

Achievement Emotions among Higher Secondary Students

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ABSTRACT

Achievement emotions are defined as emotions relating to competence-relevant activities or outcomes, thus being different from mood by having a specific referent. The sample constituted of 607 XI Standard Students both boys (300) and girls (307) in Sivagangai District. The tool used - Achievement Emotion Questionnaire prepared by the investigator. The data was analyzed by using One way analysis of Variance, Two tailed 't' test. Findings revealed that there is significant difference in their Achievement Emotions owing to the differences in Region and School Management and there are no significant differences in with respect to Stream of Study.

Keywords: Achievement Emotions, Emotional Intelligence, Academic Performance, Higher Secondary Education

INTRODUCTION ACHIEVEMENT EMOTIONS

Achievement emotions are defined as emotions tied directly to achievement activities or achievement outcomes. Achievement can be defined simply as the quality of activities or their outcomes as evaluated by some standard of excellence (Heckhausen, 1991). Emotions are pertaining to students' academic learning and achievement are seen as achievement emotions, since they relate to behaviours and outcomes that are typically judged according to standards of quality-by students themselves and by others. However, not all of the emotions in educational settings are achievement emotions. Specifically, social emotions are frequently experienced in these same settings, as for example, a student's caring for a friend in the classroom. Achievement and social emotions can overlap, as in emotions directed towards the achievement of others contempt. Like envy, empathy, or admiration instigated by the success or failure of others.(Weiner, 2007).

MEANING AND DEFINITION OFACHIEVEMENT EMOTIONS

Achievement emotions are defined as emotions relating to competence-relevant activities or outcomes, thus being different from mood by having a specific referent (Pekrun,

2006). In past research, studies on achievement emotions typically focused on emotions relating to achievement outcomes (e.g., test anxiety, Zeidner, 2007; emotions following success and failure, Weiner, 1985); emotions relating to the achievement activity itself have typically been neglected. The differentiation of activity versus outcome emotions pertains to the object focus of achievement emotions. In addition, both activity emotions and outcome emotions can be grouped according to their valence (positive vs. negative or pleasant vs. unpleasant). Examples of positive and negative activity emotions are enjoyment, boredom, and anger; examples of positive and negative outcome emotions are hope, pride, anxiety, hopelessness, and shame (Pekrun, Goetz, Titz, & Perry, 2002).

NEED AND SIGNIFICANCE OF THE STUDY

Students can face particular difficulties when attempting to participate in their education. They can have different kinds of emotion while they are studying. Some students, especially those with low-scores in subjects, face more achievement related emotions problems in education. If students are able to overcome negative emotions while learning it helps them to learn faster. Helping to improve their basic emotions has a direct and measurable impact on their education and on the quality of their lives. Furthermore, students who need and participate in literacy educational activities improve their grades, test scores, and reading skills. They are also less likely to drop out of school.

Emotions have been extensively researched upon by researchers in psychology and education. Like anxiety, it has been defined as an emotional state arising in situations of impending danger and manifested in expectation of unfavourable events. The concept of emotions has a great deal of significance for the academic learning situation. There are individual differences in their frequency and intensity of their achievement emotions on different teaching learning situations. Considering all these the investigator desires to know the achievement emotions of the higher secondary school students in Sivagangai.

STATEMENT OF THE PROBLEM

In this investigation and attempt is made to study on Achievement Emotions among Higher Secondary School Students in Sivagangai District.

OBJECTIVES OF THE STUDY

- ❖ To explore whether the school teachers differ in their Achievement Emotions with respect to Stream of study, Region and School management.

HYPOTHESES

- ❖ There is no significant difference in Achievement Emotions owing to the difference in Stream of study, Region
- ❖ There is no significant difference in Achievement Emotions owing to the difference in School Management.

DESIGN OF THE STUDY

The present study has been designed as a descriptive study.

NATURE AND THE SELECTION OF THE SAMPLE

The sample for the study has been selected by using random sampling technique. The size of the sample is 607. The sample comprises of 12 Higher Secondary Schools from Sivagangai District.

TOOLS USED FOR THE STUDY

The following tools were used to collect data for the present study:

- ❖ Achievement Emotion Questionnaire prepared by the investigator.
- ❖ Personal data sheet prepared by the investigator.

ANALYSIS OF DATA

After the data was collected and classified, it was subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator. The following methods of analysis were used:

- ❖ Descriptive analysis using mean and standard deviation.
- ❖ One way analysis of Variance.
- ❖ Two tailed 't' test.

STATISTICAL ANALYSIS OF THE DATA

The sample for the present study constituted 607 XI Standard Students from Sivagangai District. The variable studied in the present investigation included Achievement Emotions and some selected personal variables namely stream of study, region and school management. After the data was collected it was classified according to the various samples and sub samples of the above mentioned variables.

TABLE- I
MEANS AND STANDARD DEVIATION OF ACHIEVEMENT EMOTIONS OF THE
WHOLE SAMPLE AND SUB SAMPLES OF ALL SELECTED VARIABLES

S.No	Variables	Sub samples	Frequency	Mean	S.D
1.	Whole sample		607	1118.22	21.967
2.	Stream of Study	Arts	300	119.40	21.045
		Science	307	117.07	22.807
3.	Region	Urban	302	116.11	18.168
		Rural	305	120.32	25.025
4.	School Management	Government	195	122.25	22.256
		Govt. Aid	207	199.97	21.457
		Private	205	112.62	18.943

Hypothesis 1

- ❖ There is no significant difference in Achievement Emotions owing to the difference in Stream of study, Region.

Table 2

**'t' Ratio for difference in Achievement Emotions owing to difference
in Stream of Study and Region.**

Variable	Sub Variables	N	Mean	S.D	df	't' Value	p Value and Significance Level
Stream of Study	Arts	300	119.40	21.045	605	0.193	p=0.186 p>0.05 NS
	Science	307	117.07	22.807			
Region	Urban	302	116.11	18.168	605	0.018	p=0.000 p<0.0 I S
	Rural	305	120.32	25.025			

Hypothesis 2

- ❖ There is no significant difference in Achievement Emotions owing to the difference in School Management.

Table 3
One Way ANOVA showing the Difference in Achievement Emotions among XI
standard students owing to difference in School Management

Variable	Source	df	Some of Squares	Mean of Squares	'F' Value	p Value and Significance Level
School Management	Between Groups	2	10222.384	5111.192	10.940	p=0.000 p<0.01 S
	Within Groups	604	282192.591	467.206		
	Total	606	292414.975			

MAJOR FINDINGS OF THE STUDY

The following are the major findings of the present study:

- ❖ There is no significance difference in Achievement Emotions with respect to Stream of Study among higher secondary students.
- ❖ There is significance difference in Achievement Emotions with respect to Region among higher secondary students.
- ❖ There is significant difference in the Achievement Emotions with respect to School Management among higher secondary students.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

A moderate amount of Achievement Emotions actually helps academic performance by creating motivation. It is therefore, needed to find out the level of Achievement Emotions among school students. It is reflected from the results of the present study that there is significant difference in region and school management among higher secondary school students wherein the Achievement Emotions are higher among rural and government aided schools

This study reveals that the school atmosphere and teaching learning methods must be student friendly, then they will have better achievement emotions and we cannot differentiate any student on the basis of their level of academic ability. Another educational implication of this study is, less burden of home work, no to punishment and student friendly school environment will definitely enhance the level of achievement emotions among higher secondary school students. A suitable atmosphere to all the students will create positive achievement emotions among the students of different categories.

CONCLUSION

The purpose of the present investigation was to study on Achievement Emotions of Higher Secondary Students with reference to some personal variables. This may enlighten teachers on the importance of creating positive emotions in the classroom and the findings of this study may serve as a database in future research.

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