

# Relationship between Achievement Motivation and Anxiety of Teenage Students

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**Abstract:** *This research assessed the relationship between Achievement Motivation and Anxiety of Teenage Students. The samples were selected using purposive sampling from secondary schools. The two standardized questionnaires were used to measure anxiety and achievement motivation. The statistical analysis was conducted using t-test, ANOVA and correlation. The result revealed that anxiety has negatively relation with achievement motivation. And also teenage students differ in anxiety and achievement motivation on the basis of gender and parental income. Further the analysis showed that teenage students do not have significant difference in anxiety on the basis of birth order whereas they exhibited significant difference in achievement motivation on the basis of birth order.*

**Keywords:** Anxiety, Motivation, Achievement motivation, Personality disorder

## 1. Introduction

Students in teenage period experience many physical and mental tribulations in their life. Particularly their mental state is the essence for their academic outcomes. Anxiety is the one of the prevalent mental disorders which causes the defect in the achievement of a person. We expect the good academic achievement from all students. Therefore it is necessary to find out the factors that influence the wellbeing of teen age period since it is a vital important period of all human life. Hence this research is aimed to investigate the relationship between achievement motivation and anxiety of teenage students.

Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities. It is also an effective arousal state directing behavior in an achievement oriented activity cognitively appraised as potentially satisfying. Motivation is a psychophysical condition which inspires an individual to do something and strive to fulfill his needs. In the other hand anxiety represents a danger or threat within the person himself, rather than merely an external danger. Anxiety is a personality disorder which arises when there is a smash between incompatible or conflicting tendencies. Anxiety has been defined as the socio-psycho-physiologic phenomenon experience as a foreboding fear or threat to the human whether the threat is generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious whether the threat is secondary to the actual environmental threats of a biosocial, biophysical or biochemical nature (Keable, 1989).

Anxiety is found throughout life span of human development, but there are particular periods when it is liable to develop more extremely. Adolescence or teen age is a period accompanied by a particular anxiety due to questioning many religious and sexual beliefs. The future appears to them as an unclear image. They must stand on their own feet. In some, puberty has physiological effects which are productive of anxiety.

Achievement motivation is predisposed by those factors that affect students' perceptions of their relationship to the achievement setting like classroom where several internal and external factors contribute to motivational orientation of students. These include recognizing the relationship between effort and ability, understanding the classroom reward structures, balancing academic mastery and social competence, and choosing tasks of appropriate difficulty. In childhood period, they focus on self-mastery and competence. More effort to master their environment typically leads to better outcomes. Young children are intrinsically motivated to gain more competence. In later childhood and adolescence, they become more externally oriented, more focused on academic and social competence as compared to others. This change results in motivational orientations that are complicated by the need to protect the sense of self-worth and the need to continue to gain academic skills or fulfill with behavioral expectations.

## 2. Literature Survey

Anxiety and achievement motivation are two psychological attributes which have been studied to find the relation between them, with other psychological variables as well as with demographic variables.

Achievement motivation is the desire to meet standards of excellence, outperform others and accomplish difficult tasks (McClelland, 1971). People with high need for achievement strive to do well anytime they are evaluated. Such people typically enjoy challenges and they relish a chance to their abilities (Puca&Schmalt, 1999).

Anxiety has been defined as the socio-psycho-physiologic phenomenon experience as a foreboding fear or threat to the human whether the threat is generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious whether the threat is secondary to the actual environmental threats of a biosocial, biophysical or biochemical nature (Keable, 1989).

Chauhan, (1983) mentioned some of the anxieties like test and examination, school work, favourism, appearance,

inadequacies in their sex-role, illness, quarrel between parents, religion, money, lack of emotional control, worry about the future and etc.

According to Vanisa (2008), highly anxious students tend to experience more off-task, interfering thoughts than their less anxious counterpart. Monte & Lifrieri, (1973) stated that the students may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove they do not have the ability to correctly complete the task.

Atkinson & Feather, (1966) describe this rational as Achievement Motivation. It is typically a non-conscious process in which a decision how to act or not to act is made. Spence, (1983) and Wlodkowski, (1985) state that achievement can often bring benefits, and failure can often bring shame. Atkinson, (1974) and Aschuler, (1973) add that it is only a small number of students who fall into these categories of little accomplishment. Individual high in achievement motivation tend to get high grades in school, earn more rapid promotions and attain greater success in running their own business than persons low in such motivation (Raynor, 1970). Most students tend to fall somewhere in the middle of this achievement scale between extremely high achievers and those who may not achieve at all (Aschuler, 1973). Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation. Each student acts on the levels of motivation differently, but some students are predisposed to having little desire to accomplish certain tasks (Atkinson, 1974).

### 3. Problem Definition

The present research is an attempt to investigate the relationship between achievement motivation and anxiety of the teenage students. Anxiety is quite common to everyone while accomplishing a task particularly when they happened to compete. It may depend on the motivational level of the individual. Further it was attempted to explore the effect of socio demographic factors on achievement motivation and anxiety of teenage students.

### 4. Objectives of the Study

- To examine the relationship between Achievement Motivation and Anxiety of teenage students.
- To study the relationship of socio-demographic variables (gender, birth order, parental income) on the anxiety level of teenage students.
- To study the relationship of socio-demographic variables (gender, birth order, parental income) on the achievement motivation level of teenage students.

### 5. Hypotheses

- 1) There is no relationship between achievement motivation and anxiety of teenage students.

- 2) Teenage students do not differ in anxiety on the basis of their gender.
- 3) Teenage students do not differ in achievement motivation on the basis of their gender.
- 4) Teenage students do not differ in anxiety on the basis of their birth order.
- 5) Teenage students do not differ in achievement motivation on the basis of their birth order.
- 6) Teenage students do not differ in anxiety on the basis of their parental income.
- 7) Teenage students do not differ in achievement motivation on the basis of their parental income.

## 6. Methods/Approach

### Material Used

Tool- I: Hamilton Anxiety Rating Scale (HAM-A)

Tool- II: Achievement Motivation Test (AMT)

Tool-III: Personal Data Sheet

### 6.1 Description of the Tools

#### Hamilton Anxiety Rating Scale (HAM-A)

Anxiety Scale was used to assess the anxiety of college students which was originally developed and published by Hamilton Anxiety Rating Scale (1959). Each item is scored on a scale of 0 (not present) to 4 (severe), with a total score range of 0–56, where <17 indicates mild severity, 18-24 mild to moderate severity and 25-30 moderate to severe.

#### Achievement Motivation Scale (AMS)

Achievement Motivation Scale was used to assess the achievement motivation of college students which was initially formulated and published by Shah Beena (1986). The original AMS scale contains a 40-item Likert-type. The instrument is a 3-point response format to acquire data with the rating score ranging from 1 to 3. Weightage 1, 2, and 3 are respectively awarded for alternatives a, b and c respectively of any statement. Thus score value is found between 40 and 120.

#### Personal Data Sheet

The personal data sheet is organized for this study by the researcher which is used to elicit the information like age, gender, parental income and birth order of selected teenage students.

#### Sampling Procedure

This is a quantitative research for which purposive sampling method was adapted to select the sample for the present study. Data for this study was gathered from four different secondary schools of Navithanveli Education Division of Sammanthurai Zone. This study measures the anxiety and achievement motivation of 160 teenage students of selected schools. In addition to that this study assesses the statistical hypothesis by systematically finding the difference between gender, birth order and parents' income with reference to anxiety and achievement motivation.

### 6.2 Method of Data Collection

The researcher visited all the selected secondary schools and contacted the participants. The selected participants were

given the questionnaire that contains Achievement motivation and Anxiety. They were instructed as per the manual, which would enable the subject to perform the test perfectly. Out of 170 data collected, some of them were found to be incomplete and hence, only 160 data were taken for final analysis.

6.3 Data Analysis

The collected data from the questionnaire were tabulated and analyzed. The following statistical methods, ‘t’- test, analysis of variance (ANOVA) and correlation were used to analyze the data.

7. Results and Discussion

Table 1: Correlation between Anxiety and Achievement motivation

Correlation	Value
Correlation between Anxiety and Achievement motivation	-0.346**

\*\*Significant at 0.01 level

The purpose of this analysis is to find out the inter-dependence of each of the two variables on one another. (Table 1) It shows that Anxiety has negatively relation with Achievement motivation at the significant level of 0.01 (-0.346). Hence, the stated hypothesis that there is no significant relationship between Anxiety and Achievement motivation is rejected.

Table 2: Showing the Mean, SD and ‘t’ value for Anxiety and Achievement motivation of the teenage students on the basis of Gender

Variable	Gender	N	Mean	SD	‘t’
Anxiety	Male	80	15.17	5.745	6.124**
	Female	80	17.66	4.323	
Achievement motivation	Male	80	92.94	6.246	5.837**
	Female	80	86.20	3.286	

\*\*Significant at 0.01 level NS - Not Significant

Teenage students differ in anxiety on the basis of gender. It revealed that female teenage students show higher anxiety (17.66) than male teenage students (15.17). Teenage students differ in achievement motivation on the basis of gender. The analysis exhibits that male teenage students have higher achievement motivation than female students. Hence the formulated following hypotheses: teenage Students do not differ in anxiety on the basis of their gender, teenage students do not differ in achievement motivation on the basis of their gender are rejected.

Table 3: Showing the Mean, SD and F ratio for Anxiety and Achievement motivation of the teenage students on the basis of birth order

Variable	Birth order	N	Mean	SD	‘F’
Anxiety	1 <sup>st</sup> born	56	16.65	5.256	0.536 NS
	2 <sup>nd</sup> born	62	16.72	6.325	
	3 <sup>rd</sup> above	42	15.77	5.349	
Achievement motivation	1 <sup>st</sup> born	56	88.17	5.279	9.261**
	2 <sup>nd</sup> born	62	92.02	5.068	
	3 <sup>rd</sup> above	42	89.20	5.123	

\*\*Significant at 0.01 level NS - Not Significant

It is observed from the analysis that teenage students show no significant difference in anxiety on the basis of birth order. But they show significant difference in achievement motivation on the basis of birth order. Hence the hypothesis that the teenage students do not differ in anxiety on the basis of birth order is accepted whereas the hypothesis that the teenage students do not differ in achievement motivation on the basis of birth order is rejected.

Table 4: Showing the Mean, SD and F ratio for Anxiety and Achievement motivation of the teenage students on the basis of parental income

Variable	Parental income (Rupees) (monthly)	N	Mean	SD	‘F’
Anxiety	Below 20,000	68	18.32	4.326	7.145**
	20000-30000	62	15.44	5.051	
	Above 30,000	30	13.56	5.274	
Achievement motivation	Below 20,000	68	87.52	4.965	6.394**
	20000-30000	62	89.51	5.214	
	Above 30,000	30	92.39	4.396	

\*\*Significant at 0.01 level NS - Not Significant

The results showed that teenage students differ in anxiety on the basis of parental income. Teenage students with low parental income show higher anxiety (18.32) than teenage students with high income (13.56). Further teenage students differ in achievement motivation on the basis of parental income. The analysis exhibits that teenage students with high parental income have higher achievement motivation than students with low parental income. Hence the formulated following hypotheses: teenage Students do not differ in anxiety on the basis of parental income, teenage students do not differ in achievement motivation on the basis of parental income are rejected.

8. Discussion

Subsequent to the analyses of results, the finding of present research are discussed and interpreted with the support of prior research findings.

In this study the correlation co-efficient was worked out in order to understand the relationship between anxiety and achievement. The results indicated that anxiety has negatively relation with achievement motivation (Table 1). It portrays that increase in anxiety leads to decrease in achievement motivation and vice versa. The present findings are supported by the earlier researches. Ralph, (1988) examined the relationship between achievement motivation, anxiety, and situational characteristics on performance on a cognitive task. The results indicated that the positive effects of achievement motivation were constant regardless of situational manipulations, but under some circumstances situations facilitated performance in an additive manner. Anxiety had a negative effect on the levels of achievement motivation. Similar finding exhibited by Lynn McEwan, Dolly Goldenberg (1999) who made a research on achievement motivation, anxiety and academic success of first year forty one Master of nursing students from three Canadian universities participated in this descriptive correlational study to identify the influence of achievement motivation and anxiety on their academic success. In this

research they found that anxiety was negatively correlated with achievement motivation.

The test of significances was done to find out relationship of demographic variable upon the anxiety and achievement motivation of teenage students. This study found that gender of the teenage students has relationship with anxiety. It shows that female teenage students show higher anxiety (17.66) than male teenage students (15.17). This outcome is similar to the prior findings of Poli Saikia & Minoti Phukon, (2009) who conducted a research on parental aspiration and anxiety level among higher secondary students of Jorhat (Assam). The research result revealed that there was significant difference between boys and girls in anxiety level, with girls obtaining more Mean anxiety scores than boys. Putwain, David (2008) identified by his research result that gender, ethnic and socio-economic background as significant predictors of variance in test anxiety scores.

In some researches the result is different from the present result. In this sense Ali Reza Ghaderi, (2009) studied the relationship between self-efficacy and anxiety among Indian and Iranian students. The result revealed male and female students did not differ significantly in their mean anxiety scores as the obtained F value of 0.69 was found to be non-significant ( $P < 0.41$ ).

The analysis of present study reveals that male teenage students have higher achievement motivation than female students. However prior study of Pandey & Faiz Ahmed, (2007) is contrary to present study. They carried out a study aimed to measure the achievement motivation with reference to sex-differences. The result showed that the achievement motivation of boys and girls in all the factors is the same with girls not being inferior to boys in any factor.

It is observed from the analysis that teenage students show no significant difference in anxiety on the basis of birth order. But they show significant difference in achievement motivation on the basis of birth order. The previous research by Parmeshwar Puri, (2011) to investigate difference between achievement motivation and anxiety of students in terms of birth order showed significant difference among ordinal position of born respondents on Achievement Motivation and Anxiety.

The results showed that teenage students differ in anxiety on the basis of parental income. Teenage students with low parental income show higher anxiety than teenage students with high income. Further teenage students differ in achievement motivation on the basis of parental income. The analysis exhibits that teenage students with high parental income have higher achievement motivation than students with low parental income.

## 9. Conclusions

- 1) There is a negative relationship between anxiety and achievement motivation
- 2) Teenage students differ in anxiety on the basis of their gender
- 3) Teenage Students differ in achievement motivation on the basis of their gender.

- 4) Teenage students do not differ in anxiety on the basis of their birth order.
- 5) Teenage students differ in achievement motivation on the basis of their birth order.
- 6) Teenage students differ significantly in achievement motivation on the basis of their parental Income.
- 7) Teenage students differ significantly in anxiety on the basis of their parental Income.

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