

Educational Appraisal on the relationship between students' motivation and student stress and academic achievement among secondary students in Howrah District, West Bengal

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Abstract

An assessment of ninth-grader achievement motivation and stress levels is the objective of the proposed study. Researchers conduct research for proposed projects to achieve this. Many ninth graders have found that school life has made a significant difference in their lives since they no longer have to be heavily influenced by their parents. In addition to academics, social activities, and interests, students can also choose from a variety of other parts of their lives. Despite their greater freedom, kids still have to work hard to meet their parents' expectations, including those concerning their academic performance. In order to succeed in school, pupils are subjected to a variety of demands. Using a descriptive survey method, the researcher conducted this study. It is necessary to conduct studies on how stress affects high school students' motivation to succeed. Study participants will only be ninth graders who take part in WBBSE programs. Researchers conclude that stress and motivation to succeed in high school are significantly correlated after examining data.

Keyword: *Stress, Achievement Motivation*

1. Introduction

Most students who experience academic anxiety blame bad study habits such as procrastinating during lectures and tests. Academic achievement can only be negatively impacted by poor study habits. Become less phobic about school. In order to cope with stressful situations in the future, students should be taught effective coping mechanisms. For students who are experiencing academic stress, there are many coping mechanisms available. The stress associated with school is the result of deep-seated fears of failing academically, as well as an unwillingness to accept the possibility of this. There are many challenges students face in school.

Taking part in class discussions, voicing one's opinion, and writing papers and assignments are all part of the learning process. Understanding what your teacher says is essential to excelling academically and keeping up with your peers. Students are still allowed to submit materials despite time constraints since the requirements are linked to academic success. There is a psychological gap between the young people in issue and the demands of school.

An important social need and a cultivated inclination fuel success, according to Newcomb. By McClelland and his collaborators (1953) and Decharms (1968), it is the tendency to strive for perfection in competition with others. It is necessary to meet a set of quality criteria, engage personally, and accomplish the goal. As a result of McClelland's collaboration with his colleagues, these rules were formulated in 1953. According to Murray (1938), it is one of the most important manifestations and aspects of desire and personality.

Motivating behavior leads to goal-directed behavior. Extrinsic and intrinsic motivations differ in their natures. Animals may also use the expression to describe their motivations, although it is commonly used to describe people. This defense is primarily concerned with human motivation. Our primal need to maximize pleasure and minimize misery may be the basis of the drive, according to many theories. It implies that certain needs must be met, such as eating and unwinding, or there must be less obvious reasons to delay death, due to compassion, selfishness, or morality. There is a difference between motivation and willpower (Arellano, 1998; Bakar, 2016). There is a distinction between motivation and emotion, even when they are interconnected.

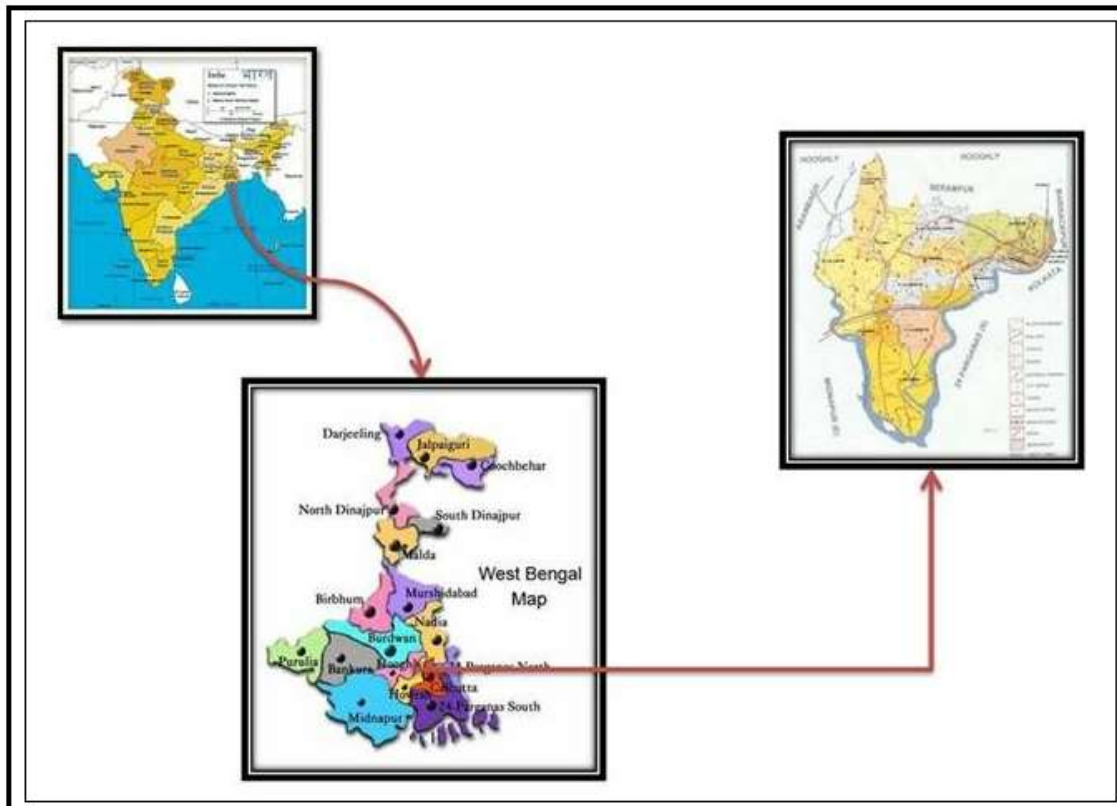


Figure1: Location of the study Area

Location of the study Area

West Bengal's Howrah district has a total area of 1467.00 km², making it the second smallest district after Kolkata. West Bengal's divisional regions are typically smaller than this region. The city's industrial, trade, and urbanization relevance make it quite important despite its size. Metropolitan Kolkata includes Howrah City, the district's administrative center.

A longitude of 22°12'30" and a latitude of 22°46'55" separate it from the nearest land masses at 87°50'45" east and 88°22'10" west. It became an independent district on January 1st, 1938. A large part of West Bengal is located in this district. 4 850,00029 people live in the district based on the 2011 Census. The total number of men and women is 53.38. The rural and urban areas coexist peacefully. Rural components account for 88% of the district's total area, but employ half of its working population, while urban components account for barely 12%. As well as Calcutta City, Alip, and Diamond Harbor, the northern and western boundaries of the district are defined by the southern 24 parganas known as Arambagh and Serampur. Western and southern borders of Medinipur are occupied by the Tamluk and Ghatal subdivisions.

2. LITERATURE REVIEW

If you are working on achieving your goals, you can motivate yourself to move forward. An individual's motivation affects their ability to organize, plan, make decisions, learn, and evaluate (Pintrich & Schunk, 1996). Norms or others' performances are often used as a way to judge a person's performance. There are many theories regarding success motivation based on the differing perspectives of the experts. A precursor to success motivation is comparing one's performance to benchmark tasks and to that of others, according to Atkinson (1964). In Atkinson and Feather (1966), mixed achievement motivation involves two personality traits: the desire to succeed and the tendency to avoid failure.

Abu Bakar et al.'s 2010 study examined the link between academic performance, attitudes, and drive for success in Malaysian universities. Academic advancement was correlated with attitudes, motivation for achievement, and motivation for achievement among students. Using cluster sampling, 1484 college students from five faculties were asked to fill out a structured questionnaire. Both regression and correlation were used to evaluate the gathered information. The researchers found that students' motivation to accomplish tasks was significantly influenced by their learning dispositions. Students' attitudes and academic achievement were linked, according to the study's conclusions. According to the study, academic success and desire for success have a tenuous and unfavorable relationship.

Using data from public and private higher education institutions, Mahyuddin et al. (2009) compared student academic achievement in order to assess feelings, intelligence, and the desire for success. It was not confirmed that students' motivation to succeed academically was significantly related to their desire to succeed. The authors of Remali et al. (2013) conducted a related study that examined the relationship between factors including demographics, underlying forces, and learning preferences as well as academic achievement.

First-year accounting students are surveyed about the factors that help them succeed academically.

Tenaga National University administered the exam, which was taken by 170 people. Spearman's correlation was used to analyze the collected data. Motivational elements were found to correlate with academic advancement among students. Furthermore, the results showed that instructional strategies directly impacted student training effectiveness. In addition, the researchers found no correlation between a learner's gender and educational background.

According to Emmanuel et al. (2015), the main objective was to examine the relationship between high school students' motivations for success, their academic self-images, and their academic success. The study examined the relationship between high school student success motivation, self-esteem, and academic achievement (2014). A stratified random selection process was used to select the required respondents. The study included 120 participants. It was expected that respondents would respond methodically to the questionnaire. Percentages and correlation analyses were used to analyze the data. Academic achievement was linked to high self-esteem in children. As a result of research, academic success has also been linked to the level of drive exhibited by a child. It was, however, determined that the correlation was not statistically significant.

Shastri and Veena conducted research in 2013 on the drive for success of college students. Study objectives include examining students' motivations for success in pure and applied sciences, contrasting high and low achievers in the area of success motivation, and determining if there are gender-related differences in motivations for success. In the study, 656 undergraduates participated, 351 of them females and 305 of them males. Researchers found that students majoring in applied science had very different success aspirations from those majoring in pure science. However, high achievers and low achievers did not differ statistically significantly in the study of success motivation.

3. NEED AND IMPORTANCE OF THE STUDY:

As a result of this research, kids and teenagers will be better able to recognize what motivates them to succeed, which will lead to instructors having a better understanding of why things happen and improved performance for students. Stress occurs when students' response capacity does not match the demands of learning environments. Each child displayed the ability to handle a variety of responsibilities and make intelligent responses. It is more likely that students will experience overwork when the primary demands placed on them are meeting deadlines and achieving high scores on tests. In light of this, additional research is needed to understand how institutional stress affects high school students' ability to succeed academically. Having expertise in education, he was able to provide therapy that assisted the children's progress by identifying the causes of institutional pressures.

4. OBJECTIVES OF THE STUDY

1. A study was conducted on secondary school students to determine their level of stress.
2. Students in secondary schools were asked to rate their motivation for achievement.
3. In order to investigate the relationship between secondary school students' achievement motivation and their stress levels.
4. A study was conducted to find out if there was a correlation between Achievement Motivation of Secondary School Boys and Girls.
5. An analysis of the relation between stress levels and grades of secondary school students is being carried out.

5. RESEARCH METHODOLOGY

Method of study:

The research methodology used in this study was "descriptive survey." Descriptive surveys require that a significant number of cases be verified before obtaining statistics about them. It is not important what a person's general personality characteristics are. Data is extracted from samples of carefully selected individual examples and generalised statistics derived from those are used to explore discoveries, relative incidence, distribution, and correlations of different psychological phenomena.

Subjects of study:

Populations are groups of individuals that share one or more characteristics that distinguish them from other groups. Researchers should minimize the population when diversity is excessive. A researcher's target population is the group for which they want generalizations to be made. Students from Birbhum district will take part in the study.

6. Techniques for sampling and gathering samples:

case study

It is the sample that represents the population as a whole. Each unit is selected under controlled conditions to ensure a representative sample. In the planned study, 60 samples will be drawn from two WBBSE secondary schools in Birbhum; 30 boys and 30 girls will be included.

Sample size

In the study, 60 participants are included, 30 of them females and 30 of them high school students.

Sizing samples

Study participants will be selected from secondary schools using a purposive sampling design.

7.TOOL USED

In our investigation, we used the following two sources:

1. Student Stress Scale
2. Achievement Motivation Scale

Validity and reliability of the first tool:

Scale validity is fabricated, as its correlation coefficient is 0.72. According to test-retest and split-half methods, scale reliability coefficients are 0.71 and 0.78.

Validity and reliability of the second tool:

In addition, this scale was used to validate the projective accomplishment motivation test. This scale has a time-related validity, based on its real correlation coefficient of 0.54.

Using the test-retest method, we calculated the scale reliability coefficient for the mixed group to be 0.69. The coefficient was 0.67 for males and 0.78 for females.

8. Methods of data collection:

In the scheduled meeting, the interviewer outlined the purpose of each student in ninth grade. A research tool was provided to the students after they were discussed with the researcher. In order to gain further insight into the claim, the researcher wanted to hear the opinion of the two students. According to the researcher, pupils' first duty was to write their names, genders, birthdates, and schools in that order. The introductions are as follows:

In this category you can find statements relating to motivation, academic stress, and other attitudes. A total of 51 and 50 statements are present. There are a number of options available in each statement. Each query should be reviewed in detail. All of them show a cross (x) reaction, which makes them easy to distinguish. Mixing things together isn't a good idea.

9.Statistical Measure used:

By using the mean, standard deviation, t-test, and time correlation, the researcher should evaluate and explain the outcome of the collected data.

10.DATA ANALYSIS AND INTERPRETATION

Using their objectives and research hypothesis, the present study analyzed and interpreted the obtained data.

Objective 1: The purpose of this study is to determine 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. indicates that stress in secondary school is averaged at 151.35 for both males and females. Secondary school students have very low stress levels. Stress isn't caused by anything serious.

Objective 2: To determine whether secondary school students are motivated to achieve.

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

As can be seen in Table 2, both male and female secondary school students averaged 135.2 on Achievement Motivation. Students in secondary schools have below average motivation levels.

Objective 3: Students' achievement motivation and stress are correlated in secondary schools.

Ho. 1: Secondary school students' achievement motivation does not correlate with their stress levels.

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. reveals a significant r-value of 0.963 at the 0.05 level. Students' stress and achievement motivation have a positive correlation in secondary schools. Therefore, achievement motivation does not correlate with stress in secondary school students.

Objective 4: To determine the correlation between female and male achievement motivation among secondary school students.

Ho.2: Male and female secondary school students have the same level of achievement motivation.

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 shows that 0.948 is a smaller t-value than 1.96, given a significance level of 0.05. There are no appreciable differences in motivation to succeed between males and high school girls, so we accept the statement "high school girls have the same motivation to succeed as high school girls."

Males score slightly higher than females for achievement motivation (Male = 133.17 & Female = 137.23). There is a tad more incentive for achievement among female students at the school.

Objective 5: Determine the relationship between stress levels of males and females of secondary schools.

Ho. 3: Female and male secondary school students have the same stress level.

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	

Based on Table 5, the resulting t-value is less than the necessary t-value of 1.96 at the significance level of 0.05. Consequently, it is acknowledged that "high school students' stress levels are not significantly different between boys and girls." This indicates that the level of stress among male and female secondary school students does not differ significantly.

Male students scored 146.27 while female students scored 156.43, which indicates female students are more stress-prone than their male counterparts.

11. Results and Discussion:

1. Concerning objective 1, which measures how much stress secondary school students experience. Researchers have discovered that stress and motivation to succeed are positively correlated despite high school students' relatively low stress levels. In contrast, high achievement motivation has a significant negative association with low stress.

2. Objective 2 is to understand secondary school students' motivation for achievement. High school students, both males and females, have lower drive for success than average, but stress and drive for success are positively correlated. Stress levels are significantly associated with high achievement motivation while low achievement motivation is associated with low stress.

3. The third and first goals are to identify the relationship between student stress and motivation for high school students' achievement. Stress and high school students' desire to succeed were found to be significantly related in the study. At the 0.05 level of significance, stress was found to have a significant relationship with success motivation. Therefore, the theory is invalidated. The stress levels of students significantly increase throughout secondary school when their will to succeed increases.

4. A study is conducted among male and female secondary school pupils to determine whether motivation for success is associated with Objectives 4 and Ho. Males and females in high school have similar accomplishment motivations, according to the study.

In general, female students are more motivated than male students to achieve academically, as indicated by their higher average success motivation scores.

5. In reference to goal 5 and H.3, which analyzes the relationship between stress levels among males and females in high school. Stress levels were similar among female and male high school students.

Female students, however, had a higher average stress level level than male students, suggesting that female students were under more stress at school.

The researcher discovered that stress and success are linked after reviewing the data. Male and female high school students have a stronger correlation than females. Research suggesting that high school students and college students are affected by stress doesn't support the results of the current study. Stress and motivation for success are positively correlated, according to the study.

12. CONCLUSION

The researchers concluded that stress is directly associated with students' motivation for high school success after reviewing the data. During the current study, calculations conducted by the researcher revealed that females experienced greater levels of stress than males. Due to their awareness of their abilities and strengths, nervous students also know their flaws and weaknesses. Therefore, students are able to concentrate on their strengths while honing their weaknesses, which enables them to succeed in a competitive environment. This study found that high

school pupils were less motivated to succeed and had lower stress tolerance. Several studies have found a positive correlation between students' stress levels and their motivation to succeed in secondary school. The goal of creating a positive classroom and home environment for secondary school students is to boost their motivation.

A positive self-image will help them discover their abilities, limitations, interests, attitudes, aptitudes, emotions, knowledge, and other attributes. Eventually, they'll gain an intense motivation for success as a result.

Life is full of stress and tension. Throughout the 20th century, stress and worry have been called "the age." People experience difficulties at every stage of their lives. Young people experience stress at every stage of their lives, starting with the tragedy of birth and continuing into their adolescence. While the majority of students agree that education should come first, today's colleges do not provide a dynamic environment for learning. Adolescents face stress from a variety of sources, including the school environment, individual concerns, test and teacher phobias, on-going ambiguity, conflicting social and parental expectations, increasing competition, and parental expectations. Aside from personal concerns and test phobias, ineffective or biased teachers, greedy peers, etc., stress is also likely caused by personal concerns and test phobias. It is beneficial and enhances performance to have a reasonable amount of stress. School stress affects a child's life in a significant way, so it's no surprise that some kids accomplish more than other kids.

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