

Self – Concept and Achievement Motivation as a Predictor of Academic Stress among High school students of ICSE Board, Chennai

Pavithra Narasimhan

Abstract

Various studies across the globe have emphasised that students are subjected to higher stress. Excessive stress could lead to psychological problems like depression and anxiety. The objective of the current study was to assess stress among students High school students.

The present study examined the relationship between self- concept, achievement motivation and academic stress among high school students. For the purpose of this study, data has been collected from 100 school students(boys - 50, girls - 50) who were in the range of 16 – 19 years using the randomsampling method.

Self-concept Questionnaire developed by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) developed by Ray's Achievement(1990) and Academic Stress scale by Busari (2011) were used for the collection of data. The reliability of Self-concept questionnaire and Achievement Motive Test were 0.91 and 0.87 respectively. The investigator has adopted survey method for this study. Pearson's product moment correlation is used to assess the association and independent 't'test was used to assess the differences among the variables and One – way Analysis of variance was used in the analysis of data.

Key words: *Self – Concept, Achievement Motivation, academic stress*

About Author: Assistant Professor,

Department of Psychology – Patrician College of Arts and Science, Chennai

Introduction

Stress is the physical and mental response of the body to demands made upon it. It is the result of our reaction to outside events, not necessarily the events themselves. In our modern age of anxiety, many of us are so stressed out that it's hard to maintain focus on important goals. Stress is now conceptualized as, “the inability to cope with a perceived or real (or imagined) threat to one's mental, physical, emotional or spiritual well-being which results in a series of physiological reactions and adaptations” (Seaward, 2008).

Self – concept is an idea of the self-constructed from the beliefs one holds about oneself and the response of others. It is a judgment of oneself as well as an attitude toward the self and encompasses beliefs about oneself.

Self-concept is the construct that negotiates these two selves. In other words, it connotes first the identification of the ideal self as separate from others, and second, it encompasses all the behaviors vetted in the actual self that you engage in to reach the ideal self.

The actual self is built on self-knowledge. Self-knowledge is derived from social interactions that provide insight into how others react to us and the ideal self is the self that we imagined to be.

According to Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is".

Stanley Hall (1904) described adolescence as a period of great “storm and

stress”, corresponding to the time when the human race was in a turbulent, transitional stage on the way to becoming civilized (Lama Majed Al-Qaisy and Jihad Turki, 2011). Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Adolescence is the period of transition from a relatively dependant childhood to the psychological, social and economic self-sufficiency of adulthood (Shubhangi Kamble, 2009). It is the time during which many developmental changes takes place in the individual like the way he thinks, looks and behaves. Adolescence is the period of time when the surge of life reaches its highest peak (Jersild, 1963). Adolescence can be a time of high risk for children, where newfound freedoms can result in decisions that drastically open up or close off life opportunities. Achievement during this period can be a stepping stone for the forthcoming year. Only if an adolescent has good achievement motivation and self-concept he can succeed in life.

The self-concept is an important term for both social and humanistic psychology. Lewis (1990) suggests that development of a concept of self has two aspects:

People with good self -concept tend to be more accepting of others. High self-esteem is related to independence and open mind. The dissonance between a person’s self-concept and actual experiences is a chronic source of anxiety and can even result in mental disorder.

Achievement motivation, though it is present in varying degrees in all human beings, it is largely influenced by an individual’s evaluation of self. Motivation is an important factor in everyday life. Our basic behaviours and feelings are affected by our inner drive to succeed over life's challenges .It also promotes our feelings of competence and self-worth as we achieve our goal. Higher or lower self-esteem

impact an individual life meaning and in turn evaluation of his self -worth can significantly affects his Psychological state.

Need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal. To have the determination to win". The concept of N-Ach was subsequently popularised by the psychologist David McClelland.

David C. McClelland's and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes—a general problem of motivation.

Need theory, also known as Three Needs Theory, proposed by psychologist David McClelland, is a motivational model that attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context.

Review of Literature

Vishal Sood (2012) has investigated on need for achievement, academic achievement and socio-demographic variables of high school students of Kullu and Manali districts of India. The results revealed that n-achievement positively and significantly affected academic achievement of high school students. The students with high n-achievement possessed significantly higher academic achievement as compared to students with average and low n-achievement. Girls were found to have significantly higher n-achievement in

comparison to boys. However, no significant differences in n -achievement were found among rural and urban students as well as students belonging to nuclear and joint families.

Firouzeh Sepehrian Azar (2013) has investigated the relationship between self-efficacy, achievement motivation, academic procrastination as predictors of academic achievement in pre-college students. The results revealed that there was significant difference between boys and girls in terms of the level of achievement motivation, academic achievement and academic self-efficacy.

Dr. Barnabas E. Nwankwo, 2 Tobias C. Obi and 3 Solomon A. Agu (2013) examined the relationship between self-esteem and achievement motivation among university undergraduates. The sample consists of 100 male and 100 female undergraduates from the University of Nigeria, Enugu campus (UNEC) with the age range of 18-35. Correlational design was used. Hudson (1982) 25-item index of self-esteem scale and Hermann (1970) 29-item achievement motivation scale were administered. Pearson product moment correlation coefficient statistics revealed a positive relationship between self-esteem and achievement motivation, $r(198)=0.34$ at $p<.05$.

Significance of the Study

The outcome of the study will provide the basis for enhancing the general adoption of a new, positive approach to student life, thereby, ensuring academic success.

Objectives:

The present study will focus on the following specific objectives:

- 1) To identify the causes of stress among students.

Hypotheses

The following were proposed hypotheses of the current study.

- There would be no significant relationship between Self-concept,

Achievement motivation on Student's academic stress.

- There would be no significant gender difference on their Academic Stress.
- There would be no significant gender difference on their Achievement motivation.
- There would be no significant gender difference on Self-Concept.
- Self concept and Achievement motivation are not predictors of academic Stress.

Method

Sample

The total number of sample was 100 (Male-50, Female-50). High school students of ICSE board were taken for the study. Stratified sampling method was used and the data was collected through standardised tools. Pearson product moment correlation was used to compute the relationship between the variables and independent simple 't' test, regression and ANOVA was used to analysis.

Tools used

Academic Stress scale:

Busari (2011) constructed and validated Student Academic Stress Scale (SASS).

Self-Concept

The Self-Concept questionnaire consists of 48 items and was developed Dr. Raj Kumar Saraswath. It provides six separate dimensions of self-concept - physical, social, intellectual, moral, educational and temperamental. The reliability of Self-concept questionnaire were 0.91 and this indicates the scale as a reliable measure of Self-concept responses.

Achievement motivation:

The Achievement Motivation Scale is a self-reporting scale developed by John Ray in 1990. It consists of 14 statements in question

form in three possible modes of responses are provided, such as, “yes”, “undecided” and “no”. scale as a reliable measure of Achievement motivation responses.

The reliability of Achievement questionnaire were 0.87 and this indicates the

Results and Discussion

Table 1: Relationship between Self – Concept, Achievement motivation on Academic stress Partial Correlation:

Descriptive Statistics					
		Mean	Std. Deviation	N	
Self – concept		138.290	20.7750	100	
Achievement motivation		30.530	7.3601	100	
Academic stress		82.360	14.8851	100	
Correlations					
Control Variables			SCTRS	AMRS	SASRS
-none ^a	Self – concept	Correlation	1.000	.310	.204
		Significance (2-tailed)	.	.002	.042
		df	0	98	98
	Achievement motivation	Correlation	.310	1.000	.279
		Significance (2-tailed)	.002	.	.005
		df	98	0	98
	Academic stress	Correlation	.204	.279	1.000
		Significance (2-tailed)	.042	.005	.
		df	98	98	0
Academic stress	Self – concept	Correlation	1.000	.269	
		Significance (2-tailed)	.	.007	
		df	0	97	
	Achievement motivation	Correlation	.269	1.000	
		Significance (2-tailed)	.007	.	
		df	97	0	

a. Cells contain zero-order (Pearson) correlations.

Self – concept (138.290 ± 20.7750) and Achievement motivation (30.530 ± 7.3601) at the same time controlling for students academic stress (82.360 ± 14.8851), which is strongly significant ($r = 0.269$, p – value < 0.01).

However, zero-order correlations showed that there is strongly significant, positive correlation between self-concept and achievement motivation ($r = 0.310$, $p < .002$),

indicating that student academic stress moderately influence in controlling for the relationship between self-concepts and academic achievement motivation.

Therefore, the Hypothesis: (There is no significant relationship between Self-concept, Achievement motivation on Student’s academic stress is rejected)

Table 2: Gender difference and Academic Stress

- Alternative Hypothesis: There is significant difference between boys and girls student on academic stress.

Group Statistics					
	GENDER	Sample size	Mean	Std. Deviation	Std. Error of Mean
Academic stress	Boys	50	75.840	12.0515	1.7043
	Girls	50	88.880	14.6853	2.0768

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Academic Stress	Equal variances assumed	4.854	98	.000
	Equal variances not assumed	4.854	94.406	.000

Since p – value less than 0.05, we reject our null hypothesis at 0.01% level of significance and say that, there is significant difference between boys and girls (gender) on academic stress.

Therefore, The Hypothesis 2 (There is no significant difference between boys and girls student on academic stress) is rejected and alternate Hypothesis is accepted.

Table 3: Gender Difference and Achievement motivation:

- Null Hypothesis: There is insignificant difference between boys and girls student on their Achievement motivation.
- Alternative Hypothesis: There is significant difference between boys and girls student on their Achievement motivation.

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error of Mean
Achievement motivation	boys	50	26.480	7.8409	1.1089
	girls	50	34.580	3.8070	.5384

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Achievement motivation	Equal variances assumed	6.571	98	.000
	Equal variances not assumed	6.571	70.887	.000

Since p – value less than 0.05, we reject our null hypothesis at 0.01% level of significance and say that, there is significant difference between boys and girls student on their Achievement motivation. Therefore the hypothesis 3 (There is no significant difference between boys and girls student on Achievement motivation) is rejected and alternate Hypothesis is accepted.

Table 4: Gender Difference and Self – concept:

➤ Alternative Hypothesis: There is significant difference between boys and girls student on their Self – concept.

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Self – concept	Boys	50	128.660	20.4367	2.8902
	Girls	50	147.920	16.2818	2.3026

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Self – concept	Equal variances assumed	5.212	98	.000
	Equal variances not assumed	5.212	93.340	.000

Since p – value less than 0.05, we reject our null hypothesis at 0.01% level of significance and say that, there is significant difference between boys and girls student on their Self – concept. Therefore, the Hypothesis 4 (There is no significant difference between boys and girls student on their Self – concept) is rejected and alternate hypothesis is accepted.

Table 5: Self-concept and achievement motivation doesn't predict academic stress**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305 ^a	.093	.074	14.3205

a. Predictors: (Constant), Achievement Motivation, Self-Concept

b. Dependent Variable: Academic Stress

Therefore, the Hypothesis 5 (Self-concept , achievement motivation doesn't predict academic stress is rejected)

Table 6: There is no significant difference on the mean average**ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2042.656	2	1021.328	4.980	.009 ^b
	Residual	19892.384	97	205.076		
	Total	21935.040	99			

a. Dependent Variable: Academic Stress

b. Predictors: (Constant), Achievement Motivation, Self-Concept

Coefficients^a

Mod		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	54.737	10.188		5.373	.000	34.517	74.958
	Self-Concept	.093	.073	.130	1.279	.204	-.051	.238
	Achievement Motivation	.483	.206	.239	2.347	.021	.074	.891

a. Dependent Variable: Academic Stress

Implications

It is concluded that that positive self-concept and achievement motivation create Eustress among students, enabling them to optimize their fullest potential.

It is also concluded that there is a significant difference between male and female students in their level achievement and self -

concept. The findings reported in this study justify the importance of self-concept and to improve self-concept will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

References

- Auerbach SM, Gramling SE. Stress management: Psychological foundations. New Jersey: Prentice Hall, 1998.
- Busari, A.O. (2011). Validation of Student Academic Stress Scale (SASS). *European Journal of Social Sciences*, 21(1), 94-105.
- Carter V. Good (1994). *Dictionary of Education*. 3rd Edition. New Delhi: McGraw Hill Book Ltd.
- Cugmas, Z. (1992). *Sodobnapedagogika*, 43, 5-6, pp.272-285.
- Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well being. *American Psychologist*, 55(1), 68-78.
- Jersild, A.T., (1963). *The psychology of adolescence*, London: Collier Macmillan Ltd., The Macmillan company, pp.3, 5, 19.
- Saraswathi, R.K., (1984). *Manual for self-concept questionnaire*, Agra: National Psychological Corporation.
- Mohammed Ali (2012). Impact of Self-Concept of Disabled Learners on Inclusive Physical Education. *Turkish Online Journal of Distance Education-TOJDE* October 2012 ISSN 1302-6488 Volume: 13 Number: 4 Article 19 from http://tojde.anadolu.edu.tr/tojde49/articles/article_19.htm
- Saraswathi, R.K., (1984). *Manual for self-concept questionnaire*, Agra: National Psychological Corporation.
- SitaChetri, (2014) self –concept and achievement motivation of adolescents and their relationship with academic achievement. *International Journal of Advancements in Research & Technology*, Volume 3(5), 2278-7763.
- ShubhangiKamble, (2009). Influence of Parental Relationship and Self-Concept on Academic Achievement of PUC Students, a Thesis submitted to the University of Agricultural Sciences, Dharwad, retrieved from (<https://files.eric.ed.gov/fulltext/ED543974.pdf>)
- http://shodhganga.inflibnet.ac.in/bitstream/10603/21936/8/08_chapter_2.pdf
- <http://www.west-andrews.ac.uk/students/advice/leaflets/stress/>

