

Research Paper

## A Study of Achievement Motivation in Relation to Anxiety, Depression, and Stress among Adolescents During Covid 19 Pandemic in Kerala

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### ABSTRACT

Achievement motivation is the driving force of life. This motivation helps each individual to attain his or her goals in life. In this study an attempt was made to study the achievement motivation among adolescents during covid 19 pandemic and found any relation with other variables like anxiety, depression and stress. During the outbreak of covid 19 pandemic each individual went through uncertainly situations. All these conditions not only affect the adolescence and their family members but also the entire world. For this purpose, a sample of 133 adolescents was selected from Kerala state. Achievement motivation scale by Prof. Pratibha Deo and Dr. Asha Mohan and anxiety depression, stress (ADSS-BSPSA) scale by Prof. Pallavi Bhatnagar and her colleagues were used. Mean, standard deviation, t-test, ANOVA and Carl Pearson correlation were applied to analyse the data. The major finding was adolescents' achievement motivation found to be greatly reduced during the covid 19 pandemic and there was no significant gender difference in achievement motivation, anxiety, depression and stress of adolescent. There was a positive relation between achievement motivation and anxiety.

**Keywords:** *Achievement motivation, Adolescent, anxiety, depression, stress, pandemic*

Motivation is the reason to do things or behave in a particular way in life. It is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision making, learning, and assessment (Sigh, K 2011). In our life we might be motivated to achieve something or avoid something based on our biological or sociopsychological needs. It is the basic activating force behind particular act. In this competitive society the desire for surpassing others or achieving more than others is commonly seen in society today. It reflects a pattern of actions and feelings concerned with striving to achieve internalised standard of excellence (Robert. S &

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Kathiravan. S, 2020). In general, children usually learn the achievement motive from their parent's life style and family life studies shown that children who get independent training started at early age and get more autonomy within a cooperative, encouraging and less authoritarian family environment, usually develops achievement oriented children (Mangal, S.K, 2000). Motivation is major cause of our behaviour like learning, perception, attention, memory, thought, creativity, performance, passion etc. One of the most important types of the motivation is the achievement motivation. Achievement motivation as a psychological construct is seen among all individuals in different degrees. Achievement motivation is not confined to academic achievement alone rather it may be manifested in personal, social or occupational field of life. The individuals having high achievement motivation tend to show their extraordinary talent in the above-mentioned field and may like to take risks.

There are important changes in children's motivation as they grow up. The prevailing pattern of change with respect to achievement motivation for many children around the world is a decline with increasing age in children and adolescents' motivational beliefs and values. Adolescents are most vulnerable group among the population because this stage of life is already beset by changes and challenges, even under normal circumstances. Pandemic will have a lot of repercussions for a group that is undergoing so many changes. Covid 19 was a global challenging situation in 21<sup>st</sup> century. Social distancing, quarantine, closing schools and colleges, switching to online classes, work from home, connecting loved ones through electronic gadgets, cancelling meeting and post ponding programmes, financial crisis, loss of job etc.; all these have undesirable effects on human relationships (Chukwu, 2020).

According to Hall (1904), adolescence is the period from 12 to 23 years of age and it is characterised by considerable upheaval. He acknowledges that environment accounts for more developmental change in adolescence than in earlier periods (Sandrock, 2007). Hence the social and family environment has great impact on the adolescence characteristic modification. From the family children learn all elementary education regarding life. Parents are the first teachers for each child. When the family environment is good it reflects in the behaviour of their children. Family environment includes the quality and quantity of emotions, cognition, and support. Extent of participation social and recreational activities also depicts the home environment and support. Many study reports support the positive and significant relationships between family environment and mental health of adolescents (Kumar & Varma, 2019; Mimrot, 2016; Amna & Yasnidawati 2021)

The effort to maintain achievement motivation to stay strong is critical in pandemic situation. Because of the increased screen time, learn to adapt the new system, boredom, lack of social interaction and peer group communication, post ponding exams, admission delay, home setting, availability of internet connection, and uncertainty were stressors that produced stress in many adolescents during the pandemic period.

Stress is experienced in reaction to a threat to psychological, intellectual or somatic wellbeing (Holland, 2016). Stress is a pressure that an individual experience when exposing to situation that required much effort than the capabilities, he /she has. Both chronic and acute stressors are significant predictors of anxiety disorders and depression. Many studies showed exaggerated levels of stress related psychological problems, physical health consequences in students and its impact on the academic achievement (Taha et al.2017; Pariat et al.2014). The lockdown made teenagers feel like cages and this shattered their

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social life. Depression and anxiety began to be experienced by almost all adolescents. Anxiety can be defined as a feeling expressed by stressed considerations, strain and physical changes (Bashir et al., 2020). Depression can be defined as a mental disorder characterized by low self-esteem, feelings of blame, loss of intrigue, sleep disturbance, hunger, sluggishness and poor concentration (Bashir et al., 2020). Adolescence is an age group, strongly related to anxiety and depression disorders, more than any other time of life. When adolescents are anxious and depressed, it meant that they are undergoing most stressful life events, which in turn lead to low performance in every aspect of life especially in their academic area (Sreeram & Mundada, 2021).

All these are stressors affect their mental health and achievement motivation. There exists a significant correlation between mental health and achievement (Mahdavi et al. 2021). Even though most of the adolescents were staying with their family members, this life-threatening challenging situation has shaken the entire age group by physically and psychologically. The family environment that enhances the mental health includes parental involvement, interaction between parents and children, emotional support, how much quality time spent with them, the extent of participation in social and recreational activities. From the family children learn all elementary education regarding life. Parents are the first teachers for each child. When the family environment is good it reflects in the behaviour of their children, development, their level of confidence and self-esteem, their sense of security, their emotional wellbeing, the way relates to others. Hence the social and family environment has great impact on the adolescence characteristic modification. Many study reports support the positive and significant relationships between family environment and mental health of adolescents (Kumar. R & Varma B, 2019; Mimrot, 2016; Amna & Yasnidawati 2021).

### **METHODOLOGY**

#### **Objectives**

- To find out the level of achievement motivation of the boys and the girls.
- To compare anxiety, depression and stress based on gender.
- To compare achievement motivation, anxiety, depression and stress based on income.
- To find out relationship among achievement motivation anxiety, depression and stress.

#### **Sample**

The study was carried out in fifteen to twenty years old adolescents from different schools and colleges in Kerala state. Out of 133 Students 35 were boys and 98 were girls.

#### **Tools**

**Personal data sheet** was prepared to collect the demographic details of participants like age, gender, socio economic status and family income.

**Achievements Motivation (n-Ach) Scale:** Deo- Mohan achievement motivation scale was used to measure the Achievement Motivation of the participants. The scale has two versions (Hindi & English). English version was used for the present study. The scale consists of 50 items representing the distribution as Academic motivation, need for achievement, attitude towards education, interpersonal relations, general interests, sports etc. **Anxiety, Depression and Stress Scale (ADSS- BSPSA):** Prof. Pallavi Bhatnagar and her colleagues developed The Anxiety, Depression and Stress Scale. It is the test that measures the anxiety, depression and stress of an individual. The scale comprises of 48 items divided

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into 3 subscales which are 1) anxiety subscale (19items);2) depression sub scale (15 items);3) Stress subscale (14 items).

**Procedure**

The data were collected through the online mode (Google form). All the instructions given by the authors of tools were correctly followed. Confidentiality of the responses was ethically maintained.

**RESULTS AND DISCUSSION**

The data were coded and analysed using SPSS, version-16. Student t test, ANOVA and correlation are used to find out significant difference in achievement motivation of boys and girls. Group percentage were analysed and discussed.

The goal of this study was to examine the achievement motivation of the students during the pandemic period and how much the distress like anxiety, stress, depression effect motivation for achievement.

**Table 1. Frequency distribution of data at different level of achievement motivation based on gender.**

	<b>Levels of Achievement motivation</b>	<b>Boys (N=35)</b>	<b>Girls (N=98)</b>
1	Highly (2.01 and above)	0 (0)	0 (0)
2	High (1.26 to 2)	0 (0)	0 (0)
3	Above Average (0.51 to 1.25)	0 (0)	0 (0)
4	Average (-0.50 to +0.50)	1 (2.85)	3 (3.06)
5	Below Average (-0.51 to -1.25)	10 (28.57)	30 (30.61)
6	Low (-2 to -1.26)	12 (34.28)	36 (36.73)
7	Lowest (-2.01 and below)	12 (34.28)	29 (29.59)

*(Percentage of score given in bracket)*

Table 1 shows both boys and girls are lying in low achievement motivation level. It also shows that the gender has no influence on the level of achievement motivation. The result is alarming sign concerning adolescents. Decrease in achievement motivation irrespective gender indicates that this pandemic effect them very badly. Many things like, social distancing, lack of social interaction and communication, financial crisis, online education, procrastination tendency have affected their lives and directly or indirectly affected their achievement motivation also.

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**Table 2. The frequency data at different levels of anxiety, depression, stress based on gender.**

Levels		Anxiety		Depression		Stress	
		Boys (N=35)	Girls (N=98)	Boys (N=35)	Girls (N=98)	Boys (N=35)	Girls (N=98)
1	Extremely High (2.01 & above)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
2	High (1.26 to 2)	1 (2.85)	2 (2.04)	1 (2.85)	9 (9.18)	0 (0)	8 (8.16)
3	Above Average (0.51 to 1.25)	1 (2.85)	1 (1.02)	7 (20)	11 (11.22)	6 (17.14)	13 (13.26)
4	Average (-0.50 to 0.50)	13 (37.14)	34 (34.69)	13 (37.14)	41 (41.83)	15 (42.85)	37 (37.75)
5	Below Average (-1.25 to -0.51)	20 (57.14)	53 (54.08)	14 (40)	37 (37.75)	4 (11.42)	13 (13.26)
6	Low (-2 to -1.26)	0 (0)	8 (8.16)	0 (0)	0 (0)	10 (28.57)	27 (27.55)
7	Extremely Low (-2.01 & below)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

(Percentage of score given in bracket)

Table 2 shows that in the case anxiety, most of the boys and girls are belong to below average. In the case of depression, most of the boys are in below average and most of the girls are in average category. In the case of stress, most of the boys and girls are belong to average level. From the above table, it is understood that no one is falling into both highest and lowest category of anxiety, depression and stress. This is a matter of hope and pleasure because this pandemic has ruined the lives of many people, including many youngsters. Proper support on right time from family members and teachers help many students recovered from this state some extent. It is reflected in these results. Psychological disturbances are common during the pandemic situation. Building strength to overcome the crises is paramount.

**Table 3. Mean, standard deviation and “t” value between male and female in achievement motivation (N = 133)**

Variable	Boys (N=35)		Girls (N=98)		t-value
	Mean	SD	Mean	SD	
Achievement Motivation	111.83	12.54	112.27	14.19	0.17
Anxiety	4.51	2.97	3.94	3.07	0.97
Depression	4.83	3.95	4.66	4.14	0.21
Stress	5.11	3.23	5.43	3.7	0.47

Table 3 shows that mean, standard deviation and t-value between boys and girls in achievement motivation, anxiety, depression and stress. The result indicates that there is no significance difference between boys and girls in these variables. Many Studies showed that girls are more motivated group than boys (Baloria 2018; Pany, 2014; Khan et al., 2011). A study by Gurgova (2016) reported that females are less motivated than males. The result

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from this study showed the variable like gender has no influence on achievement motivation. That may be both genders are getting equal exposure and treated in same manner without taking the gender difference in consideration.

Based on income we compare achievement motivation, anxiety, depression and stress among sample. For this purpose, sample is divided into three groups; below average, average and above average (Economic Review 2020, Government of Kerala)

**Table 4 Result of one-way ANOVA obtained in anxiety depression stress for achievement motivation based on income.**

		Sum square	df	Mean Square	F
Achievement	Between	62.78	2	31.39	0.164
	Within	24848.2	130	191.14	
	Total	24910.99	132		
Anxiety	Between	64.98	2	32.492	3.629*
	Within	1163.93	130	8.953	
	Total	1228.917	132		
Depression	Between	9.027	2	4.514	0.268
	Within	2190.53	130	16.85	
	Total	2199.564	132		
Stress	Between	26.89	2	13.445	1.051
	Within	1663.201	130	12.794	
	Total	1690.09	132		

*\*Significant at 0.01level*

The table 4 shows the result of one-way ANOVA obtained in achievement motivation, anxiety, depression and stress based on income. This result indicates that there is no significant difference in achievement motivation, depression and stress based on income. In the case of anxiety, there is significant difference are find out. Anxiety is helpful to some extend for good performance. If the anxiety increased beyond a certain limit, it adversely affects the performance and prevents us from reaching our goal. The students' anxiety may have been caused by gradually increasing physical distances between people due to lockdown. Anxiety disorders are more likely to occur and worsen due to lack of interpersonal communication (xiao C., 2020).

The result indicates the significant difference based on income is for anxiety. Duncan Analysis is used to find out which income group differ more significantly.

**Table 5. Duncan Analysis on Anxiety based on income.**

<b>Duncan Subset for alpha = 0.05</b>			
Income	N	1	2
3	21	2.48	
1	68		4.38
2	44		4.41
Sig.		1	0.97

The table 5 shows Duncan analysis result. High-income group differ significantly in anxiety than low and average income groups. Mean value indicates that high-income group have low

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anxiety when comparing with average and below average group. Generally, people from high economic background are less anxious.

**Table 6: Correlation among achievement motivation, anxiety, depression and stress.**

	Anxiety	Depression	Stress
Achievement	-0.194	-0.158	-0.103

The result indicates that there is no significant correlation between variables. But there is very low negative correlation. Hence, increase in Anxiety, depression and stress leads to reduction of achievement motivation. Mainly in the pandemic situation there are huge chance of increase in stress, anxiety and depression because of family economic issues, inconsistency in job, online education, staying away from their friends and relatives and trough online examinations students can't showcase their depth of knowledge. There is a huge reduction in achievement motivation that leads to imbalance in life style and social behaviour.

Anxiety and depression are the results of an intense or a continuous stress that has not been managed, mainly due to the individual's difficulty to cope with stressful life events (Cummins et al., 2015; Drapeau et al., 2011; Marchand, 2004). The current pandemic is a source of intense stress for the whole world population.

The students who belong to strong financial status have a better performance than those who have problems in finance (Azhar et.al 2014, Pan,Y et al 2021, Pinto et al2001; Ross et al.1999; St. John et al.,2011). The outbreak of a pandemic causes the closure of schools and workplaces (Ferguson et al., 2006), as well as the shortening of working hours (Tyko, 2020) as measures to mitigate the severity and spread of the disease. As businesses cannot operate at their previous capacity, most of them close, which will lead to a wide spread of staff lay-offs and redundancies that will substantially decrease the level of employment (Page et al., 2006). This situation will have a negative impact on the individuals' financial capacity due to the loss of income (Zhou et al., 2020). Financial loss can also be an issue for individuals who are quarantined, since they are not able to work or to maintain their professional activities, often without the prior ability to plan for this eventuality long-term, with potential long-lasting effects (Brooks et al., 2020).

Family functioning forms the basis for the realization of the healthy development of family members' body and mind and their relationship with society, which is closely, related to the mental health of adolescents. Many studies showed that poor functioning is associated with emotional problems such as anxiety and depression; conversely a more positive family environment can support adolescents' healthy adjustment (Pan. Y et al 2021).

### **CONCLUSION**

The current study demonstrates the distress state and its reflection on achievement motivation of students. The major findings of this study is that most of the adolescents in the pandemic situation comes in the range of average to lowest level. Pandemic situation reduces the social connections that created loneliness, which further developed to stress, depression and anxiety among students. Adolescents are a period of finding out the new vision and move around freely. Unfortunately, they are like caged and their capacity of exploring the new world and adjusting to the situations is limited. All these things adversely effect on mental health and psychosocial health of the individuals.

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### *Implication of the study*

Difficult life situations make the individual strong even though there is individual difference in tolerating capacities. We have to prepare the adolescents to face any crisis situation by providing them timely crisis oriented psychological services at regular interval and free of cost. Today's adolescents should lead the nation of tomorrow and therefore they should have good mental health. We must be able to mould adolescents with good energy and motivation. By providing timely family support and educational rewards can enhance their motivational level.

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