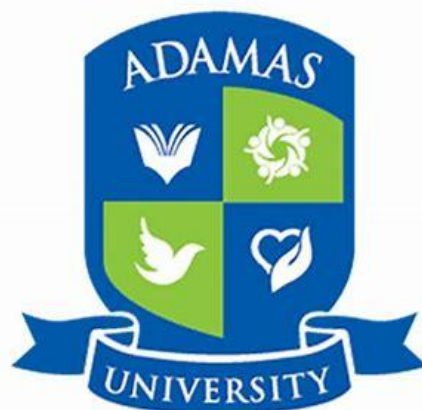




A COMPARATIVE STUDY TO EXPLORE THE EFFECT OF PERCEIVED STRESS AND ANXIETY ON ACHIEVEMENT MOTIVATION OF STUDENTS



Dissertation submitted for the partial fulfillment of requirements for degree of

**BACHELORS OF ARTS
IN**

PSYCHOLOGY

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Enrollment no. AU/2018/04/0001833

Session - 2018 - 2021

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Acknowledgment

I wish to extend my heartfelt gratitude to my mentor, Suparna Banerjee, whose unwavering support and invaluable guidance have been instrumental throughout my B.A. Psychology study. Her dedication to my academic growth and her patience in answering my numerous questions has significantly contributed to the successful completion of this dissertation. I am truly fortunate to have had such a dedicated and inspiring mentor, and I cannot thank her enough for her mentorship.

Additionally, I want to express my deep appreciation to my parents, friends, and even my beloved cat Fluffy. Their constant understanding, unwavering encouragement, and emotional support during the past few months have been my pillars of strength. Without their belief in me and their willingness to stand by my side, I would have found it nearly impossible to navigate the challenges and demands of my academic journey. They have been my motivation, and I owe them a debt of gratitude for their unending encouragement.

Lastly, I extend my thanks to Adamas University, Kolkata for granting me the studentship that made this dissertation possible. Their financial support and resources have played a pivotal role in enabling me to conduct my research and complete my studies. I am grateful for the opportunities provided by the university, which have allowed me to further my education and pursue my academic goals.

Abstract

With all of the difficulties and problems that arose during COVID 19, pandemic students endured a period of demotivation as a result of the lack of understanding surrounding the situation, as no one has ever experienced anything like it before and everything seems to be grim to them. Thus this study was conducted to see how stress and anxiety have impacted achievement motivation levels. A total of 70 students between ages of 17-20 were selected by stratified random sampling. The objective was to study the effects of perceived stress and anxiety on achievement motivation. Also to study the relationship between perceived stress and achievement motivation and anxiety and achievement motivation of students. Perceived stress scale (PSS), Beck Anxiety Inventory (BAI), and Achievement Motivation Scale (AMS) was used to measure perceived stress, anxiety, and achievement motivation. Students with high and medium levels of stress have low achievement motivation, while students with low achievement motivation have a low level of anxiety, according to the findings. Anxiety has no impact on motivation; however stress has a substantial impact. According to the study, stress has a significant negative link with academic motivation. Male students were also found to be more stressed than female students, whereas female students had higher anxiety levels than male students. While there was no significant difference in accomplishment motivation between male and female students, there was a significant difference in achievement motivation between male and female students.

Keywords: Covid-19, Anxiety, perceived stress, Achievement Motivation, India, Students, Mental health.

Introduction

“The COVID-19 pandemic has exacerbated a lot of problems facing public schools – but it didn’t create most of them. Most of the inequities existed long before the pandemic. The only difference is who was affected and who was paying attention.”

– Meghan Mangrum, Education Reporter (2020)

People all over the world have been affected by mental health problems. These problems are not new; they have simply been ignored in the past. With the emergence of COVID-19 in India, emergency protocols were devised to contain the virus's spread, resulting in limitations on all non-essential public movements (Saha et al. 2020). The pandemic's effects have been extremely diverse affecting children, adults and seniors differently. With the closing of educational institutions, the demand for a quick shift from physical to digital learning was made, followed by loss of interest of students in their education and boredom. The COVID-19 pandemic had a significant impact on mental health and well-being of students, such as difficulty sleeping or eating, internet addiction and worsening chronic conditions, due to prolonged anxiety and stress over the coronavirus.

This study aims to investigate the effects of the pandemic on the lives of students, as well as how elements such as anxiety and stress have impacted their achievement motivation levels.

Anxiety

It is a feeling portrayed by sensations of strain, perceived stressed musings, and actual changes like an expanded pulse. Anxiety is both a psychological and actual condition of negative

expectation. It is mentally portrayed by expanded excitement and anxiety tormented into disturbing worry, and physically by uncomfortable activation of multiple body systems—all to encourage response to an unknown danger, whether real or imagined.

The psychological sensations of fear expect some awful results and actual sensations. Tension is intended to catch consideration and invigorate us to roll out vital improvements to secure what we care about. Intermittent episodes of uneasiness are common and can even be profitable. Nervousness can be viewed as the value we people pay for being able to envision what's to come. Individuals with anxiety problems typically have repeating meddling contemplations or concerns. They may evade certain circumstances out of stress. They may likewise have actual manifestations.

Different Types of Anxiety

Situational versus Free-Floating Anxiety

To understand and distinguish different types of anxiety, various factors come into play, often interconnected. Anxiety can be viewed as existing along a spectrum between fear and depression, as analyzed through the lens of controllability. Within this context, several related continua are frequently considered. One critical distinction is the division between situational anxiety and free-floating, or generalized, anxiety.

Situational anxiety is, as the name suggests, linked to a specific situation or stimulus. This type of anxiety can be thought of as the kind that arises when facing a particular trigger, similar to what happens in phobic anxiety. A key aspect in distinguishing situational anxiety from fear is the level of control one has over the fear cues in that given circumstance. In other words, if the anxiety is primarily tied to a situation that can be managed or avoided, it is often

categorized as anxiety. For example, someone with a fear of flying may experience intense anxiety when boarding a plane, but this anxiety is situational because it is specific to the act of flying.

Conversely, free-floating anxiety, often referred to as generalized anxiety, does not have a specific or identifiable trigger. It is a kind of anxiety that isn't tied to a particular situation, but rather, it pervades a person's life on a more continuous basis. The distinguishing feature of free-floating anxiety is that it doesn't fluctuate with changing circumstances; instead, it remains at a perceptible level regardless of the situation. Individuals with generalized anxiety may experience persistent worries, tension, and a sense of unease that doesn't have a clear, external cause.

Panic Attacks versus Generalized Anxiety

Generalized anxiety is characterized by persistent and excessive worrying about various aspects of life, such as finances, academic performance, health, or personal relationships. This type of anxiety typically lacks a specific trigger and can be described as a constant state of unease. Individuals with generalized anxiety often find it challenging to control their worrying and may experience physical symptoms like muscle tension, restlessness, irritability, and difficulty concentrating. The concerns in generalized anxiety are typically related to everyday life stressors and are not limited to any particular situation or circumstance.

Panic attacks, on the other hand, are considered a distinct and more acute form of anxiety. They are characterized by sudden and intense episodes of fear or discomfort, often accompanied by a range of physical and psychological symptoms. Physical signs of a panic attack can include shortness of breath, dizziness, rapid heartbeat (palpitations), trembling or shaking, profuse

sweating, nausea, hot flashes, and chest discomfort. Additionally, individuals experiencing a panic attack may feel detached from themselves (depersonalization) and may have thoughts of dying or going insane.

One crucial feature of panic attacks is their episodic and often unpredictable nature. They can appear seemingly out of the blue (spontaneous) or be triggered by specific situations, substances, or phobias. The key difference between generalized anxiety and panic attacks is that generalized anxiety represents a chronic state of excessive worry, while panic attacks are intense, acute episodes of fear or discomfort with distinct physiological and psychological symptoms.

Trait versus State Anxiety

Trait anxiety describes an individual's enduring or chronic level of anxiety. It characterizes a person who consistently experiences a high level of anxiety, which means they often feel worried or fearful, even in the absence of specific stressors or triggers. In other words, individuals with high trait anxiety never truly feel completely free from feelings of anxiety and unease. This trait-like quality of anxiety can be thought of as part of their personality or disposition. It's important to note that while trait anxiety represents a consistent baseline level of anxiety, it does not imply that this level is constant; anxiety levels may still fluctuate over time and in response to different situations.

In contrast to trait anxiety, state anxiety refers to the level of anxiety experienced by an individual at any specific point in time. State anxiety reflects the momentary or situational experience of anxiety. For example, someone may experience state anxiety during a specific event, such as a job interview, public speaking engagement, or, as you mentioned, during a panic

attack. State anxiety is temporary and can vary widely from one situation to another, even for the same individual.

It's important to recognize that there can be interactions between trait and state anxiety. Individuals with high trait anxiety are more likely to experience elevated levels of state anxiety in most situations because their baseline anxiety level is already high. However, even individuals with low trait anxiety can experience heightened state anxiety when faced with particularly stressful or anxiety-inducing circumstances.

Causes

Environmental Factors: An individual's environment can significantly contribute to the development or exacerbation of anxiety. Factors such as personal relationships, work-related stress, academic pressures, or financial difficulties can heighten anxiety levels. Even external factors like living at high altitudes with lower oxygen levels can intensify anxiety symptoms, as low oxygen levels can affect brain function and contribute to a sense of unease.

Genetics: Research based on twin studies suggests that there is a genetic component to anxiety disorders. It indicates that there are two independent genetic factors associated with these disorders. While shared environmental factors appear to play a limited role, unique environmental factors seem to have a substantial influence on all anxiety disorders. This genetic variation might explain why some anxiety disorders respond to the same medications while proving ineffective in specific phobias.

Medical Factors: Anxiety disorders can also be caused or exacerbated by various medical factors. This includes side effects of certain pharmaceutical drugs, symptoms of underlying

medical conditions, or the stress resulting from dealing with a significant health issue. Although these medical conditions may not directly cause anxiety symptoms, they can lead to lifestyle changes, discomfort, or limited mobility, all of which can contribute to anxiety.

Brain Chemistry: Both stressful and traumatic life experiences and genetic factors can alter the structure and function of the brain. This can result in an increased sensitivity to triggers that previously might not have generated anxiety. In many cases, psychologists and neurologists define anxiety and mood disorders as imbalances in hormonal and electrical signals within the brain, which can lead to heightened anxiety levels.

Substance Use or Withdrawal: The use of, or withdrawal from, illicit substances can also play a role in the development of anxiety disorders. The stressors of daily life, when combined with any of the aforementioned factors, can interact with substance use and withdrawal to exacerbate or trigger anxiety symptoms. This is particularly true for substances that impact the central nervous system.

Risk Factors

People are also more prone to acquire an anxiety disorder if they do certain activities. These are referred to as risk factors. They can't change some risk factors, but they can modify others.

History of Mental Illness: Individuals with a history of other mental health issues, such as depression or bipolar disorder, are at a higher risk of developing an anxiety disorder. The presence of one mental health condition can increase susceptibility to others, including anxiety disorders.

Childhood Sexual Abuse: Childhood experiences of abuse, including emotional, physical, and sexual abuse or neglect, have been linked to a higher likelihood of developing anxiety disorders later in life. Traumatic childhood experiences can leave lasting emotional scars that contribute to anxiety.

Trauma: After experiencing a traumatic event, such as a natural disaster, accident, or violent incident, individuals are at an increased risk of developing post-traumatic stress disorder (PTSD). PTSD is characterized by recurring panic episodes and intense anxiety triggered by the trauma.

Negative Life Experiences: Stressful or unfavorable life events, such as the loss of a parent during childhood, can elevate the risk of developing an anxiety disorder. Grief and loss can lead to heightened anxiety levels, especially when the loss occurs during formative years.

Severe Illness or Chronic Health Conditions: Constant concerns about one's own health or the health of a loved one, or the responsibility of caring for someone with a chronic illness, can lead to overwhelming and chronic anxiety. The ongoing strain of dealing with health-related issues can contribute to the development of anxiety disorders.

Substance Abuse: The use of alcohol or illegal drugs can increase the risk of developing an anxiety disorder. Some individuals turn to substance use as a way to mask or alleviate their anxiety symptoms, but this often exacerbates the condition or leads to substance use disorders.

Being shy as a Child: Social anxiety disorder is closely linked to childhood shyness and withdrawal from unfamiliar people and situations. Shy children may be more prone to developing social anxiety as they grow older, as they may struggle with social interactions and fear negative judgments from others.

Low Self-Confidence: Negative self-perceptions and low self-esteem can be risk factors for social anxiety disorder. Individuals who view themselves negatively may have an increased fear of social situations and being judged by others, contributing to their anxiety.

It's important to note that not all individuals with these risk factors will develop an anxiety disorder. These factors merely increase the likelihood of developing such a condition. Moreover, while some risk factors cannot be changed, others, such as substance abuse or improving self-esteem, can be modified through appropriate interventions, which can reduce the risk and help manage anxiety disorders effectively. Understanding these risk factors is crucial for early identification and intervention in those at higher risk of anxiety disorders.

Stress

Stress is a fundamental concept when it comes to understanding life and human development. It's a natural response that our bodies have developed to deal with challenges and threats. Stress can have a profound impact on our ability to learn and remember information. However, it's important to note that the effect of stress is not uniform; there's an optimal level of stress that can enhance our cognitive abilities, but excessive stress can lead to a range of physical and psychological health problems, undermine self-confidence, and even hinder academic achievement, particularly in students.

When we encounter stress, whether it's due to an upcoming exam, a challenging work project, or a personal issue, our bodies go into a "fight or flight" mode. This response involves the release of a complex mix of hormones and chemicals designed to prepare us for immediate

action. These physiological changes are an evolutionary adaptation to help us deal with perceived threats.

Types

Four broad types of stress are: physical stress, psychological stress, psychosocial stress, and psych spiritual stress.

- Physical stress refers to strenuous physical labor/over-exertion, trauma, environmental pollution, fatigue, illness, low blood sugar, insufficient oxygen supply, nutritional deficiencies, hormonal and/or biochemical imbalances.
- Psychological stress refers to cognitive stress, emotional stress, and perceptual stress.
- psychosocial stress refers to lack of social support, insufficient resources for appropriate survival, relationship/marriage troubles, bankruptcy, solitude, loss of loved ones, loss of employment/investments/savings, and homelessness
- Psycho-spiritual stress refers to a variety of psychological and spiritual conditions. Instead of employment that is productive, satisfying, meaningful, and rewarding, there is a crisis of values, meaning, and purpose; and there is a disconnect within one's underlying spiritual convictions.

Coping Strategies

Everyone encounters stress at some point in their lives. What is tremendously distressing to one person may not be stressful at all to another. The way a situation is viewed or assessed, is a key factor in determining how much stress an individual feels. Coping is a broad term that refers to the thoughts and activities we use to alleviate the negative aspects of a stressful

situation. Because excessive stress can create psychological anguish as well as short- and long-term detrimental effects on physical health, how we manage stress is crucial.

Problem-focused coping

Problem resolution is a method that comes to mind right away as a viable means of seeking to improve a bad situation. Lazarus and colleagues discovered that people adapted better to stress when they employed more problem-focused coping for an encounter that they felt could be managed in a study of middle-aged persons coping with stressful interactions.

Emotion-focused coping

Emotion-focused coping's main purpose is to reduce emotional distress. Avoidance, distancing, and wishful thinking are some of the ways this might be accomplished. Another option is to reduce the threat of the circumstance, such as through cognitive reappraisal. Cognitive reappraisals entail altering the meaning of a situation without really altering it. There are additional emotion-focused tactics aimed at diverting attention away from the problem, such as exercising, meditating, drinking, expressing anger, and seeking emotional support.

Relationship-focused coping

When a loved one has a chronic disease or handicap, this focus on connections during stressful times may be especially crucial. According to O'Brien and DeLongis (1996), caregivers of Alzheimer's patients can benefit from empathic coping. Other methods of relationship-focused coping include providing support and attempting to compromise when there is a disagreement. Not every attempt to manage a relationship at a difficult period succeeds. Chronic sickness is a major source of stress, but different types of illnesses necessitate various coping strategies.

Achievement Motivation

Some students feel compelled to succeed in all they do. Their will to succeed motivates them to complete every work, no matter how challenging it may be. Other students have a desire to succeed as well, but they think about the task's value or worth before doing it. Even though the student is completely competent at doing the assignment, if the student believes the task has no value, the student chooses not to complete it (Atkinson, 1974).

Some, who may or may not be capable, toil away at their tasks, some succeeding, others are failing. Then there's the last group: those who refuse to complete the work. These kids are concerned that they will be unable to complete the work. They are afraid of failing. Rather than face the embarrassment of failing the task because they were unable to complete it, these kids chose not to perform it at all. They'd rather risk a bad grade than a bad reputation (Veroff, McClelland, and Marquis, 1971; Grabe, 1979). Everyone has a desire to succeed and a fear of failing, but these desires and fears differ from one person to the next and from one circumstance to the next. Each student reacts differently to varied degrees of motivation, however, some students are predisposed to having little drive to do certain tasks (Atkinson, 1999).

Need for motivation (n ach) was one of the first social motives to be studied in detail by McClelland (1953), and research into this motive continues till today. As a result, we know quite a bit about it. People in whom the indeed for achievement are strong seek to become accomplished and improve their task performance. People are task-oriented and prefer to work on tasks that are challenging and on which their performances can be evaluated in some ways, either by comparing it with other people's performance or in terms of some other standard. In motivation, there is a cognitive mechanism.

Atkinson (1957) and McClelland (1985) theory of achievement motivation merged nAch with cognitive perceptions of performance and the importance of such success to an individual in its theoretical formulation. The introduction of cognitive processes as key concepts in the interpretation of human actions signaled a change in motivation theory's metaphor from machine to rational decision-maker (Weiner, 1991). People will rationally build the importance of achievement to be higher on difficult tasks than on easy tasks, according to Atkinson. In the same way, he predicted that people would have lower expectations for progress on challenging tasks than on simple tasks. Atkinson (1957) claimed that these two expectations interacted to cause a person's behavioral propensity to participate in a task to be highest at moderate levels of task difficulty and zero at both very low and very high levels of task difficulty. However, this relationship was still thought to be influenced by people's unconscious desire for achievement in his theory, and to be strong only for those with a high need for achievement. Individuals with a low need for accomplishment were expected to have a low propensity to participate, regardless of task complexity.

The nature of a person's achievement goal can influence how he or she executes a task and his or her desire to demonstrate expertise (Harackiewicz et al., 1997). One of the most important aspects of a happy existence is achievement motivation. Goal-oriented people may enjoy life more, feel more in control, are more active, and have more self-respect. Those with achievement motivation set somewhat demanding but reasonably attainable goals for themselves, which aids them in achieving these goals. They don't normally set themselves exceptionally difficult or simple goals, assuring that they will attain them. Rather than leaving the outcome to chance, accomplishment-motivated people will concentrate on their difficulties and are focused on their personal achievement.

Factors affecting achievement motivation

Personality Factors

High-achievement motivation is associated with certain personality traits. Persistence, the ability to delay gratification, and competitiveness are among them:

Persistence: High achievers exhibit remarkable persistence in their pursuits. Their dedication and determination are evident in their unwavering commitment to achieving the goals they set for themselves. Whether faced with challenges, setbacks, or obstacles, they maintain a strong work ethic and refuse to give up easily. Their resilience allows them to view failures as opportunities for learning and growth, motivating them to keep moving forward in the face of adversity.

Ability to Delay Gratification: A defining characteristic of high achievers is their capacity to delay immediate gratification in pursuit of long-term objectives. They understand that some goals demand time and effort for fruition, and they are willing to make short-term sacrifices to ensure future success. This ability to prioritize long-term goals over immediate rewards is closely tied to their impressive impulse control. High achievers can resist impulsive actions or decisions that might undermine their overarching plans, enabling them to stay focused on their objectives even when temptations or distractions arise.

Competitiveness: High achievers are often fueled by a strong drive to excel and stand out in their chosen fields. They thrive in competitive environments that challenge them to perform at their best. For them, competition serves as a wellspring of motivation and a source of purpose. However, their competitiveness is not solely about outperforming others; it's primarily directed toward achieving specific, self-defined goals. They view competition as a means to gauge their

progress, push themselves to reach new levels of achievement, and continually set and conquer ambitious milestones.

Situational Factors

Achievement motivation is influenced by a variety of situational conditions. Expectations of success, incentives, control, and opportunity are among them:

Expectation of Success: The expectation of success plays a vital role in motivating individuals to pursue their goals. People with a strong sense of self-efficacy, which is the belief in their ability to effectively overcome obstacles, tend to have high expectations of success. Self-efficacy can be developed through the experience of overcoming challenges and learning from failures. It can also be boosted by exposure to positive role models and receiving constructive feedback and encouragement from others. When individuals believe in their capability to achieve success, they are more likely to be motivated to pursue their goals with determination and enthusiasm.

Incentives: Incentives are rewards or recognition provided to individuals to acknowledge their abilities and motivate them to achieve specific goals. They can take various forms, such as monetary rewards, certificates, or public recognition. While incentives can be powerful motivators, they need to be carefully designed. Overemphasizing external rewards can potentially undermine intrinsic motivation, which is the internal drive to accomplish tasks for the sheer satisfaction of doing them. When people become overly focused on obtaining incentives, they may lose the intrinsic motivation that comes from the joy of the task itself.

Control: Perceived control over aspects of a task or goal is another influential factor in motivating individuals to succeed. When people believe they have a say in how they approach

and execute a task, it enhances their motivation. This feeling of control empowers individuals and fosters a sense of ownership over their achievements. It can lead to greater commitment and enthusiasm in pursuing their goals. On the other hand, a lack of control or autonomy in a situation may reduce motivation.

Opportunity: Opportunity refers to the chance to pursue a goal or task. Individuals are more motivated to succeed when they have the opportunity to do so. High achievers often prefer moderately difficult tasks because they provide an appropriate level of challenge without overwhelming them. Tasks that are too easy may not sufficiently engage their motivation, while those that are excessively difficult may lead to frustration and reduced motivation. Creating opportunities that align with an individual's skill level and offer the right balance of challenge can be a significant motivator for success.

People who have a high drive for achievement prefer tasks that are fairly demanding. Such challenges enable people to achieve and feel competent as a result of their accomplishments. Extremely tough jobs tend to inhibit success, while extremely simple activities make people feel incompetent when they accomplish.

With all of the difficulties and problems that arose during COVID 19, pandemic students endured a period of demotivation as a result of the lack of understanding surrounding the situation, as no one has ever experienced anything like it before and everything seems to be grim to them. It was difficult for parents and educators to keep students' morale up to get them back into action. Their desire for accomplishment and inspiration was a significant character that kept

them going at the time. Achievement motivation is a subjective and internal psychological force that allows people to do work that they value and motivates them to achieve their objectives.

Rationale

Young adulthood is critical periods of maturation where stable behavioral styles emerge that pave the way for personality traits and related psychopathology in adulthood. A student's life is full of joy, challenges, new experiences, and discoveries, and for them leading a completely sedentary life is not less than a punishment. For more than a year educational institutes have been closed nationwide, and stepping out of homes has become a danger to life itself. One of the surveys by Young Minds (2020) reported that 83% of young respondents agreed that the pandemic worsened pre-existing mental health conditions, mainly due to school closures, loss of routine, and restricted social connections.

In one of the surveys conducted in the US to find out COVID-19's Impact on College Students, it was found that -

- Enrollment into Undergraduate programs fell 2.5% for fall 2020.
- Record levels of depression and anxiety are hitting college students hard.
- Low-income students without internet access fall under the widening digital gap.
- 42% of students said that staying motivated to act well once courses moved from online to offline was a major problem for them.
- Back to campus, 1000s of students have been punished for breaking COVID-19 social distancing rules. (Dennon, A. 2021)

In the Indian system of education, students have extreme pressure of securing a good percentage to compete to get admission to a reputed college and university. At the same time, they are also extremely excited about the new phase of their lives. As the students are in the middle of uncertainties and insecurities about their results and admission for higher studies, and those already in college are trying to figure out how to adjust to their new lives and their exams, an attempt has been made to explore the prevalence of stress, anxiety, and achievement motivation among the students and how the pandemic has affected it. Various studies have been conducted worldwide to understand the impact of COVID 19 on the mental health of society so that the government can support the people in the best way. This research is an attempt to understand the impact of the COVID 19 pandemic in India on higher secondary school students and undergraduate college student's mental health, many of whom are on the cusp of starting a new stage of life, where college is a guarantee of newfound freedom they have been grounded in their homes. This research will also contribute to developing a better understanding of the levels of anxiety, and stress among senior secondary students. It will help provide a better support system to the students for building their careers and dealing with the pandemic effectively.

Literature Survey

Achievement Motivation and Stress

The research by Young-Ju , Ae-Kyung and Ae-Ri (2011) aims to look at the structural relationship among academic stress, achievement motivation, learning environment, school flow, and learning persistence in cyber education. For this study, students enrolled in the S Cyber University in Korea were chosen to conduct the study. Achievement motivation was measured at

the beginning of the semester. Academic stress, learning environment, school flow, and learning persistence were measured at the top of the semester through the online survey system. The results of this study were as follows: First, academic stress, achievement motivation, and learning environment significantly affected school flow. Second, academic stress, achievement motivation, and faculty flow affected learning persistence but didn't affect the learning environment significantly. The results imply that academic stress, achievement motivation, and faculty flow should be considered because of the significant elements for constructing cyber education environments to reinforce students' learning persistence.

Achievement motivation, academic tension, life satisfaction, and locus of control were all measured in a study involving U.S. and foreign undergraduate students. The variables were measured using MANOVA and descriptive statistics. The findings revealed a significant difference in achievement motivation between American and international students. Further investigation revealed significant associations between predictor and criterion variables. (Karaman & Watson, 2017)

The aim of the study Ramaprabou and Dash (2018) was to see how academic stress affected undergraduate college students' achievement motivation. Purposive sampling was used to contact undergrads from various technical, arts, and science universities in and around Puducherry at random to collect data. The academic stress scale developed and standardized by Rajendran and Kaliappan (1990) and the Achievement Motivation Scale by Pratibha Deo and Asha Mohan (1985) were used to collect data. The 't' test and one-way ANOVA were used to evaluate the data collected. The findings revealed that moderate stress results in a high level of achievement

motivation, hence, it was concluded that moderate levels of stress lead to higher achievement motivation than high or slight levels of stress.

The study by Sharma (2018) is to look into the effect of stress on higher secondary students' achievement motivation. The phenomenon of repeatedly attempting for achievement and selecting target-oriented performance or failure tasks may be referred to as achievement motivation. In today's world, high motivation for achievement has become a critical requirement for students, especially in terms of gaining admission to prestigious colleges of education or being highly successful in life. The word "stress" is used to describe the feeling of not being able to control anything, as well as exhaustion and unwanted pressure. Throughout this analysis, the word 'stress' refers to the pressure, the lack of, or the absence of anything. Several studies in this area have shown that scholars are often subjected to concern and stress, which can have serious negative consequences for their job, health, life, and overall well-being. To complete this report, the researcher randomly selected 120 senior secondary students (60 boys and 60 girls) from three separate Mathura district schools. The data is analyzed using the SPSS kit (v-16.0) for one-way analysis of variance, post hoc ergo propter hoc test, and t-test. The results of this study show that people with a moderate level of stress have higher achievement motivation than people with a high level of stress.

Zothanzami (2019) a study was performed of Mizo school students to see whether Achievement Motivation is related to academic stress. School is one of the most critical aspects of a person's life, and the result has a significant impact on the person's future. Academic stress is common among students at this stage, and achievement motivation is critical for academic success, which

seems to be the primary target in today's educational system. Achievement Motivation Scale (nAch) and The Scale for assessing academic stress (SAAS) was used for measuring achievement motivation and stress. As samples, 198 students from senior secondary schools were used. The two variables had a negative but insignificant relationship, according to the findings. When the two genders (boys and girls) were correlated in both variables, the outcome revealed a significant difference.

Since school and exams are important aspects of youth in today's world, and academic stress and achievement motivation are universal issues, a study was conducted by Masilamani and Bhuvaneswari (2020) to investigate the relationship between stress and achievement motivation of higher secondary students. 200 students from two government higher secondary schools in Coimbatore were selected for this. The majority of the people (55 percent) had low-stress levels, according to the findings. Quite High stress was faced by 14% of the participants. The majority of people (53 percent) had little to no motivation to achieve their goals. There was no statistically significant connection between achievement motivation and stress.

The aim of this study by Javeda, Hussain, Shabbir and Rizwand (2020) was to see how educational stress and coping strategies affected achievement motivation. This survey was carried out in Multan's universities. A practical sampling method was used. To assess the levels of educational stress and achievement motivation, the Educational Stress Scale for Adolescents and the Achievement Motivation Scale were used. The Coping Orientations to Problem Experienced scale was used to assess the various ways in which people cope with stress. A total of 400 people (233 men and 167 women) between the ages of 17 and 26 were chosen.

Educational stress, coping mechanisms, and achievement motivation all have a positive relationship. In terms of coping mechanisms and achievement motivation, no gender differences were discovered. The effect of educational stress on achievement motivation is important, educational stress is positively correlated with achievement motivation ($p < 0.01$, $r = .157$). Females were found to have the most educational stress, according to the findings. Educational stress has a huge impact on achievement motivation. Coping techniques also play a role in mediating the relationship between educational stress and achievement motivation.

A study was conducted by Bajaj and Ahmed (2021) to assess stress and achievement motivation among Delhi school students during the coronavirus pandemic. The data was collected using a random sampling method. A total of 170 students from various DAV Delhi schools in higher secondary classes took part in the report. The students who were chosen were between the ages of 17 and 18. The Achievement Motivation Scale (AMS) and the Depression Anxiety Stress Scales (DASS) Inventory were used to assess levels of achievement motivation and stress, anxiety, and depression. The findings of the study showed that the pandemic had caused moderate to serious depression, stress, and anxiety among the participants. However, there was no evidence of a connection between achievement motivation and stress, depression, or anxiety. Despite numerous obstacles in their way, the majority of the students showed high achievement motivation.

Achievement Motivation and Anxiety

In a study by Shrable and Sassenrath (1970) on achievement motivation, test anxiety, and an initial achievement test, 114 college students were divided into two groups: high (above the median) and low (below the median). After that, students performed a programmed instruction task, and their output on the three dependent variables of time to complete the program, mistakes, and retention was assessed. The findings revealed that there were no substantial variations in errors due to achievement motivation; high test anxiety was associated with higher test anxiety. There was a major synergy impact between achievement motivation and test anxiety on errors; high achievement motivated students made more mistakes.

The relationship between achievement motivation, anxiety, and situational characteristics on success on a cognitive task was investigated in a study by Piedmont (1988). The probability of success and presentation rate was chosen as trial manipulations to arouse these personality variables. The findings revealed that the positive effects of achievement motivation were consistent regardless of situational manipulations, but that in some cases, conditions aided success in an additive manner. Anxiety has a different effect on success depending on how motivated you were to reach your goals.

Despite the fact that achievement motivation has been linked to different measures of hysteria, there is no straightforward response as to whether or not it is connected to N in Eysenck's schema thus; Ray (1990) in his study explores the relationship between achievement motivation and anxiety across cultures. As a result, a global series of group studies using the Ray AO (Achievement Orientation) scale is defined. Projective experiments were deemed ineffective.

The Taylor MAS and the Eysenck N scales were compared to the AO scale. The correlation was always low and negative, but it was so low that it wasn't always noticeable. It has been determined that N is unrelated to Achievement Motivation.

A study was conducted by McEwan and Goldenberg (1999) on the first-year Master of Nursing students was conducted to assess achievement motivation, anxiety, and academic performance. This descriptive correlational research included 41 first-semester master's level nursing students from three Canadian universities to determine the impact of achievement motivation and anxiety on academic performance. Their first-semester GPAs determined their academic performance. Participants with high achieving behaviors ($M = 73.5$) were also shown to have the high academic ability ($M = 81.9$), corroborating Atkinson's (1957, 1964) achievement incentive theory. Though state anxiety and trait anxiety were found to be negatively correlated, trait anxiety was not.

The objective of the study Aktop and Erman (2006) was to examine the relationship between achievement motivation, trait anxiety, and self-esteem. Furthermore, the secondary aim of the study was to discover achievement motivation, trait anxiety, and self-esteem level of athletes, which are achieved in sport at different levels. 175 males engaged in sport actively, where a student in Akdeniz University School of Education and Sport, aged from 18 to 25 years engaged in the study voluntarily. Willis Sport-Related Motive Scale, Rosenberg self-worth Scale, and Spielberger's Trait Anxiety Inventory were applied to subjects. As a result of correlation analysis, it had been found that there was a big direct correlation between power motive, the

motive to realize success, and self-esteem and there was a big indirect correlation between trait anxiety and self-worth. Correlation analysis compatible with sports experiences level showed that; there have been significant differences in favor of high sport experiences groups in power motive, a motive to realize success, and self-esteem.

On selected psychological variables, a comparison of reward motivation, achievement motivation, and anxiety level between national and international hockey players. A total of 60 Indian male hockey players were divided into two groups: national ($n=30$) and international ($n=30$). The themes were aimed at people between the ages of 17 and 25. The Alberta Incentive Motivation Inventory, the Sports Achievement Motivation Test, the State and Trait Anxiety Inventory, and the Sports Competition Anxiety Test were used to collect information. Incentive motivation, achievement motivation, state anxiety, and trait anxiety were found to have negligible variations, according to the findings. (Dureha, Singh, Yaduvanshi & Mishra, 2010)

In a Turkish tenth grade high school sample of 510 participants, 267 (52.4%) were females and 243 (47.6%) were males, the links between study habits, test anxiety, achievement, motivation, and academic performance were explored. The Turkish versions of the Test Anxiety Inventory (TAI), Study Habits Inventory (SHI), and Self Evaluation Inventory were used to collect the data (SEI). The GPA of students was acknowledged as a measure of their academic progress. The worry subscale of the TAI scores and academic achievement ($r = - 0.18$, $p 0.01$), as well as the Study Habits Scale scores and academic achievement level ($r = 0.15$, $p 0.01$), were found to have small but significant relationships. There was a favorable correlation between study habits and achievement motivation level ($r=.39$, $p 0.01$). Gender, the TAI's worry subscale, and study habits

all predicted academic performance. There was no link found between motivation for achievement and academic accomplishment. Academic success was strongly correlated with test anxiety and study habits, but not with achievement motivation. (Eugene, Bilim & Ankara, 2011)

The research by Ajay (2016) investigated the impact of sex (boy-girl) on achievement motivation, to see if there was any significant difference in achievement motivation between urban and rural students, to see if there was any significant difference in achievement motivation between private and government schools, and to see if there was any connection between achievement motivation and academic performance. The collected data was listed and analyzed during the study. The significance of the difference between the means of scores of gender boys and girls, area of residence urban and rural, private and government schools, and reservation was investigated using the 't' measure.

Higher secondary students' achievement motivation and anxiety levels were studied in relation to their gender, school standard, and stream. In this study, they looked at the relationship between anxiety and achievement motivation among higher secondary school students in the arts, commerce, and sciences. They chose this subject because they wanted to learn more about the impact of anxiety on motivation to achieve goals. It has been discovered that a student's level of anxiety is linked to their Achievement motivation and career path. A total of 75 students were chosen from various Gujarati medium higher secondary schools in Ahmedabad. The results revealed substantial disparities in Achievement Motivation between students in the Arts, Commerce, and Science streams of higher secondary school. Students in the Science Stream of higher secondary school have higher achievement motivation than students in the Arts and

Commerce Stream. In addition, there is a substantial difference in Achievement Motivation between boys and girls in higher secondary school, with girls having higher Achievement Motivation than boys. Also, an insignificant correlation was found between achievement motivation and anxiety among girls of 11th and 12th standard of Arts faculty. (Maitri D, 2018)

The importance of the following psychological factors : a sense of accomplishment, anxiety, and motivation of Turkish students enrolled in college education is investigated in the study by UÇAR and SORUÇ (2018). It focuses on the opinions of Turkish students who are receiving an English-medium instruction (EMI) or a French-medium instruction (FMI) college education. The study also examines the impact of meaning on students' attitudes. Students in an EMI (N = 144) and FMI (N = 214) were given a five-point Likert scale survey to collect data. For this study, 17 students from one Turkish public university and two private universities were interviewed. The findings revealed that students in both settings felt more accomplished, motivated, and had lower levels of anxiety when learning a foreign language. However, despite the fact that both EMI and FMI students considered themselves successful, the EMI was found to be more inspiring, while the FMI was found to be more nervous.

The relationship between Achievement Motivation and Anxiety in Teenage Students was investigated in this study by Firose (2020). Purposive sampling was used to select the samples from different secondary schools. Anxiety and achievement motivation were measured using two structured questionnaires. ANOVA, t-test, and correlation were used in the statistical review. The findings showed that anxiety has a negative relationship with motivation to accomplish goals. It was also discovered that anxiety and achievement motivation among adolescent students differed

depending on their gender and parental income. Furthermore, the study discovered that while there is no significant difference in anxiety among teenage students based on birth order, there is a significant difference in achievement motivation.

Research objectives

1. To study the relationship between perceived stress and achievement motivation of students.
2. To study the relationship between anxiety and achievement motivation of students.
3. To study if there is any significant difference in perceived stress between male and female students.
4. To study if there is any significant difference in anxiety between male and female students.
5. To study if there is any significant difference in achievement motivation between male and female students.

Null Hypothesis

1. There will be no significant relationship between perceived stress and achievement motivation of students.
2. There will be no significant relationship between anxiety and achievement motivation of students.
3. There will be no significant difference between the perceived stress of male and female students.

4. There will be no significant difference between the anxiety of male and female students.
5. There will be no significant difference between the achievement motivation of male and female students.

Alternate Hypothesis

1. There will be significant relationship between perceived stress and achievement motivation of students.
2. There will be significant relationship between anxiety and achievement motivation of students.
3. There will be significant difference between the perceived stress of male and female students.
4. There will be significant difference between the anxiety of male and female students.
5. There will be significant difference between the achievement motivation of male and female students.

Methods

Variable

Dependent Variable (DV)- Achievement Motivation

Independent Variable (IV)- Anxiety and perceived stress

Sampling Procedure

A total of 70 students between the ages of 17-20 were selected by the method of stratified random sampling from the target population which composed the sample for the present research. Furthermore, the samples were divided based on sample character such as sex (male=35/female=35). The data collection was done through questionnaires distributed online in schools and colleges across Kolkata and adjoining areas (Jadavpur, Kankurgachi, Behala, Salt Lake, Dumdum, N 24 Parganas, S 24 Parganas).

Tools

Beck Anxiety Inventory (1988) by Aaron T Beck

The Beck Anxiety Inventory (BAI) consists of 21 items with a Likert scale ranging from 0 to 3 and raw scores ranging from 0 to 63. It was developed in 1988 and a revised manual was published in 1993 with some changes in scoring.

Scoring

The total score is calculated by finding the sum of the 21 items.

- A score of 0-21 = low anxiety
- A score of 22-35 = moderate anxiety
- A score of 36 and above = potentially concerning levels of anxiety

Reliability: Internal consistency for the BAI = (Cronbach's $\alpha=0.92$)

Test-retest reliability (1 week) for the BAI = 0.75 (Beck, Epstein, Brown, & Steer, 1988)

Validity: The BAI was moderately correlated with the revised Hamilton Anxiety Rating Scale (.51) and mildly correlated with the Hamilton Depression Rating Scale (.25) (Beck et al., 1988).

Perceived Stress Scale (1983) by Cohen

The Perceived Stress Scale (PSS) developed by Cohen, Kamarck, and Mermelstein (1983) is a well-established self-report measure based on the psychological conceptualization of stress. It assesses the degree to which people perceive their lives as stressful. High levels of stress are associated with poor self-reported health, elevated blood pressure, depression, and susceptibility to infection. It measures the degree to which life has been experienced as unpredictable, uncontrollable, and overloaded in the past month.

Scoring

Individual scores on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress.

- A Scores of 0-13 = low stress.
- A Scores of 14-26 = moderate stress.
- A Scores of 27-40 = high stress.

Reliability: The 10-item scale (PSS-10) showed slightly improved reliability (Cronbach alpha = .78 vs. Cronbach alpha = .75) and equivalent validity as compared to the 14-item scale (PSS-14) and has therefore been recommended for epidemiological and clinical research.

Validity: Correlates in a predicted way with other measures of stress (Job Responsibilities Scale, life events scales). Furthermore, the PSS demonstrated satisfactory test-retest reliability.

Evidence for Validity:

- Higher PSS scores were associated with (for example):
- failure to quit smoking
- failure among diabetics to control blood sugar levels
- greater vulnerability to stressful life-event-elicited depressive symptoms
- more colds

Achievement Motivation Scale (n-Ach) (1985) by Deo and Mohan

The Deo- Mohan Achievement Motivation (n-Ach) scale developed by Deo and Mohan (1985) was used for data collection of achievement motivation. It is meant for boys and girls in the age group of 13-20 years. The scale consists of 50 items as suggested by McClelland and Atkinson (1953), out of which 13 are negative and 37 are positive. Responses were made on a 5 point likert scale.

Scoring

A positive item carries the weights of 4,3,2,1 & 0 respectively for the categories of always, frequently, sometimes, rarely, and never. The negative items were scored reversely i.e. 0,1,2,3 & 4 for the same categories.

The total score is the summation of all positive and negative items scores. The minimum score obtained can be 0 and the maximum can be 200.

- A score of 0-99 = low levels of achievement motivation
- A Score of 100-149 = moderate levels of achievement motivation
- A score of 150-200 = high levels of achievement motivation

Reliability: The test-retest reliability coefficient of the test for boys is 0.67, for girls 0.78, and for both is 0.69.

Validity: The validity of the scale was established through the concurrent method.

Procedure

The samples were selected by the method of stratified random sampling. As an offline mode of distributing the questionnaire was not possible due to the schools and colleges being closed due to COVID-19, an online survey was conducted to gather the data. The survey was conducted using the Google Forms platform, which required individuals to be logged in to an e-mail account in order to participate. Multiple entries from a single account were not permitted. The questionnaire was distributed using social media sites, e-mail, and messaging services. The Google form has clear instructions to ensure that the response had to be a student. The participants were informed that their responses would be kept private.

Age, gender, educational institute, nationality, number of family members, and marital status were all gathered as basic demographic information. For measuring the variables scale such as Perceived stress scale (PSS), Beck Anxiety Inventory (BAI), and Achievement Motivation Scale (AMS) were used.

After the collection of data, the data were segregated according to the requirement of the study. Scoring was done with the help of standard scoring keys. The data was analyzed with the help of SPSS v 26. Mean, standard deviation, T-test, and Correlational analysis were carried out for hypothesis testing.

Design of the study

This is an ex-post facto design of comparative and correlational analysis using a quantitative model of data collection procedure as well as quantitative analysis for treatment of variables. The comparison was made to study the achievement motivation of students concerning their high & low perceived stress and anxiety levels and demographic variables viz. gender.

Statistical Analysis

After arranging the data for final scores, Means, SD, t-test, and correlational analysis were used to compare the achievement motivation of the individuals with high and low perceived stress and anxiety levels as statistical techniques in the present study.

Research Limitation

The study's main limitation was a limited sample since the survey was limited to a geographical location due to the COVID 19 pandemic. When processing the data received, details such as class, race, economic status, were not taken into account. Therefore, for a broader study, it will be necessary to take into account not only the age and gender of the students but also the initial state of their personality. It is important to note that the results of this study provide only correlation information. It was not possible to compare the motivational level of students in the past and thus it could not find out how the achievement motivation of students has changed due to the COVID 19 pandemic. Also, the time of assessment may not capture the most stressful period of the COVID-19 outbreak , as during that time though educational institutes were closed people were not in lockdown (1st wave), if another assessment could be done with

the same sample in the 2nd wave, higher levels of stress and anxiety could be observed when compared with pre-COVID outbreak.

Result

Table 1. Level of Perceived Stress, Anxiety and Achievement Motivation among Students

CATEGORY	PERCEIVED STRESS (%)	ANXIETY (%)	ACHIEVEMENT MOTIVATION (%)
LOW	5.7	58.6	20.0
MODERATE	82.9	22.9	64.3
HIGH	11.4	18.6	15.7

The above table revealed the level of perceived stress, anxiety and achievement motivation among students. In the first column, the perceived stress dimension has been shown in which nearly 5.7% of the sample showed low levels of perceived stress, 82.9% of the sample experienced mild perceived stress levels and the rest 11.4% of the sample had high perceived stress levels. The second column of the table showed different levels of anxiety, where 58.6% of the students faced low anxiety, 22.9% of the students showed moderate levels of anxiety that show occasional apprehensions, 18.6% of the students in the sample were going through high

levels of anxiety. The last column showed achievement motivation, where 20% has low achievement motivation, 64.3% has moderate levels of achievement motivation and the rest 15.7% had high level of achievement motivation.

Table 2: Group Mean and Group Standard Deviation of perceived stress, Anxiety and Achievement Motivation among Students

CATEGORY	MEAN	STANDARD DEVIATION
PERCEIVED STRESS	23.75	7.80
ANXIETY	21.12	11.03
ACHIEVEMENT MOTIVATION	120.1	26.18

The above table depicts the values of mean and standard deviation of perceived stress, anxiety, and achievement motivation. In the perceived stress dimension, mean value is 23.75 and standard deviation is 7.80, further in the anxiety dimension, mean is 21.12 and standard deviation is 11.03. Lastly in achievement motivation, the mean value is 120.1 and standard deviation is 26.18.

Table 3: Mean and Standard Deviation of Perceived Stress, Anxiety and Achievement Motivation of Students among Female and Male

CATEGORY	GENDER	N	MEAN	SD
STRESS	FEMALE	35	20.97	6.73
	MALE	35	26.54	7.89
	TOTAL	70	23.75	7.81
ANXIETY	FEMALE	35	24.09	10.84
	MALE	35	18.7	10.56
	TOTAL	70	21.12	11.03
ACHIEVEMENT MOTIVATION	FEMALE	35	125.17	24.51
	MALE	35	115.03	27.16
	TOTAL	70	120.1	26.18

The above table depicts the values of the mean and standard deviation of perceived stress, anxiety, and achievement motivation among female and Male. In the perceived stress dimension, the mean value of female is 20.97 and male is 26.54 and standard deviation of the female is 6.732 and male is 7.898, further in the anxiety dimension, the mean of the female is 24.09, and male is 18.17 and the standard deviation of the female is 10.842 and male is 10.565.

Lastly, in achievement motivation, the mean value of female is 125.17 and male is 115.03 and standard deviation of the female is 24.505 and male is 27.165.

Table 4: Correlation Coefficient of Perceived Stress and Achievement Motivation

CATEGORY	CORRELATION	VALUE OF SIGNIFICANCE
PERCEIVED STRESS AND ACHIEVEMENT MOTIVATION	-0.562	0.000

Correlation is significant at the 0.05 level.

The above table shows the correlation between perceived stress and achievement motivation. A significant correlation has been shown between perceived stress and Achievement motivation with the R-value of -.562 which was highly significant. *Thus the null hypothesis is rejected and the alternate hypothesis is accepted.*

Table 5: Correlation Coefficient of Anxiety and Achievement Motivation.

CATEGORY	CORRELATION	VALUE OF SIGNIFICANCE
ANXIETY AND ACHIEVEMENT	.034	.780

MOTIVATION		
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The above table shows the correlation between anxiety and achievement motivation. An insignificant correlation has been shown between anxiety and Achievement motivation with the R-value of .034 which was found to be insignificant. No significant correlation coefficient is found between achievement motivation and anxiety; *hence the null hypothesis is accepted.*

Table 6: Significance in the difference of Means between Perceived Stress of Female and Male Students

CATEGORY	VALUE OF T-TEST	SIGNIFICANCE VALUE
PERCEIVED STRESS	-3.176	.002

It can be seen from the above table that there is a significant difference between the perceived stress of females and males since the significance value is below 0.05. *Hence, the null hypothesis is rejected and the alternate hypothesis is accepted.* The value of the T-test is -3.176

Fig 1: Difference of Means between Perceived Stress of Females and Male Students

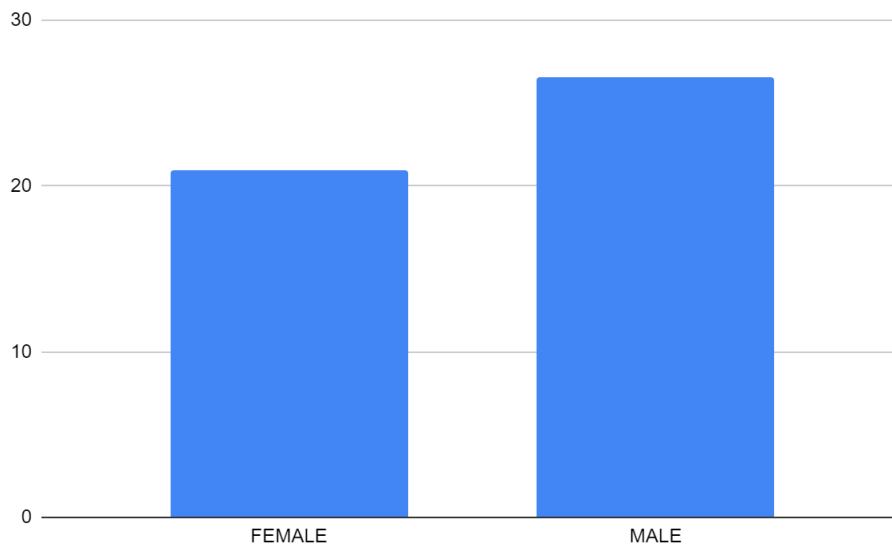


Table 7: Significance in the difference of Means between Anxiety of Female and Male Students

CATEGORY	VALUE OF T-TEST	SIGNIFICANCE VALUE
ANXIETY	2.311	.024

It can be seen from the above table that there is a significant difference between the anxiety of females and males since the significance value is below 0.05. *Hence, the null hypothesis is rejected and the alternate hypothesis is accepted.* The value of the T-test is 2.311

Fig 2: difference of Means between Anxiety of Female and Male Students

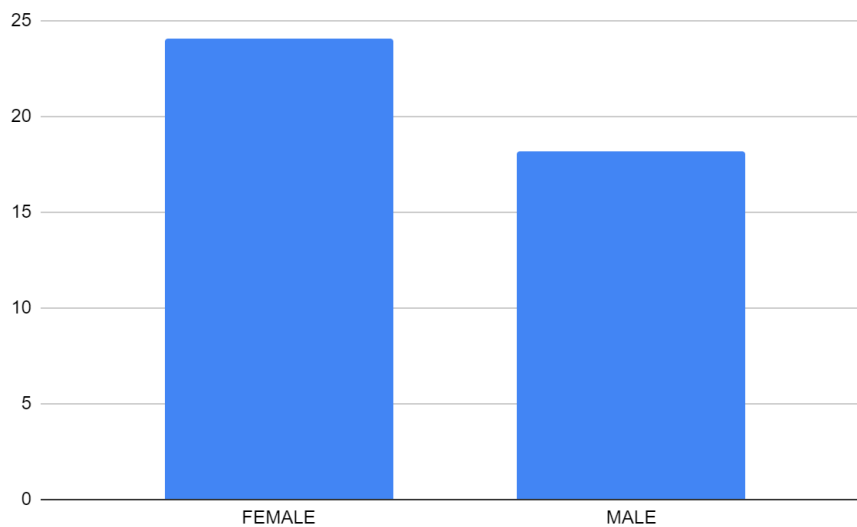
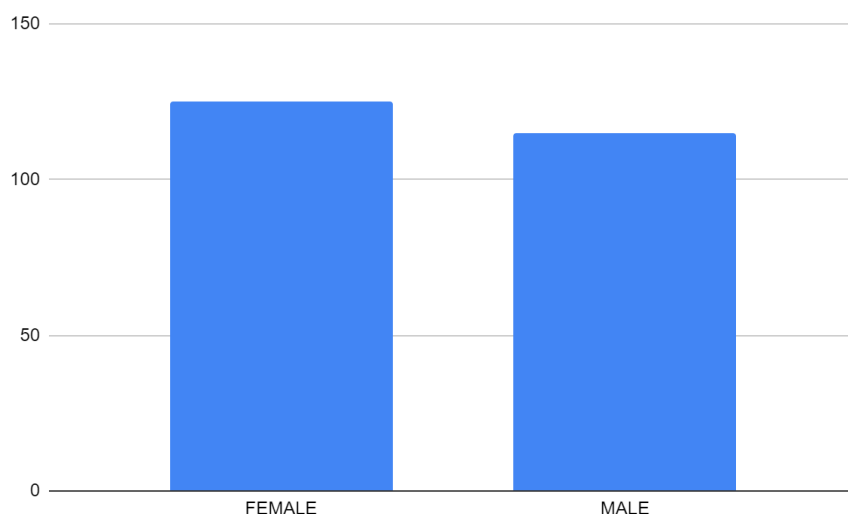


Table 8: Significance in the difference of Means between Achievement Motivation of Female and Male Students

CATEGORY	VALUE OF T-TEST	SIGNIFICANCE VALUE
ACHIEVEMENT MOTIVATION	1.640	.106

It can be seen from the above table that there is an insignificant difference between the achievement motivation of females and males since the significance value is above 0.05. *Hence the null hypothesis is accepted.* The value of the T-test is 1.640.

Fig 3: difference of Means between Achievement Motivation of Female and Male Students



Discussion

Stress can be caused by a number of things, including sickness, financial difficulties, the loss of a loved one, or traumatic events, and the pandemic situation has been stressful for everyone, particularly students who have been stuck at home helpless. Indeed, recent international studies have revealed a troubling rise in mental health problems in adolescents and young adults, such as anxiety and stress. Given this data, it is fair to believe that academic result and, more specifically, students' desire to achieve have declined. In reality, some research results indicate that people who are dealing with mental health issues are less motivated to learn.

The primary goal of this research was to determine the psychological impact of the pandemic situation on students who were in the midst of a significant life change. This signifies their fear of uncertainty and other environmental conditions and that they may need professional help since the pandemic is causing them significant distress. (Accordino et al., 2000)

Unfortunately, after the pandemic, students seem to have had fewer connections with their peers and teachers, and there are reasons to believe that their enthusiasm has dwindled. To

our knowledge, there has been very little empirical research on this subject to date. As a result, determining which effects the COVID-19 pandemic had and continues to have on student's achievement motivation is difficult.

15.7 percent had a high level of achievement motivation, 64.3 percent had a moderate level of achievement motivation, and 20 percent had a low level of achievement motivation. This may be due to them getting lost in the crisis or attempting to go with the flow. Many factors may influence a student's motivation level, including fear of the unknown, a lack of clarity of intent, and the difficulty of the tasks at hand. This may also be a result of the stress and anxiety brought on by the situational factors.

A significant negative correlation of -0.562 was found between perceived stress and achievement motivation, meaning if stress level increases, achievement motivation will decrease. *Thus the null hypothesis is rejected and the alternate hypothesis is accepted*, hence proving that there is a significant relationship between stress and achievement motivation. According to the literature review, mean stress and mean achievement motivation scores indicated low stress and Low achievement motivation and it was found that there was an insignificant relationship between the two. (Masilamani et al., 2020). Another study found a negative correlation between achievement motivation and academic stress (-0.084) of school students of Mizo, but the correlation was not significant (Zothanzami, 2019). It has been concluded through earlier research that a high level of stress leads to decreasing levels of achievement motivation (Ramaprabou et al., 2018).

Previous studies have shown that the relationship between stress and achievement motivation is not significant, although the present research has revealed a significant negative relationship between the two variables. This might be attributed to the prevailing COVID-19

situation resulting in higher stress among students. The student samples revealed that the majority of them were experiencing moderate to high levels of stress, with 11.4 percent reporting high-stress levels, with mean stress of 23.75.

The most likely explanation for the increased stress levels could be that students are vulnerable, having had fewer life experiences, and therefore may struggle to cope with the dramatic social changes that occur during the outbreak and lockdown. They're also the ones that spend more time on social media, which is rife with gossip, causing fear, anxiety, and other negative psychological effects. Student motivation is critical in the present pandemic situation; teachers must deal with pandemic learning styles and find new ways to increase the achievement motivation of students.

Anxiety was found to have a positive but statistically insignificant correlation with achievement motivation, *thus the null hypothesis was accepted*. It corresponds with an earlier literature review that anxiety has no relation with achievement motivation. (Elemat and Khalid K, 2006) conducted research to study the effect of achievement motivation and test anxiety on students' performance in English at the elementary and secondary levels, it was found that there were no statistical differences between achievement motivation and test anxiety. Another similar research was done on higher secondary school students, an insignificant correlation was found between achievement motivation and anxiety among girls of 11th and 12th standard of Arts faculty (Maitri D. Raval, 2018). In another study between Incentive motivation, achievement motivation, state anxiety, and trait anxiety they were found to have negligible variations (D K Dureha and Pooja Mishra 2010).

18.6 percent were facing high-stress levels which could be linked to upcoming tests, confusion about their future, the prolonged lockdown situation, and the Covid19 pandemic's

spreading While 22.9 percent recorded moderate anxiety, which included occasional concerns and fears about academics and the pandemic. The mean anxiety of the sample was 21.12. Increased anxiety among students was caused by an increase in the number of infected people and a feeling of helplessness.

This study also shows that despite this difficult situation, there are students who have shown normal levels of anxiety, stress, and achievement motivation, with varying percentages indicating that they were able to cope with the current pandemic with a positive outlook. People can improve their perspective and ability to cope with a situation by assessing the situation, using available tools, and developing resilience skills. People in crisis can benefit from a supportive family atmosphere, good interpersonal relationships, and financial support.

The study also reveals that there is a significant difference between the levels of perceived stress in males and females, males had a much higher level of stress than females. The T score was -3.176, which is significant at the .05 level. The results show that male students are more stressed than female students, *thus the null hypothesis is rejected and the alternate hypothesis is accepted*. It has been found that generally male students have a harder time focusing on their studies and seem to expect something worse to happen. Their apprehension seems to be very high and they seem to worry a lot over unwanted issues. They need psychological help to reduce their stress. The female students do not seem to stress over much and maintain a calm and relaxed state of mind. These results are in line with previous research, which found that men experience more stress than women (Gilson, 2009). In their research, Vijaya and Karunakaran, 2013 discovered that, as compared to girls, the majority of boys had

demonstrated a high level of stress and moderate stress. Kumari, 2017 also found higher stress levels in males as compared to females in university students.

On the other hand, the study indicates that there is a significant difference in anxiety levels between males and females, females had a much higher level of anxiety than males. The T score is 2.311, which is significant at the 0.05 value. The results show that female students are more anxious than their male counterparts, *thus the null hypothesis is rejected and the alternate hypothesis is accepted*. These results are in line with previous research, which found female students scored higher in the subscales of physiological anxiety and worry than male students (Hosseini et al., 2013). Blood pressure and pulse have been reported to be more reactive to anxiety in females compared to males. As a result of such sex differences, females appear to be more easily conditioned than males and males and females have also been found to differ in fear of extinction. Females are 1.5–2 times more likely than males to experience anxiety disorders, with lifetime and past-year rates of anxiety disorders 1.5–2 times higher in females than in males. (McLean et al., 2011; Bahrami et al., 2011).

Finally, the achievement motivation among males and females reveals differences in their scores. Females reported higher achievement motivation than males, though the difference is insignificant. The T score is 1.640, which is insignificant at the 0.05 level. The results proved the idea that there is an insignificant difference in achievement motivation between males and females, *thus the null hypothesis is accepted*. According to early research findings, On Achievement Motivation, there is no significant relationship between gender and higher secondary school students. (Raval, 2018)

Conclusion

The study reveals a noteworthy relationship between stress and achievement motivation among students. It indicates that students with high and medium levels of stress tend to exhibit lower levels of achievement motivation. In other words, when students experience elevated stress levels, it can have a negative impact on their motivation to achieve their academic goals. This suggests that stress can be a significant hindrance to a student's drive to succeed academically. Interestingly, the study suggests that anxiety does not appear to have a direct effect on achievement motivation. In other words, the degree of anxiety that students experience does not seem to be closely tied to their motivation to excel academically. This implies that while anxiety may be a separate emotional state from motivation, it is not significantly influencing a student's drive to achieve their academic goals. The study also highlights gender differences in terms of stress, anxiety, and achievement motivation among students. Male students were found to be more stressed than their female counterparts. This suggests that males may experience higher levels of stress, which, as previously noted, can negatively impact achievement motivation. Conversely, female students exhibited higher levels of anxiety in comparison to male students. This gender difference in anxiety levels indicates that female students may experience more anxiety-related emotions in an academic context. However, as mentioned earlier, this anxiety does not appear to directly affect their achievement motivation.

Importantly, the study did not find a substantial difference in achievement motivation between male and female students. This suggests that, despite varying levels of stress and anxiety, both genders have similar levels of motivation to achieve academically. These findings offer valuable insights into the complex interplay between stress, anxiety, and achievement motivation among students.

Implication

Achievement motivation is one of the crucial psychological factors determining future academic and occupational success. Therefore, general and professional education should be completed with training focused on psychological skills useful and desirable in everyday life. Formation of students' competence without practicing and developing needed psychological components will not let educate the graduates comprehensively and might result in their failure on the labor market.

Teachers, educators, counselors, and the institution can play an important role in motivating students. Being able to measure achievement motivation provides educators and counselors to assess and implement programs and interventions attempting to increase and maintain the achievement motivation of learners. It is the responsibility of the teachers to motivate students to succeed in school, which is one of the greatest challenges of this century.

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