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Achievement Motivation and Academic Anxiety of High School Students

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Abstract: In this study, an attempt has been made to study the relationship between achievement motivation and academic anxiety of high school students. Achievement motivation inventory developed by Dr. Sesadeba Pany and Academic Anxiety scale for children developed by Dr. A.K. Singh and Dr. A. Sen Gupta have been administered to a random sample of 200 high school students of Mandi district of Himachal Pradesh. There is a significant relationship between high school student's achievement motivation and academic anxiety and there is a significant relationship between achievement motivation and academic anxiety with respect to boys and girls, rural and urban high school students.

Key Words: Achievement Motivation, Academic Anxiety, High School Students, gender and locality.

Introduction

Achievement motivation is a readiness to fulfill a planned objective. It is a psychological construct. The term 'Achievement Motivation' refers to the motive or desires of the individual to achieve something unique and excellence in different fields of knowledge. It is a sort of hidden desire or internal force which energizes the individual to move towards a specific goal. It is basically a product of a system that is based on capitalism, cut throat competition and blind race towards materialism.

The modern study of achievement motivation began with the work of David McClelland. He and his associates coined the term *n ach* denoting need for achievement (McClelland, 1961; McClelland & Winter; 1969). This theory says that under appropriate conditions, people will do what they have been rewarded for doing. Weiner (1986) has

presented the most ambitious attribution theory of achievement motivation and emotions. This theory deals with the perceived causes of success and failure the characteristics of causal thinking, and subsequent emotional experiences in relation to achievement behaviours. Achievement is the combination of ability and motivation. Achievement motivation moves or drives an individual to strive to gain mastery of different and challenging situations in the pursuit of excellence. Every human being has strong desire to achieve some goals like money, reputation, degree, position of merit, medals etc. not only to raise the status in the eyes of others but also for the satisfaction would get from his/her accomplishment.

Academic anxiety is actually a type of performance anxiety, a feeling of someone might be a situation where performance really counts or when there is a neurotic fear of anticipated trouble. It is defined as an emotional reaction towards evaluative tasks, specially tests and examinations which are perceived as threatening achievement motivation is achievement motive i.e. motive to achieve or to attain excellence. Low level anxiety is considered to be correlated of high achievement but high anxiety level has a debilitating effect on ones performance. So, anxiety should be there but is should operate at the lowest level, so as to maximize ones performance.

Achievement motivation and academic anxiety have an unavoidable relationship. Both are interrelated concept. Many researchers like Gupta (1978) and Jalaik (2010) shows that achievement motivation is one of the variable that affect academic anxiety.

Need and Importance of the Study

Achievement motivation as a psychological construct is found in all the individuals in different degrees. It is a sort of hidden desire or internal force which energizes the individual to move towards a specific goal. It involves competition with a particular standard of the excellence of the performance and influence learning and personality development of an individual. In the digital age, there is a great need to raise the level of achievement motivation of the students. High school students differ from one another in the strength of achievement motive. Activities also differ in the challenge they pose and the opportunity they offer to expression of this motive. The anxiety is experienced in many areas and high school students vary in the extent of anxiety they possess. Owing to anxiety, a student cannot concentrate upon his studies and may not reach the goal. Low level of anxiety is considered to be a correlate of high achievement. But high anxiety level has a debilitating effect on one's performance. Thus anxiety is to be there but it should operate at the lowest level so as to maximize one's performance. Therefore, the investigator felt it necessary to study the relationship between achievement motivation and academic anxiety of high school students.

Objectives of the Study

The study has the following objectives;

1. To find out the level of achievement motivation of high school students.
2. To find out the level of academic anxiety of high school students.

3. To find out whether there is significant relationship between achievement motivation and academic anxiety of high school students.
4. To find out whether there is a significant relationship between achievement motivation and academic anxiety of high school boys.
5. To find out whether there is a significant relationship between achievement motivation and academic anxiety of high school girls.
6. To find out whether there is a significant relationship between achievement motivation and academic anxiety of rural high school students.
7. To find out whether there is a significant relationship between achievement motivation and academic anxiety of urban high school students.

Hypothesis of the Study

In the light of the above, the following hypotheses have been formulated;

1. Achievement motivation of high school students is high.
2. Academic anxiety of high school students is high.
3. There is no significant relationship between achievement motivation and academic anxiety of high school students.
4. There is no significant relationship between achievement motivation and academic anxiety of high school boys.
5. There is no significant relationship between achievement motivation and academic anxiety of high school girls.
6. There is no significant relationship between achievement motivation and academic anxiety of rural high school students.
7. There is no significant relationship between achievement motivation and academic anxiety of urban high school students.

Methodology of the Study

The study comes under ex-post-facto type of descriptive research.

Sample of the Study

The present study included 200 students (100 boys and 100 girls) studying in government schools covering both boys and girls. The sample has been selected from four secondary schools of district Mandi of Himachal Pradesh. The sampling units for the present study were selected by adopting purposive sampling technique.

Tools Used

The following tools were used to collect data;

1. Achievement Motivation inventory developed by Dr. Sesadeba Pany (2005).

2. Academic Anxiety scale for children developed by Dr. A.K. Singh and Dr. A. Sen Gupta (1986) was used.

Statistical Technique Used

For analysis of collected data, the researcher applied co-relational technique

Analysis and Interpretation of Data

The mean and standard deviation for the achievement score of total group are 73.91 and 8.16 respectively. It may be mentioned that a student can get a maximum score of 132. Hence, the achievement motivation of high school students is high. The mean and standard deviation for the academic anxiety score of total group are 9.24 and 3.16 respectively. The maximum score given for the scale is 20. Hence, it can be inferred that high school students have low academic anxiety.

The coefficient of correlation between achievement motivation and academic anxiety has been given in table-1.

Table-1: Relationship between Achievement Motivation and Academic Anxiety of High School Students

Variables	N	r	Remarks
Achievement Motivation	200	0.730	Significant
Academic Anxiety	200		

An analysis of table1 reveals that the coefficient of correlation between achievement motivation and academic anxiety is found to be 0.730 and it is significant at 0.01 levels. Hence the null hypothesis that there is no significant relationship between achievement motivation and academic anxiety is rejected.

Table-2: Coefficient of Correlation between Achievement Motivation and Academic Anxiety belonging to different Sub Samples

S.N.	Sub-Sample	Number	r	Remarks
1.	Achievement motivation (Boys)	100	0.712	Significant
	Academic anxiety (Boys)	100		
2.	Achievement motivation (Girls)	100	0.524	Significant
	Academic anxiety (Girls)	100		
3.	Achievement motivation (Rural)	100	0.687	Significant
	Academic anxiety (Rural)	100		
4.	Achievement motivation (Urban)	100	0.441	Significant
	Academic anxiety (Urban)	100		

It is evident from table 2 that the coefficient of correlation between achievement motivation and academic anxiety is significant at 0.01 level of significance in case of boys, girls studying in high schools and students studying in rural and urban high schools . Hence the hypothesis i.e. there do not exist any significant relationship between achievement motivation and Academic anxiety in case of boys, girls, rural and urban high school students is rejected.

Findings of the Study

The following are the main findings of the study;

1. Achievement motivation of high school students is high.
2. Academic anxiety of high school students is low.
3. There is a significant relationship between achievement motivation and academic anxiety of high school students.
4. There is a significant relationship between achievement motivation and academic anxiety in the case of boys.
5. There is a significant relationship between achievement motivation and academic anxiety in the case of girls.
6. There is a significant relationship between achievement motivation and academic anxiety in the case of students studying in rural schools.
7. There is a significant relationship between achievement motivation and academic anxiety in the case of students studying in urban schools.

Educational Implications

On the basis of the findings of the study the investigator is inclined to the following educational implications.

- Study material provided by teachers should be simple and precise according to the mental level of students.
- Parents should give equal treatment to both the boys and girls child a different matter.
- To provide conducive and free classroom and home environment.
- Time to time guidance should be provided by the teachers for better understanding towards the test situations.
- Proper motivation should be provided, so as to set realistic goals and attain them.
- Parents should be affectionate towards their children. There should not be over-protection and under protection from the side of parents.
- Guidance services should be provided to students so that they can enhance their achievement motivation.

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- Parents need to be involved with their children education for achieving higher achievements. Both the government and schools need to focus on parent's awareness programs in education that could lead to better student's achievement.
- Invite parents, teachers and students to work together to design and monitor different community service experiences.

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