

Stress, Psychological Capital and achievement motivation among College Students

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Abstract :

This study investigated the relationship between stress, psychological capital and achievement motivation among college students. They belong to B.N College, Patna University .The total sample consists of 110 students. It contains Students Stress Scale developed by Tareh bhatia and Arunima pathak (2000) containing 30 item in 6 dimensions. Psychological Capital Assessment Scale developed by Rani and Choudhary will be used to measure Psychological Capital .It has four dimension and having 34 item .Achievement motivation scale was developed by V.P Bhargava (1994) it has 50 incomplete sentence.

The statistics used was M , SD , T-test. Result found significant at both levels of significance and can be said that there found a difference in stress and psychological capital of boys and girls. The achievement motivation results also found significant.

Keywords : Stress, Psychological Capital ,Achievement motivation , Gender ,College Students.

Introduction

Stress is one of the important variable of this study. As we all know that it has significance role in our daily life. It has both impact on us , if the level of stress is optimum than the performance will be the best and if the level of stress is below or high then in both case the performance will be low.This concept was given by *Yerk's Dodson Law*. According to

Skinner (1985)- “Stress can be defined as a reaction of a particular individual to a stimulus event.” Hans Selye (1956) defined stress as the non- specific response of the body to any demand for change

There are three stages of the GAS . They are : stage of alarm ,stage of resistance , stage of exhaustion .The alarm stage is the body’s initial response to the stressor : There is a brief period of lowered resistance followed by a time of heightened resistance. In this stage, the body prepares itself for quick response by such means as increased heart rate and blood pressure and a release of glucose to provide energy for action. If you were crossing the road, and noticed a car speeding towards you, your rapid increase in speed from a walk to a run to escape being run over is an example of responding to stress in the alarm stage.

If the stressor is prolonged, the second stage is resistance. In this stage, the immediate responses of the alarm stage are replaced with responses that promote long term adaptation. The concept of homeostasis described earlier comes into play during the stage since the body must return to equilibrium. However, there is continuing efforts on the part of the individual to adapt or habituate to the stressor during this stage.

The third stage is stage of *collapse*. By the term, Salve meant that the body cannot go on coping with stress indefinitely, the energy for continued adjustment become depleted, and the individual become exhausted. Thus, the third stage is characterized by a loss of resistance to the stressor, and exhaustion, collapse and even death can occur. Prolonged stress during combat, when a soldier eventually collapses not from a wound but from accumulated fatigue, hunger, thirst, anxiety and tension, would be an example of the stage of collapse. This model of stress has been challenged by researchers on the stage of collapse. This model of stress has been challenged by researchers on two grounds; first,

Selye's argument that every response to stress by every individual follows this pattern is difficult to accept. Research has indicated that body's response to stress can vary depending on the stressor. Secondary, this model proposes the same response for each stressor, whether external or internal in nature.

This model has also been criticized. First, it is difficult to accept that part of the model that everyone experiencing a particular life event experiences the same amount of the life change and, therefore, the same amount of stress. In addition, it does not seem likely that different populations of people can each be accurately measured by a single life events measure. Further, there are some life accurately measured by a single life events measure. Further, there are some life events that are peculiar to certain stages of life, from adolescence to adulthood to elderly. However, this model is valuable in recognizing that we do experience stress from a variety of events, some quite routine. Also, the notion of stress as response to life change rather to negative events alone is a provocative one.

Psychological Capital

The second component is Psychological Capital. Psychological Capital is usually referred to as PsyCap (Luthans, Avolio, et al., 2007; Luthans, Youssef, et al., 2007). The construct comprises four elements of positive psychological resources such as hope, efficacy, resiliency and optimism, sometimes referred to as "HERO". The conceptual definition of PsyCap is "an individual's positive psychological state of development" (Luthans, Avolio, et al., Luthans, Youssef, et al., 2007, p.3). The four key elements of the PsyCap construct are briefly described as (1) Self-efficacy It is one's ability to handle a situation when one is unfamiliar

with it.(2) Scheier and Carver(1985) He defined optimism as a generalized positive outcome.

Types of optimism

Unrealistic optimism - It is the belief that nothing bad will happen become the person feels invincible to things such as accident etc.

Realistic optimism- It is the connection of optimism and reality,

Resilience – It is defined as positive outcome in the context of adversity (Luthar ,Cicchetti and Becker, 2000a). Wolin and wolin (1993) define resiliency to the capacity to bounce back, to withstand hardship, and to repair yourself .

According to Masterson, "Resilience in an individual refers to successful adoption of risk and adversity "(Masterson,1994, P3).Type of resilience proposed by Bonanno and Dimich he introduced two terms emergent resilience and minimal impact resilience.

Emergent resilience – It refers to emergence of adaptation in the context of chronically adverse situation such as poverty parental loss etc. (Gertman,1991, Sandler et al, 2003).

Minimal impact resilience – It refers to how people cope with trauma arising from loss or acute life event. The term hope refers to having the willpower and pathways to attain one's goal.

Achievement Motivation:

This is another important variable in my study. The concept of achievement motivation introduced by Murray (1938) who viewed it as the desire to excel and strive to accomplish difficult things, to do things as rapidly or as well as possible and to surpass others. . Achievement

motivation has also been defined as the tendency to strive success in competition against some standard of excellence (McClelland, 1961). Smith (1969) defined it as ‘task oriented behavior’ that allows the individual’s performance to be evaluated according to some internally or externally imposed criteria, that involves the individual in competing with others or that otherwise involves some standards of excellence.

Sears (1940) discussed the concept under ‘success and failure’. Achievement motivation is an interest a maintaining high quality of performance and the desire to work with energy and persistence toward goal. The ‘standard of excellence’ which is the central theme of achievement motive may be task related, e.g., degree of perfection as a result of performance, or self related, e.g., comparison with the one’s own earlier achievements. Achievement also suggests a high level of intellectual curiosity. Although achievement motivation is referred to as a “need”, “drive” or “motive”. It can be conceptualized as a trait because it is a relatively permanent characteristic of personality. Atkinson (1958) defines a need or motive as a relatively enduring disposition to strive for a particular kind of goal or aim. The goal or achievement motivations personal accomplishment or success or pride in doing something well. This goal may be evidence by (i) competition with the standard of excellence. (ii) Some unique accomplishment or (iii) Long term involvement with an actively performed well. Need for achievement is to improve people’s task performance. High achievement oriented people are task oriented and prefer to work on task that are challenging.

A person with a strong motive to achieve tends to drives satisfaction from overcoming obstacles by his own efforts and taking calculated risks. In comparison to affiliation motive to control the means of influencing behavior of others, the achievement motive, seems most

likely to be associated with setting of moderately difficult goals, interest in concrete feedback, assuming personal responsibilities and showing more initiative and exploratory behavior (McClelland and Winter, 1969).

REVIEW OF' LITERATURE

Various studies have been conducted in India and abroad. A positive and significant correlation was reported between Stress and Achievement motivation. Tripathi (1991) studied achievement motivation and its correlation of high school students with the objective to study the relationship between academic achievements and achievements motivation by taking sample of 445 IXth grade students selected through random sampling technique and revealed that urban science boys were generally better adjusted: achievement motivation of boys and girls was highly correlated with intelligence & achievement. It had been reported that there had been an empirical relationship with the stress and achievement motivation. It had been found that when the level of stress is very minimum or very maximum then the level of achievement motivation is very low on the other hand when the level of stress is optimum then there is very high level of achievement motivation. This relationship between stress and achievement motivation has an inverted U shaped relationship. The relationship among stress and achievement motivation were investigated in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were male. The data were collected by Turkish version of Test Anxiety Inventory (TAI), Study Habits Inventory (SHI) and Self Evaluation Inventory (SEI). School and examinations are an inevitable aspect of most children's lives in today's world in which academic stress and test anxiety are ubiquitous problems (Boards & Oldendick, 2005; Chatterjee &

Wals, 2010). Because of the detrimental effects or test anxiety such as poor academic performance and achievement, this construct will continue to research by the researchers and professionals who work with college going students. According to McDonald (2001), between two-third of high school students appears to experience uncomfortable reveals of test anxiety. Test anxiety has been stated to be related negative to academic success. Anxious children are mere liking to receive poorer scores, repeat a grade and perform more poorly on test requiring new learning and on these administered in a highly evaluative manner (Beidel, Turner & Karen, 1994) more stressed and anxious adolescent student has low self-esteem, dependency and passivity (Yildirim & Ergene. 2003) all of which have an adverse effect on academic achievement (Zeinder, 1991) According to the Yerkes - Dadson law an inverted U shaped function relates performance to arousal with the peak of performance, however, suggest a look of consistency in findings. Spielberger (1980) defined test anxiety as an apprehension that occurs when a student encounters examinations in any form at any level. According to the McDonald (2001), between two third of high school students appears to experience uncomfortable levels of test anxiety. There are several studies conducted on achievement motivation among the students. These studies reveal that achievement motivation among the students differs with reference to gender (Patel, 1987; Chauhan, 1989), so economic status (Abroad, 1977), birth order (Pande. 1976), medium of instructions (Parith, 1976), and locality (Kishor & Rana, 2010; Rama & Devi, 2011). From the studies reviewed, it is inferred that the achievement motivation of higher secondary students of general stream in Patna district has not been studied so for so deeply, Therefore, the investigators wish to choose the higher secondary students of general stream for their study .The concept of achievement motivation introduced by Murray (1938) who viewed is

as the desire to excel and strive to accomplish difficult things, to do things as rapidly or as well as possible and to surpass other. Spielberger (1980) defined test anxiety as an apprehension that occurs when a student encounters examinations in any form at any level. According to the McDonald (2001), between two third of high school students appears to experience uncomfortable levels of test anxiety. Indeed, for many students high school exams and centralized high stake examination are the most anxiety inducing experience in their programs of study (Zeinder, 1991).

Rationale of the study :

There is a little serious efforts have been made to study this important aspect, which can influence the Psychological Capital and achievement motivation of the students. It is also inferred that the impact of stress on Psychological Capital and achievement motivation of College students of general stream in Patna district of Bihar has not been studied so far deeply. The present study is therefore planned to know the stress among high school students with their achievement motivation, to know the present status and also to provide suggestions for reducing stresses and enhancing, Psychological Capital, achievement motivation among students.

Objectives: -

- To examine and compare the stress of the male and female students.
- To assess and compare the achievement motivation of male and female students.
- To assess and compare the Psychological Capital of male and female students.

Hypothesis: -

- There will be a significant difference between stress of male and female students.
- There will be a significant differences between achievement motivation of male and female students.
- There will be a significant differences between psychological capital of male and female students.
- There will be a negative correlation between stress and achievement motivation.
- There will be a negative correlation between stress and psychological capital.

Method of the Study

Sample: -

The total number of sample were consists of 110 College students , pursuing their Bachelor degree from B.N College. Their age range vary from 17 to 25 year. Out of 110 students , 55 female students and 55 male students from Patna ,Bihar .

Tools :

1. The student's stress scale developed by Taresh Bhtia and Arunima Pathak (2000) was be used to measure the different types of stress of an individual. The scale consist of 30 items depicting 6 dimension such as academic stress (AS), financial stress (FS), vocational stress

(VS), family stress (FaS), social stress (SS) and emotional stress (ES). The responses was made on 5 point scale from strongly agree (5) to strongly disagree (1). Psychological Capital Assessment Scale by Rani and Choudhary will be used to measure Psychological Capital It has four dimension and having 34 item . Achievement motivation scale was developed by Dr .V.P Bhargava (1994) it has 50 incomplete sentence

Procedure :

Data had been collected through Incidental- cum- Purposive Sampling technique with the help of structured questionnaire of Stress, Psychological Capital and Achievement Motivation. Their responses had been kept confidential .

Statistical Analysis : Obtained data are analysed by vesting M, SD and T-test.

RESULT

Table:1

It shows Mean, SD and T-test of stress among college students.

	MEAN	SD	T-TEST
BOYS	94.96	6.12	3.40
GIRLS	98.40	4.31	

At 108 degree of freedom, the result was found significant at 0.01 level of significance. As calculated value was larger than the table value. Hence the result was found a significant difference between boys and girls on stress level at 0.01 level of significance.

Table: 2

It shows Mean, SD and T-test of achievement motivation among college students.

	MEAN	SD	T-TEST
BOYS	62.23	7.11	2.79
GIRLS	65.80	6.25	

At 108 degree of freedom, the result was found significant difference at 0.01 level of significance. As calculated value is larger than the table value. So, there was found difference in achievement motivation between boys and girls.

Table: 3

It shows Mean, SD and T-test of Psychological Capital among College students.

	MEAN	SD	T-TEST
BOYS	52.50	5.21	2.88
GIRLS	49.70	4.95	

At 108 degree of freedom, the result was found significant difference at 0.01 level of significance. As calculated value is larger than the table value. So, there was found difference in achievement motivation between boys and girls.

Table 4

Showing association between stress and achievement motivation.

Group	Variables	N	Df	R
	Stress			

Students	Achievement motivation	110	108	-0.37
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Result showing association between stress and achievement motivation among college student. Stress and achievement motivation is negatively associated and the strength of association is weak and the association is statistically significant.

Table 5

: Showing association between stress and Psychological Capital .

Group	Variables	N	Df	R
Students	Stress	110	108	- 0.28
	Resilience			

Result showing association between Psychological Capital and stress and among college students. Stress and is negatively associated and the association is statistically significant at 0.05 level of significance also the strength of correlation is below the moderate.

Table 6

: Showing association between Psychological Capital and Achievement motivation .

Group	Variables	N	Df	R
Students	PsyCap	110	108	- 0.33
	Acht.Motivation			

Result showing association between Psychological Capital and Achievement motivation among college students. These variables are negatively associated and the association is statistically significant at 0.01 level of significance.

DISCUSSION

This study was conducted to examine the relationship of stress ,Psychological Capital and achievement motivation among male and female College students . It also explore the nature of relationship and there strength between them.

There was found a difference on stress level between male and female students. The result shows that the difference between male and female students was a significant difference at both level of significant. Similarly the result also found significant difference between them male and female on the dimension of psychological Capital.

Also in case of achievement motivation the result indicates that there was significant difference between achievement motivation of male and female student.

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