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Achievement Motivation and Stress of Highers Secondary School Students in Senapati District Manipur

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Introduction

Secondary education is a crucial period that plays a significant role in a student's academic and personal development. During this period, students face numerous challenges that can lead to stress as they strive to achieve their educational goals. The relationship between stress and achievement motivation is intricate in the student's performance and well-being.

Achievement motivation refers to an individual's drive to pursue and achieve goals, particularly in academic contexts (Brunstein, J. C., & Heckhausen, H., 2018). Individual satisfaction and interest, along with external rewards like results, determine both intrinsic and extrinsic motivation. As motivated students are more likely to set goals, adopt effective study habits, and persevere in the face of challenges, high levels of achievement lead to improved academic performance (Robbins et al., 2004; Plante et al., 2013). A better academic performance is always associated with a high level of achievement motivation. Motivated students are likelier to set goals and use effective study habits to persist through challenges. A substantial achievement motivation often adopts mastery rather than performance goals, which can lead to deeper learning and better student outcomes. Students with solid achievement motivation can benefit from a mastery-oriented approach that focuses on education and self-improvement with peers. This mindset not only improves students' academic performance but also aids them in managing stress more effectively (Mit.Edu, n.d). Encourage students to adopt a more resilient perspective, viewing challenges as chances for personal development instead of insurmountable hurdles. Therefore, nurturing achievement motivation can play a vital role in helping students direct the pressures of secondary education.

Stress is a natural response to perceived challenges or threats. Secondary students can manifest numerous stressors in an academic setting, such as heavy workloads, high-stakes examinations, peer competition, and parent and teacher expectations (Pascoe, M. C., Hetrick, S. E., & Parker, A. G., 2019; Schiefele, U., 1991). This stressor can impact students' lives both positively and negatively. Stress can negatively affect academic performance, lead to anxiety, reduce concentration, impair cognitive functioning, and hinder learning test performance (OECD, 2015; Cordero, J. M., Polo, C., & Simancas, R., 2022). Excessive stress may hamper academic achievement; a moderate level of stress, often referred to as eustress, can provide the necessary arousal to tackle academic challenges effectively (Pascoe, M. C., Hetrick, S. E., & Parker, A. G., 2019; Gobena, G. A., 2024). There are different levels of stress experienced by students with high achievement motivation. However, providing the necessary arousal and focus to tackle academic challenges can enhance stress. Conversely, providing the necessary arousal and focus to tackle academic challenges can enhance eustress. Motivated students are often more likely to employ effective strategies that can mitigate their impact on academic performance.

Stress and achievement plays a crucial role in implementing strategies to support secondary students in managing stress and reinforcing their motivation. Schools can play a pivotal role by supporting a positive environment that promotes open communication about stress and mental health. Resources like stress management workshops, counselling services, and academic support can help students overcome challenges more effectively. The relationship between stress, achievement motivation, and academic achievement is remarkable. High achievement motivation leads to excellent educational outcomes and influences the student's stress-coping experience. On the other hand, motivated students may handle stress more efficiently, leading to resilience; stress can impact academic performance. Ultimately, it is crucial for educators, parents, and policymakers to understand and address the interrelationship between achievement motivation, stress, and academic achievement, as it significantly impacts secondary students' academic performance.

Significance of the Study

The significance of the study lies in its focus on higher secondary school students who are currently in a critical developmental stage of life. This is a critical developmental stage of life. This research is crucial in understanding the motivation for achievement and the stress that these individuals experience. The study also focuses on understanding the interrelationships between the two factors. This study sheds light on the dynamic relationship between achievement motivation and Students' educational outcomes are significantly influenced by this crucial factor.

Achievement motivation is known as the driving force of a student's effort to achieve the goal. Studies had observed that students with high achievement motivation usually show greater determination, resilience to overcome negative situations, and effective goal-setting skills, which eventually lead to positive academic performance. However, stressors such as a competitive environment, procrastination, high expectations from elders and educators, and a heavy workload often complicate the process towards academic excellence. The study focuses on the level of academic achievement and stress present in the students.

Objectives of the study

The objectives of the study are:

1. To find out the students' overall stress level and achievement motivation.
2. Determine the level of achievement motivation and stress of female and male students.
3. To determine whether there is a significant difference in achievement motivation among and stress of female and male students.
4. To determine the achievement motivation and stress level of arts and science students.
5. To determine whether there is a significant difference in achievement motivation among the class XI and XII students.
6. To find out the relationship between achievement motivation and stress of the students.

Hypotheses of the study

Hypothesis 1: A high achievement motivation and stress level exists among students.
Hypothesis 2: The level of achievement motivation and stress among female and male students is high.
Hypothesis 3: There is a significant difference in achievement motivation and stress among female and male students.
Hypothesis 4: Arts and science students exhibit the highest achievement motivation and stress level.
Hypothesis 5: There is a significant difference in achievement motivation and stress among the class XI and XII students.
Hypothesis 6: A negative correlation exists between achievement motivation and the students' stress.

Method

This study employs a descriptive method of research to investigate the level of stress and achievement motivation of the higher secondary school students in the Senapati district of Manipur. The investigator has utilized the descriptive survey method to design the study.

Population and Sample:

The population of the present study covers all the higher secondary school students in the Senapati district

of Manipur. Using the random sampling technique, the investigator has selected 300 students from five higher secondary schools from the Senapati district of Manipur. 50 students from each higher secondary school, respectively.

Table 2: Sample of the study

Sl. No.	School	Frequency	Cumulative Percent
1	Asufii Christian Institute, Mao	50	16.7
2	Don Bosco Higher Secondary School, Maram	50	33.3
3	Don Bosco Higher Secondary School, Senapati	50	50.0
4	Mt. Everest Higher Secondary School, Senapati	50	66.7
5	Mt. Pisgah Higher Secondary School, Senapati	50	83.3
6	St. Joseph Higher Secondary School, Tadubi	50	100.0
Total		300	

Tools:

To assess stress level of the students' stress the investigators employed Students' Stress Scale (SSS-AZ) developed by Akthar, Zaki, it gets 0.813 Cronbach's Alpha. To measure the level of achievement motivation of the learners the investigators used Achievement Motivation Scale (n-Ach) developed by Deo, Pratibha and Mohan, Asha, it gets 0.804 Cronbach's Alpha. To measure the academic achievement of the students, the marks obtained in the last public examination i.e. Class X examination (H.S.L.C) considered as an indicator of academic achievement.

Procedure

To collect the requisite data the investigator personally visited the schools under study. The investigator sought permission from the Principals of the institutions for administering the tool i.e. stress inventory. After taking permission from the Principals of the institutions, the investigator visited the particular school on appointed day and time and contacted the XI and XII standard students. The researcher established a rapport with them and necessary instructions were given to the students.

Statistical techniques use

In this study, descriptive statistics like frequency, mean, SD and Z score were used. To see the relationships between the variables, Coefficient of Correlation, and 't' test were used.

The mean was calculated to determine the average value of the data set, while the standard deviation provided information on the variability of the data points. The T-test was used to compare the means of

two groups, while ANOVA was used to compare the means of three or more groups. Overall, these statistical analyses helped the researcher draw conclusions and make inferences based on the data collected.

Results and discussions

Hypothesis 1: A high achievement motivation and stress level exists among students.

Table 3: Achievement Motivation level of the students.

Level of Achievement Motivation	Frequency	Percent
Highly Motivated	4	1.3
High Motivation	29	9.7
Above Average Motivation	60	20.0
Average Motivation	109	36.3
Below Average Motivation	66	22.0
Low Motivation	27	9.0
Lowest Motivated	5	1.7
Total	300	100.0

Table 3 depicts the Achievement Motivation level of the students. A total of 1.3% (4) students out of the total sample are highly motivated, 9.7% (29) of students are at the level of high motivation, 20% (60) of students are at the level of above average motivation, 36.3% (109) of students are at the level of average motivation, 22% (66) of students are at the level of below average motivation, 9% (27) of students are at the level of low motivation, and 1.7% (5) of students are lowest motivated as per the findings.

Table 4: Stress level of the students.

Level of Stress	Frequency	Percent
Extremely High	1	0.3
High	21	7.0
Above Average	65	21.7
Average	171	57.0
Below Average	34	11.3
Low	7	2.3
Extremely Low	1	0.3
Total	300	100.0

Table 4 shows the stress level of the higher secondary school students. A total of 0.3% (1) student out of the total sample has extremely high level of stress, 7% (21) of students pose high stress level, 21.7% (65) of students have above average level of stress, 57% (171) of students has an average level of stress, 11.3% (34) of students has below average level of stress, 2.3% (7) of students has a low level of stress, and 0.3% (1) of students has an extremely low level of stress as per the findings.

Hypothesis 2: The level of achievement motivation and stress among female and male students is high.

Table 5: Achievement Motivation level of female and male students.

Level of Achievement Motivation			High	High	Above Aver	Average	Below Aver	Low	Low	Total
Sex	Female	Percent	1.1	11.6	19.3	38.1	19.9	9.4	0.6	100
		Frequency	2	21	35	69	36	17	1	181
	Male	Percent	1.7	6.7	21	33.6	25.2	8.4	3.4	100
		Frequency	2	8	25	40	30	10	4	119
Total			4	29	60	109	66	27	5	300

Table 5 shows the achievement motivation level of the higher secondary school students. A total of 1.1% (2) female and 1.7% (2) male students are highly motivated, 11.6% (21) female and 6.7% (8) male students

are at the level of high motivation, 19.3% (35) female and 21% (25) male students are at the level of above average motivation, 38.1% (69) female and 33.6% (40) male students are at the level of average motivation, 19.9% (36) female and 25.2% (30) male students are at the level of below average motivation, 9.4% (17) female and 8.4% (10) male students are at the level of low motivation, and 0.6% (1) female and 3.4% (4) male students are lowest motivated as per the findings.

Table 6: Stress of female and male students.

Level of Stress			Extremely High	High	Above Average	Average	Below Average	Low	Extremely Low	Total
Sex	Female	Percent	0.6	7.2	17.1	62.4	9.9	2.2	0.6	100
		Frequency	1	13	31	113	18	4	1	181
	Male	Percent	0	6.7	28.6	48.7	13.4	2.5	0	100

		Frequency	0	8	34	58	16	3	0	119
Total			1	21	65	171	34	7	1	300

Table 6 shows the stress level of the higher secondary school students. A total of 0.6% (1) female and none of the male students have extremely high level of stress, 7.2% (13) female and 6.7% (8) male students have high stress, 17.1% (31) female and 28.6% (34) male students has above average level of stress, 62.4% (113) female and 48.7% (58) male students has average level of stress, 9.9% (18) female and 13.4% (16) male students has below average level of stress, 2.2 % (4) female and 2.5% (3) male students has low level of stress, and 0.6% (1) female and none of the male students has extremely low level of stress as per the findings.

Hypothesis 3: There is a significant difference in achievement motivation and stress among female and male students.

Table 7: Group Statistics on achievement motivation and stress of female and male students.

Dimensions	Sex	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	't'	Sign

Achievement Motivation	Female	181	128.2486	17.91210	1.331400	2.15632	0.770	0.654
	Male	119	126.5882	18.80561	1.723911			
Students' Stress	Female	181	162.5138	19.00427	1.412258	2.21855	-0.594	0.442
	Male	119	163.8319	18.48009	1.694007			

**. significant at the 0.05 level.

Table 7 signifies the achievement motivation and stress of the higher secondary school students in Senapati District, Manipur, concerning gender differences. The mean and SD of female students are 128.2486 and 17.91210, and the mean and SD of the male students are 126.5882 and 18.80561, respectively. The calculated t-value and P-value between the female and male students are 0.770 and 0.654, respectively, greater than 0.05 significant levels. Therefore, female and male higher secondary students have no significant difference in achievement motivation. Hence, the hypothesis 3 is rejected.

Then, the table also indicated the stress level of the higher secondary school students. The mean and SD of female students are 162.5138 and 19.00427, and the mean and SD of the male students are 163.8319 and 18.48009, respectively. The calculated t-value and P-value between the female and male students are -0.594 and 0.442, respectively, greater than 0.05 significant levels. Therefore, there is no significant difference in the stress level between female and male higher secondary students. Thus, the hypothesis 3

is rejected.

Hypothesis 4: Arts and science students exhibit the highest achievement motivation and stress level.

Table 8: Achievement motivation of arts and science stream students.

Level of Achievement Motivation			High	High	Above Average	Average	Below Average	Low	Low	Total
Stream	Arts	Percent			20		25.3			100
		Frequency			45		57			225
	Science	Percent			20		12			100
		Frequency			15		9			75
Total					60		66			300

Table 8 shows the achievement motivation level of the higher secondary school students concerning their stream difference. A total of 1.3% (3) arts stream and 1.3% (4) science stream students are highly motivated, 8% (18) arts stream and 14.7% (11) science stream students are at the level of high motivation, 20% (45) arts stream and 20% (15) science stream students are at the level of above average motivation, 35.1% (79) arts stream and 40% (30) science stream students are at the level of average motivation, 25.3% (57) arts stream and 12% (9) science stream students are at the level of below average motivation, 8% (18) arts stream and 12% (9) science stream students are at the level of low motivation, and 2.2% (5) arts stream and none of the science stream students are lowest motivated as per the findings.

Table 9: Stress level of arts and science stream students.

		Level of Stress	Extremely High	High	Above Average	Average	Below Average	Low	Extremely Low	Total
Stream	Arts	Percent	0.4	8	17.8	59.1	12.4	2.2	0	100
		Frequency	1	18	40	133	28	5	0	225
	Science	Percent	0	4	33.3	50.7	8	2.7	1.3	100
		Frequency	0	3	25	38	6	2	1	75
Total			1	21	65	171	34	7	1	300

Table 9 shows the stress level of the higher secondary school students. A total of 0.4% (1) arts stream student and none of the science stream students has extremely high level of stress, 8% (18) arts stream and 4% (3) science stream students have high stress, 17.8% (40) arts stream and 33.3% (25) science stream students has above average level of stress, 59.1% (113) arts stream and 50.7% (38) science stream students has average level of stress, 12.4% (28) arts stream and 8% (6) science stream students has below average level of stress, 2.2 % (5) arts stream and 2.7% (2) science stream students has low level of stress, and none of the students from the arts stream and 1.3% (1) of the science stream students has extremely low level of stress as per the findings.

Hypothesis 5: There is a significant difference in achievement motivation and stress among the class XI and XII students.

Table 10: Group Statistics of achievement motivation and stress among the class XI and XII students.

Dimensions	Class	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	't'	Sign
Achievement Motivation	XI	151	127.1589	17.72309	1.44228	2.11132	-0.411	0.347
	XII	149	128.0268	18.83569	1.54308			
Students' Stress	XI	151	163.4503	18.35381	1.49361	2.17146	0.384	0.922
	XII	149	162.6174	19.25139	1.57714			

**. significant at the 0.05 level.

Table 10 signifies the achievement motivation and stress of the higher secondary school students in Senapati District, Manipur, concerning class differences. The mean and SD of class XI students are 127.1589 and 17.72309, respectively, and the mean and SD of the XII students are 128.0268 and 18.83569, respectively. The calculated t-value and P-value between the class XI and XII students are -0.411 and 0.347, respectively, greater than 0.05 significant levels. Thus, there is no significant difference in the level of achievement motivation between the class XI and XII higher secondary students. Therefore, the hypothesis 5 is rejected.

Then, the table also indicated the stress level of the higher secondary school students. The mean and SD of class XI students are 163.4503 and 18.35381, respectively, and the mean and SD of class XII students are 162.6174 and 19.25139, respectively. The calculated t-value and P-value between the class XI and class XII students are 0.384 and 0. 922, respectively, greater than 0.05 significant levels. Hence, there is no significant difference in the level of stress between the class XI and class XII higher secondary students. Thus, the hypothesis 5 is rejected.

Hypothesis 6: A negative correlation exists between achievement motivation and the students' stress.

Table 11: Correlations of Achievement Motivation and Students' Stress

Pearson Correlation	Achievement Motivation	Students' Stress
Achievement Motivation	1	0.212**
Students' Stress	0.212**	1
**. Correlation is significant at the 0.01 level (2-tailed).		

From Table 11 above, it can be said that the relationship between achievement motivation and stress is positively correlated, as indicated by the Pearson Correlation value of 0.212, which has a high significance at a 99% level. Hence, hypothesis 6 is rejected.

Findings of the study

1. Research shows that most students display average levels of motivation and stress, highlighting a critical area for improvement.
2. It was found that most female and male higher secondary school students have average achievement motivation and stress levels.
3. Female and male higher secondary students have no significant difference in achievement motivation and stress.
4. It was found that most of the Arts and Science higher secondary school students have average achievement motivation and stress.
5. There is no significant difference in achievement motivation and stress levels between the XI and XII higher secondary students.
6. There exists a positive correlation between achievement motivation and stress.

Conclusion

Among the higher secondary school students, fear of failure in exams and parental expectations is the primary source of stress (Subramani, C., & Venkatachalam, J., 2019). Each student has unique needs, which are influenced by their individual personalities. Each student has a unique way of experiencing achievement motivation and stress levels, which they react to in stimulating situations. This reaction impedes academic performance to a significant extent. Therefore, this study underscores the importance of taking great care to uphold and maintain the expected standards of excellence. So, the teacher, who is the foremost important person in school, should help to adapt specific strategies to enhance a definite level of achievement motivation and should also make use of particular techniques to reduce stress levels in their students. No education system reform can succeed without the active participation and support of teachers, parents, and stakeholders. Therefore, teachers, parents, and stakeholders should be able to understand the scope of learning styles in the physical and intellectual development of the students as well as create a stimulating learning environment in which students perform successfully in their academics without any distractions. Positive thinking aids in completing tasks quickly and with satisfaction, while

optimism promotes better health and a productive mindset. Therefore, cultivating positive thinking is crucial for reducing stress and fostering motivation for academic success among higher secondary students.

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