Evaluation Of Student Stress And Achievement Motivation Of Bengali Medium Senior Secondary School Student's levels (Government And Private) At Howrah District, West Bengal

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ABSTRACT:

Academic stress is a deliberating factor which impact on students' academic achievement. To evaluate the level of stress and achievement motivation of senior secondary school (i.e., eleventh class students) Bengali medium school students (government and private) at Howrah district, West Bengal. 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 in directly subjected to a variety of stress or mainly linked to academic success. In this study, investigator used descriptive survey method. The need of study was to explore the relationship between stress and achievement motivation of senior secondary school students. Based on the analysis of data it was concluded that the finding that there was a significant relationship in the stress and achievement motivation of senior secondary school students.

Keywords: Students, Stress, Achievement, Motivation, School, Howrah.

INTRODUCTION:

Senior secondary school students' stress causes and symptoms, as well as coping mechanisms. Disturbed family dynamics, peer pressure, inability to cope with schoolwork, substance usage, and a lack of competence are all factors that contribute to adolescent stress. Adolescents' involvement in obtaining immediate gratification of wants has resulted in a great deal of stress in them, as well as in their relationships with family and peers. Students from mixed families had a slightly higher mean academic anxiety score than their nuclear family peers, but this difference is not statistically significant. Academic stress among high school students is not influenced by IQ or demographic characteristics. In order to help their

children, overcome aberrant tendencies, parents might help by channeling their energies. According to Das, proper attention should be given in assisting them in making the best selections that will affect their future. Another study looked at the student's profile to see how much achievement motivation, self-concept, and academic achievement they had. The study enlisted the participation of 120 students from four high schools. The majority of high school pupils were highly motivated, had a positive self-concept, and performed well on the Mathematics Achievement test, according to the findings. In addition, the study discovered a link between self-esteem and academic achievement. There was a favourable association between achievement motivation and academic achievement once again, but it was not statistically significant. According to another researcher, adolescence is a stage of life extension during which people experience a variety of developmental barriers and challenges. A series of physical and mental changes accompany the transition from infancy to adulthood [1-6]. This is the time when people fulfil social roles in peer groups and in relationships with people of the opposite gender, gain social skills, set needs and conditions for their presence in learning circumstances, and make career decisions. Stress is a common and natural part of life [7-10].

EXPERIMENTAL METHODOLOGY:

Objective: Evaluate on student stress and achievement motivation of senior secondary levels Bengali medium school students (government and private) at Howrah district, West Bengal.

- ➢ To find out the stress level of senior secondary school students.

- ➢ To find out the achievement motivation level of senior secondary school students.

- ➢ To find out correlation between student stress and achievement motivation of senior secondary school students.

- ➢ To find out correlation between Achievement Motivation of Male and Female of senior secondary school students.

- ➢ To find out correlation between Stress level of male and female of senior secondary school students.

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 senior secondary school students of Howrah 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 are 30 boys and 30 girls was selected from 2 senior secondary schools (govt & private) of WBCHSE from Howrah district as sample of the proposed study.

Sample Size:

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

Sampling Technique:

The present study was selected senior secondary school students through purposive sampling method.

Tool Used of the study:

Following two tools were used for the present study:

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

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 2nd Tool:

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 senior 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 were 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 wasused Mean, SD, t-test and product moment correlation Analysis and Interpretation of the collect data.

Hypothesis:

➢   There is no correlation between Achievement Motivation and Stress of senior secondary School Students.

➢   There is no difference between Achievement Motivation of Male and Female of senior secondary School.

➢   There is no difference between Stress level of male and female of senior secondary School Students.

DATA ANALYSIS, INTERPRETATION AND RESULTS:

The next step in the process of research after the collection 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 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 arrangement for purpose of interpretation.

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

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

Table 1 : Showing the stress level of senior Secondary school students

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

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

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

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

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

Ho 1 : There is no correlation between Achievement motivation and Stress of senior Secondary School Students.

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

Variables	N	Coefficient Correlation
Student Stress	60	0.963
Achievement Motivation	60	

Table 3. shows that the obtained r- value was 0.963 which is significant at 0.05 level. It means that there exists a positive correlation between Student Stress and Achievement Motivation of senior Secondary school students. Thus, the hypothesis "there is no correlation between Achievement Motivation and Stress of senior Secondary School Students" stands rejected.

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

Ho.2: There is no difference between Achievement Motivation of Male and Female of senior 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 senior secondary school students and due to which formulated hypothesis "there is no difference between Achievement Motivation of Male and Female of senior 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 find 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: To find out correlation between Stress level of male and female of senior Secondary School Students.

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

Table 5 : There is no difference between Stress level of male and female of senior Secondary School Students

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

Table 5 reveals that the obtained t value is 1.891of significance. Which means that there is no significant difference of stress level between male and female senior secondary school students and due to which formulated hypothesis "level of Male and Female of senior Secondary School Students" stands accepted.

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

CONCLUSION:

With reference to the first sub objective i.e., to find out the stress level of senior secondary school students. Researcher observed the Stress level of both male and female senior 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.

With reference to the second sub objective i.e., to find out the Achievement Motivation level of senior secondary school students. Researcher observed the achievement motivation level of both male and female of senior 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.

With reference to the third sub objective and [1]Ho i.e., to find out correlation between student stress and achievement motivation of senior secondary school students. The researcher found that there is significant relationship between stress and achievement motivation of senior 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 concluded that stress is significantly increases with increase in Achievement Motivation of senior secondary school students.

With reference to the fourth objective, to find out correlation between Achievement Motivation of Male and Female of senior Secondary School Students. It was found that there is no significant difference of achievement motivation of male and female senior 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 achievement motivation scores, which means female students were having slightly more achievement motivation at school than the male students.

With reference to the fifth objective & [3]Hoi.e., to find out correlation between Stress level of male and female of senior Secondary School Students. It was found that there is no significant difference of stress level of male and female senior 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 senior 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.

Based on the analysis of data the investigators conclude the finding that there is significant relationship in the stress and achievement motivation of senior 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 senior secondary school students is low. It is found out that there is a positive relationship between the stress and achievement motivation of senior secondary school students. To improve the motivation of senior 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 may 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 every day 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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