

# Stress, Resilience and Achievement Motivation among Medical Students in Patna

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**ABSTRACT:** This study investigated the relationship of stress with resilience and achievement motivation among medical students. The total sample consists of 120 students, out of which 60 are male and 60 female. It contains Students Stress Scale developed by Tareh Bhatia and Arunima pathak (2000) containing 30 item in 6 dimensions). Achievement Motivation Scale by Dr. V.P Bhargava(1994). Resilience measure by Unger (2016). The statistics used was M, SD, t-test. Result found significant at both levels of significance and can be said that there difference in stress of boys and girls. There is a strong correlation of stress with resilience and achievement motivation.

**Keywords:** Stress, Resilience, Achievement Motivation, university Students.

## I. INTRODUCTION

The proposed study comprised of components namely Stress, Resilience and Achievement motivation which need elaboration. The first component is Stress.

Stress is one of the important variable of this study. According to Skinner (1985)- "Stress can be defined as a section 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. The history of research and theory has given us several different ways to think about stress, since the research that has been reported the experience of stress from several different perspectives. Three of these perspectives will be described.

The work of Hans Selye (1956) is generally considered the first major discussion of stress as a phenomenon in and of itself. Selye was interested in the responses of the body to demands made upon it, and believed that this response was 'non-specific'. He termed this pattern the General Adaptation Syndrome (GAS).

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 Exhaustion. Person is unable to cope out from the situation and person is getting problem in their daily life. 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.

## Resilience

The term Resilience is second important variable in this study and it can be define as a ability to Cope out from the situation or crisis which he was facing. Has also been defined as a positive characteristic that enhances individual adaptation and moderates the negative effects of stress (Wagnild & Young, 1993). It connotes inner

strength, competence, optimism, flexibility and the ability to cope positively and bounce back when faced with adversity and challenge (Wagnild, 2009; Wagnild & Collins, 2009). Resilient individuals demonstrate courage and adaptability in the wake of life's misfortunes and manifest adaptive behaviors in the areas of social functioning, morale and somatic health (Wagnild & Young, 1990, 1993). Resilience in an individual refers to successful adoption of risk and adversity "(Master, 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. (Germany, 1991, Sandler et al., 2003). Minimal impact resilience – It refers to how people cope with trauma arising from loss or acute life event. Hope the term hope refers to having the willpower and pathways to attain one's goal.

#### **Achievement Motivation:**

This is the third important component of the proposed study which needs elaboration. 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.

Sears (1940) discussed the concept under 'success and failure'. Achievement motivation has also been defined as the tendency to strive for 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.

Achievement motivation is an interest in 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, or other related, e.g., (Heckhausen, 1967). 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 evidenced 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 tasks that are challenging.

A person with a strong motive to achieve tends to derive 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).

## **II. REVIEW OF LITERATURE**

Various studies have been conducted in India and abroad. A positive and significant correlation was reported between Stress and Achievement motivation. 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-thirds of high school students appears to experience uncomfortable levels of test anxiety. According to

McDonald (2001), between two-thirds of high school students appears to experience uncomfortable levels of test anxiety. Test anxiety has been stated to be related negatively to academic success. Anxious children are more likely to receive poorer scores, repeat a grade and perform more poorly on tests requiring new learning and on those administered in a highly evaluative manner (Beidel, Turner & Karen, 1994) more stressed and anxious adolescent students have low self-esteem, dependency and passivity (Yildirim & Ergene, 2003) all of which have an adverse effect on academic achievement (Zeiner, 1991). Tripathi (1991) studied achievement motivation and its correlation of high school students with the objective to study the relationship between academic achievements and achievement motivation by taking a 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 a 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 was 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 of test anxiety such as poor academic performance and achievement, this construct will continue to be researched by the researchers and professionals who work with college-going students. According to the Yerkes-Dodson law, an inverted U-shaped function relates performance to arousal with the peak of performance, however, it suggests a look of consistency in findings.

There are several studies conducted on achievement motivation among students. These studies reveal that achievement motivation among students differs with reference to gender (Patel, 1987; Chauhan, 1989), so economic status (Abroad, 1977), birth order (Pande, 1976), medium of instruction (Parith, 1976), and locality (Kishor & Rana, 2010; Rama & Devi, 2011).

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According to McDonald (2001), between two-thirds of high school students appear to experience uncomfortable levels of test anxiety. Indeed, for many students, high school exams and centralized high-stake examinations are the most

anxiety-inducing experiences in their programs of study (Zeinder, 1991).

### Rationale of the Study

There is a little serious effort that has been made to study these variables taken together in Patna, Bihar. Stress is an important aspect, which can influence resilience and achievement motivation of the students. It is also inferred that the impact of stress on resilience and achievement motivation of university students of Patna district of Bihar has not been studied so far deeply. The present study is therefore planned to know the stress among university students with their resilience and achievement motivation, to know the present status and also to provide suggestions for reducing stresses and enhancing resilience along with achievement motivation among university students.

### Objectives: -

- To compare the stress of the male and female students.
- To compare the achievement motivation of male and female students.
- To compare the Resilience of male and female students
- To examine the correlation among stress, resilience and achievement motivation.

### Hypotheses:

1. H1: There will be a significant difference between stress of male and female students.
2. H2: There will be significant differences between achievement motivation of male and female students.
3. H3: There will be significant differences between resilience of male and female students.
4. H4: There will be a negative correlation between stress and achievement motivation.
5. H5: There will be a negative correlation between stress and resilience.
6. H6: There will be a positive correlation between resilience and achievement motivation.

## III. METHOD OF THE STUDY

### Sample: -

The total number of samples consists of 120 university students. Their age range varies from 18 to 30 years. Out of 120 students, 60 are female students and 60 are male students from Patna, Bihar.

### Tools:

The student's stress scale developed by Tareh Bhtia and Arunima Pathak (2000) was used to measure the different types of stress of an individual. The scale consists of 30 items depicting 6 dimensions 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). Achievement Motivation Scale by Dr. V.P Bhargava(1994) and Resilience Measure by Unger (2016 ).

**Procedure:**

Data had been collected through Incidental- cum- Purposive Sampling technique with the help of structured questionnaire of Student’s Stress Scale, Achievement Motivation Scale by Dr. V.P Bhargava (1994). Resilience Measure by Unger. Their responses had been kept confidential.

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

**IV. RESULT AND INTERPRETATION**

**Table 1:** It shows Mean, SD and T-test of stress among university Students

Gender	Mean	SD	t-test
Boys	97.26	3.62	3.063**
Girls	99.84	5.312	

At 118 degree of freedom, the result was found significant at 0.01 level of significance. As calculated value was larger than the table value. So we could say there was found a significant difference between boys and girls on stress level.

**Table2:** It shows Mean, SD and T-test of Resilience among university Students.

Gender	Mean	SD	t-test
Boys	89.61	5.12	3.228**
Girls	92.40	4.312	

At 118 degree of freedom, the result was found significant at 0.01 level of significance. As calculated value was larger than the table value. So we could say there was found a significant difference between boys and girls on resilience level.

**Table 3:** It shows Mean, SD and t-test of Achievement motivation among university Students

Gender	Mean	SD	t-test
Boys	98.6	5.32	3.469**
Girls	101.4	3.312	

At 118 degree of freedom, the result was found significant at 0.01 level of significance. As calculated value was larger than the table value. So we could say there was found a significant difference between boys and girls on achievement motivation level.

**Table 4:** Showing association between stress and achievement motivation among university students

Variables	N	df	r
Stress	120	118	-0.27**
Achievement motivation			

Result showing association stress and achievement motivation higher among university students. Stress and achievement motivation is negatively associated and the association is statistically significant.

**Table 5:** Showing association between stress and resilience among university students.

Variables	N	df	r
Stress	120	118	-0.178*
Resilience			

Result showing association between stress and resilience among university students. Stress and resilience is negatively associated but the association is statistically significant at 0.05 level of significance.

**Table 6:** Showing association between resilience and achievement motivation among university students.

Variables	N	df	r
Resilience	120	118	0.31**
Achievement motivation			

Result showing association between resilience and achievement motivation among university students. These two variables are positively associated and the association is statistically significant.

## V. DISCUSSION

This study was conducted to examine the relationship of stress with resilience and achievement motivation among male and female students. There was found a difference on stress level, resilience level and achievement motivation level between male and female students. The result shows that the difference between male and female students was a significant difference at 0.01 level of significant.

In case of resilience the result indicates that there was significant difference between the score of male and female students. Also in case of achievement motivation the result indicates that there was significant difference between of male and female student on the dimension of achievement motivation.

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