



A STUDY OF ACHIEVEMENT MOTIVATION AND ACADEMIC STRESS OF UNDERGRADUATE STUDENTS OF WEST BENGAL

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Abstract

Achievement motivation is a very important factor in whole education sector. Achievement motivation is fully connected with academic stress. Whose achievement motivation is high, their academic stress is high in many cases. Academic stress is one of the biggest concerns of students today due to the growingly competitive world. Specially in Asian countries such as in China and India, where the resources and job opportunities are limited and the demand is high. Achievement motivation as well as academic stress of college students are growing rapidly due to the change in syllabus and education system. So we can say achievement motivation and academic stress affects college students. There is a relationship between achievement motivation and academic stress. Total number of 140 students were randomly selected from various districts of West Bengal. Two adopted scales of Achievement Motivation and Academic Stress were administered to collect data by direct interaction. The data was analysed by descriptive and inferential statistics. By analysis we found that between academic stress and achievement motivation a positive correlation observed. A significant relationship was found between boys and girls undergraduate students, perhaps there is no significant relationship between achievement motivation and academic stress of undergraduate students with regard to their stream of study.

Keywords: *Academic Stress, Achievement Motivation, College Students*

Introduction

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. Academic stress is one of the biggest concerns of students today due to the growingly competitive world we live in today. Especially in Asian countries such as China and India, where the resources and job opportunities are limited and the demand is high. We have individuals with engineering degrees becoming tea stall vendors and Ph.D. holders remaining unemployed for years. One of the sources of Academic stress is the pressure to achieve a certain percentage/grade. 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. Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of

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such parameters as need for achievement, expectancy of success, and the incentive value of success. 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.

Review of Related Literature

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.

Banu, Vardhan and Rao conducted a study in 2015 that examined the perceived academic stress of university students across, gender, academic streams, semesters, and academic performance. The results revealed that female students experienced higher academic stress in comparison to males. It also showed that students from Humanities and Social science experienced more academic stress in comparison to students from Science and Management.

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.

Struthers, Perry, and Menec (2000) conducted a study in 2000 to examine the relationship among academic stress, coping, motivation and performance in college. The results showed that higher academic stress led to lower grades. Students who focused on problem-focused coping did better than students who focused on emotions-focused coping. Students engaged in problem-focused not only performed better but were more likely to be motivated

Hypothesis

HO1: There is no significant relationship between achievement motivation and academic stress.

HO2: There is no significant relationship between achievement motivation and academic stress in boys.

HO3: There is no significant relationship between achievement motivation and academic stress in girls.

HO4: There is no significant relationship between achievement motivation and academic stress in arts students.

HO5: There is no significant relationship between achievement motivation and academic stress of science students.

Methodology

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

Population: All the students of undergraduate level of different universities in West Bengal.

Sample: The investigator used simple random sampling technique for selecting the sample. The sample consists of 140 students studying in undergraduate level of different universities in West Bengal.

Tools to be Used: The investigator will use the following adopted tools to collect requisite data. Achievement Motivation Scale developed by Prof. Pratibha Deo and Dr. Asha Mohan(2008).The scale consists 50 items out of which 37 items are positive and 13 items are negative. b) Academic Stress scale was developed by Dr. Poorva Jain and Mrs. Neelam Dixit in the year 2016.The scale consists 28 items all items are positive. Both scales were bought from NPC, Agra.

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

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 achievement motivation of boys and girls and the stream of undergraduate students of Wes Bengal.

Analysis

Table 1 : HO1: There is no significant relationship between achievement motivation and academic stress.

Results of product moment correlations between achievement motivation and academic stress scores:

Variable 1	Variable 2	Correlation Coefficient	df	P value
Achievement motivation	Academic stress	0.263	117	0.006

Between achievement motivation and academic stress, a significant and positive correlation was observed ($r=.263$; $p=.006$), revealing that as the academic stress increased achievement motivation also increased linearly and significantly.

Table 2: HO2: There is no significant relationship between achievement motivation and academic stress in boys .

HO3: There is no significant relationship between achievement motivation and academic stress in girls.

Variable	Gender	N	Mean	SD	‘t’ value	Level of significance
Achievement motivation and academic stress	Boys	76	68.51	6.39	2.41	Significant
	Girls	64	59.67	6.97		

It is evident from Table-2 that the mean score for achievement motivation of Male Students ($M=68.51$) is higher than Female Students ($M=59.67$). The computed ‘t’ value is 2.41 which is significant at acceptable level 0.01 of confidence. Hence, our hypothesis HO2 & HO3 are accepted. It means that Academic stress and Achievement motivation of Male and Female undergraduate students is more or less same.

Table 3: HO4: There is no significant relationship between achievement motivation and academic stress in arts students.

HO5: There is no significant relationship between achievement motivation and academic stress of science students.

Variable	Stream	N	Mean	SD	't' value	Level of significance
Achievement motivation and academic stress	Arts	74(38Boys+36Girls)	61.38	7.39	2.81	Not Significant
	Science	66(36Boys+28Girls)	57.28	6.51		

From the table 3, it is clear that calculated 't' value (2.81) for academic stress and achievement motivation is not significant at 0.01 level of significance i.e. 2.58. Therefore, concerned null hypothesis (HO4 & HO5) are rejected and research hypothesis i.e. is not accepted. So, arts and science undergraduate students are differing significantly with regard to Academic Stress and achievement motivation.

Findings and Discussion:

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

1. Between achievement motivation and academic stress, a significant and positive correlation was observed.
2. There is a relationship between Academic stress and achievement motivation in boys.
3. There is a relationship between Academic stress and achievement motivation in girls.
4. There is no significance difference between the Academic stress of arts undergraduate students.
5. There is no significance difference between the Achievement motivation of science undergraduate 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 achievement motivation among the boys and girls. It also found that level of Academic stress and Achievement motivation among boys and girls of undergraduate students are differ with regard to their stream of study.

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