academic stress and achievement motivation among U.P board boys of higher secondary level".

HYPOTHESIS '2' "There is no significant relationship between academic stress and achievement motivation among higher secondary students of CBSE board"

The above null hypothesis was further divided into two sub-hypothesis on the basis of sex difference.

SUB-HYPOTHESIS (2.1)- "There in no significant relationship between academic stress and achievement motivation among CBSE board girls of higher secondary level".

SUB-HYPOTHESIS (2.2)- "There is no significant relationship between academic stress and achievement motivation among CBSE board boy of higher secondary level".

METHOD- Survey method was used by researcher for identify the correlation between these two variable.

SAMPLING- It was not feasible to include all the students of senior secondary school in the study for data collection. It was considered inevitably to draw a representative sample. So the researcher took 20-20 students of higher secondary level from each school randomly, which they were selected earlier for the purposed study (10 schools of U.P board and 10 schools of CBSE board), for selecting these schools from Meerut district random sampling techniques was used. Therefore it was decided to conduct a research study on the representative sample. Thus 200 students from U.P board and 200 students from CBSE board school randomly, in which 100 girls and 100 boys were selected.

TOOL USED:

For measuring academic stress and achievement motivation the following tools were used.

A Academic stress scale by Akbar Husain & Tabassum Rasihd.

B Deo Mohan achievement motivation (n-Ach) scale by Pratibha Devi and Asha Mohan.

PROCEDURE OF DATA COLLECTION:

After selecting the sample the researcher made personal contact to the principal of the sample institution. After granting the permission of principal, Researcher requested to the class teacher of the respective section. Firstly, Researcher gave two scale i.e. academic stress scale and achievement motivation scale, time has to be given for these two scales was 8.A.M to 10.A.M.

RESULT AND DISCUSSION:

The data was analyzed by using product moment correlation method was used to examined the relationship between academic stress and achievement motivation. The summary of which is presented in table-I.

TABLE- I

SHOWING CORRELATION COEFFICIENT VALUES

Group	N	R- Value	Sign.
U.P Board	200	- 0.8305	**
Girls	100	- 0.787	**
Boys	100	- 0.863	**
CBSE Board	200	- 0.7133	**
Girls	100	- 0.659	**
Boys	100	- 0.762	**

According to table - I, The coefficient of correlation among U.P board students -0.8305, Which is significant at 0.01 level, on the basis of this, the null hypothesis has been rejected. Value of correlation coefficient obtained with negative sign(-) indicate that academic stress of U.P board students was significantly correlated with achievement motivation of students on the other hand the correlation value among CBSE board students ($r = -0.7150$) is slightly more negative than U.P board students showing that students of CBSE board have more academic stress than U.P board students as well as CBSE board shows slightly low achievement motivation than U.P board students. And the coefficient of correlation between academic stress and achievement motivation among U.P board girls and boys are ($r = -0.787$, $r = -0.863$) respectively, which is significant at .01 level showing that academic stress is negatively correlated with achievement motivation in both girls and boys but the value of coefficient was more negative in U.P board girl's than U.P board boys. On basis of this the Sub-hypothesis 1.1 and 1.2 has been rejected. There are so many condition with U.P board students which are responsible for high academic stressful condition like lengthy syllabi, building problem, evaluation system etc. but among U.P board students the result shows that girls of U.P board is lives in highly stressful condition than U.P board boy there are various reasons which was responsible for stressful condition of girls of U.P. board are poor family environment, poor economic condition, illiteracy of parents, work load in home, more population in houses, joint families, Social boundation, Poor teachings in U.P board schools. on the other hand correlation confiscation value among CBSE board girls and boy are $r = (-0.659$ and $r = -0.762)$ respectively which is significant at .01 level, showing that academic stress in negatively correlated with achievement motivation but the correlation coefficient value is more negative in girls than boys. On the basis of above result the sub hypothesis 2.1 & 2.2 has been rejected. The main reason which is responsible for this highly academic stressful condition in medium of leaching is English, mostly there is no English environment in Indian houses especially in Western U.P areas. morevor the present finding are supported by previous researches in India and abroad Mukerjee & Sinha (1976) , Singru (1992), Choski (1995) and Singh & Kaur (2007) have reported negative correlation between n-ach & anxiety similarly Petersons, (2003) have demonstrated negative correlation between anxiety and achievement motivation Result shows on the basis of Sub- hypothesis 1.1 is that girls of U.P board is always lives in highly stressful condition then U.P board boys. Bosch Ring, de Geus and Amerongen (2009) saw the difference between acute and protected characteristic of academic examination stress. Avinashitingam, N.A.V ans sharma G (2005) concluded the classroom factors play a major role in affecting the students academic performance.

EDUCATION IMPLICATION-

- 1. IMPLICATION FOR TEACHERS-** Teacher should solve all the difficulties of the students in an educational context, especially teachers of higher secondary school, teacher should deal with there students rotitive and daily problem effectively and may help there in raising their level of achievement motivation.
- 2. IMPLICATION FOR PARENTS-** Parents should have positive attitude towards their children to solve their problem by giving a proper guideline. The knowledge generated by thin study may make the parents of growing children aware of the right approaches so that they may help their tanagers to develop their potential up to the maximum level.
- 3. IMPLICATION FOR SCHOOL ORGANIZER-** Organizer of schools can also be use the knowledge provide by present research finding and improve a good school environment for students and should make a proper discipline a good time table. Organizer can also find out the reason responsible for academic stress and low achievement motivation of the students.
- 4. IMPLICATION FOR RESEARCHER-** Researcher can use the review provided by present research for elementary level and for higher education, can find out the correlation between academic stress and achievement motivation at different socioeconomic status, can calculate correlation between there variables among different cities and district.

5. IMPLICATION FOR COUNSELEES- Guidance workers and schools psychologist may try to analyse educational problems of schools students from finding obtain from thin study.

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