

The Impact of Perceived Stress on Motivation Among College Students

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Abstract

The primary objective of this research was to determine the interrelation between perceived stress and motivation among college students. A quantitative approach was used for research purposes where 84 college students aged 18 to 26 years participated through the use of Perceived Stress Scale (PSS-10) and Student Opinion Scale (SOS). A mean score of perceived stress which is moderate level in nature among participants was obtained with a significant negative relationship between perceived stress and motivation. Specifically, the results from regression analysis showed that perceived stress significantly predicted motivation.

Keywords: Perceived Stress, Motivation.

Chapter 1: Introduction

In the contemporary landscape of higher education, college students face a myriad of challenges that can significantly impact their academic performance, psychological well-being, and overall success. Among these challenges, perceived stress emerges as a pervasive and influential factor that profoundly affects students' experiences and outcomes. The transition to college life, academic pressures, social expectations, financial constraints, and personal responsibilities collectively contribute to the stressors encountered by students in their academic journey. Concurrently, motivation plays a crucial role in shaping students' engagement, persistence, and achievement within the academic environment. The intricate interplay between perceived stress and motivation among college students warrants systematic exploration to understand its implications for student well-being and academic performance.

The transition from high school to college marks an important milestone in the lives of young adults. While this period offers opportunities for personal growth and intellectual development, it also introduces stressors that can strain students' coping mechanisms and resilience. Research indicates that college students experience high levels of stress related to academic demands, time management, peer relationships, financial concerns, and uncertainty about the future (Dyrbye et al., 2010; Beiter et al., 2015). This perceived stress not only influences students' psychological health but also impacts their motivation to engage in academic pursuits and achieve their goals.

Social psychology serves as a captivating exploration into the intricate dynamics of human behavior within social contexts. It delves into the fundamental questions of why individuals think, feel, and act the way they do in the presence of others, uncovering the underlying psychological processes that shape social interactions. From understanding how attitudes form and change to elucidating the mechanisms of social influence, conformity, and obedience, social psychology offers a comprehensive framework for examining

the complexities of human social behavior. Rooted in a rich historical tradition, the field has evolved through the pioneering work of researchers who have conducted groundbreaking experiments and developed influential theoretical perspectives. By employing a diverse array of research methods, including experimental studies, correlational research, and observational studies, social psychologists gain insights into the myriad factors that influence social behavior across different contexts and cultures. Moreover, social psychology has practical applications in various domains, informing interventions aimed at promoting positive social change, enhancing interpersonal relationships, and addressing societal challenges such as prejudice and discrimination. In essence, social psychology serves as a vibrant discipline that illuminates the intricacies of human nature within the social fabric of society.

Stress

Stress is an inevitable part of human experience, affecting individuals in myriad ways across various domains of life. Defined as the body's response to perceived threats or challenges, stress can manifest both physically and psychologically, influencing behavior, emotions, and cognitive functioning. This comprehensive overview aims to delve into the multifaceted nature of stress, exploring its physiological mechanisms, psychological correlates, and socio-environmental determinants. By examining the complex interplay between stressors, individual coping strategies, and adaptive outcomes, this review seeks to provide insights into the nature, impact, and management of stress in contemporary society.

At its essence, stress is a biological reaction governed by the autonomic nervous system and the hypothalamic-pituitary-adrenal (HPA) axis. When we encounter situations that we perceive as threatening or challenging, our body activates its stress response mechanism. This involves the release of stress hormones like cortisol and adrenaline, which set off a chain of physical responses such as increased heart rate, raised blood pressure, heightened alertness, and boosted metabolic activity. While this immediate stress reaction can be beneficial in the short term, prolonged exposure to stressors can disrupt the balance of our stress response system, potentially leading to various health issues.

In addition to its physiological manifestations, stress also exerts a profound impact on psychological well-being, influencing mood, cognition, and behavior. Chronic stress has been linked to an array of psychological symptoms, including anxiety, depression, irritability, and cognitive impairments. Moreover, stress can disrupt adaptive coping mechanisms and undermine resilience, exacerbating the negative consequences of stressful experiences. Understanding the psychological dimensions of stress is essential for developing effective interventions to mitigate its adverse effects and promote psychological resilience in the face of adversity.

While stressors can arise from various sources, including work, relationships, finances, and health concerns, socio-environmental factors also play a critical role in shaping individuals' experiences of stress. Socioeconomic status, social support networks, cultural norms, and environmental conditions all influence the prevalence and impact of stress within communities. Moreover, systemic inequalities and structural injustices can exacerbate stress disparities, disproportionately affecting marginalized and disadvantaged populations. Recognizing the socio-environmental determinants of stress is essential for implementing targeted interventions to address social inequities and promote health equity for all.

Despite the ubiquity of stress, individuals vary in their ability to cope with and adapt to stressful situations. Coping strategies range from problem-focused approaches, such as problem-solving and seeking social support, to emotion-focused strategies, such as acceptance and cognitive reappraisal. Moreover, resilience, defined as the ability to bounce back from adversity, plays a crucial role in mitigating the negative effects

of stress and promoting positive adaptation. By fostering resilience and enhancing coping skills, individuals can cultivate greater psychological well-being and navigate life's challenges with greater ease.

Motivation

Motivation serves as a driving force that energizes, directs, and sustains behavior towards goal attainment. It encompasses a diverse array of factors that influence individuals' choices, persistence, and performance across various domains of life. This comprehensive overview aims to explore the multifaceted nature of motivation, examining its theoretical foundations, psychological correlates, and practical applications. By delving into the intricacies of motivational processes, this review seeks to shed light on the factors that shape human behavior and guide individuals' pursuit of goals and aspirations.

Motivation has long been a central focus of psychological inquiry, with numerous theoretical frameworks seeking to elucidate its underlying mechanisms. From early drive theories, which posit that motivation arises from internal physiological needs, to contemporary cognitive and social cognitive theories, which emphasize the role of cognitive processes and social factors in shaping motivation, the study of motivation has evolved significantly over time. Key theoretical perspectives, including expectancy-value theories, self-determination theory, and achievement goal theory, provide valuable insights into the complexities of human motivation and the factors that influence goal-directed behavior.

Motivation exerts a profound influence on various aspects of psychological functioning, including cognition, emotion, and behavior. Intrinsically motivated individuals demonstrate a genuine interest and enjoyment in pursuing activities for their inherent rewards, whereas extrinsically motivated individuals may be driven by external rewards or avoidance of punishment. Moreover, motivational processes interact with cognitive and affective processes to shape individuals' perceptions, attitudes, and behavioral responses. Understanding the psychological correlates of motivation is essential for fostering intrinsic motivation, promoting engagement, and enhancing performance across diverse contexts.

Motivation is influenced by a myriad of factors, including individual characteristics, social influences, environmental conditions, and situational cues. Personality traits such as conscientiousness, openness to experience, and self-efficacy play a significant role in shaping individuals' motivational tendencies and goal pursuits. Moreover, social factors, such as social norms, social comparison, and social support, can either enhance or undermine individuals' motivation to pursue goals. Environmental factors, such as task complexity, feedback, and incentives, also influence motivational processes, affecting individuals' effort, persistence, and performance.

Motivation has numerous practical applications across various domains, including education, work, health behavior, and personal development. In educational settings, motivation plays a crucial role in student engagement, academic achievement, and lifelong learning. Motivational interventions, such as goal setting, feedback, and reward systems, can enhance student motivation and promote positive outcomes. In the workplace, motivation is essential for promoting productivity, job satisfaction, and organizational success. By understanding the principles of motivation, employers can create environments that foster employee engagement, creativity, and innovation.

Motivation, defined as the driving force that energizes, directs, and sustains behavior towards goal attainment (Ryan & Deci, 2000), is fundamental to students' academic success. In the context of higher education, motivation encompasses both intrinsic factors such as interest, curiosity, and passion for learning, as well as extrinsic factors such as grades, rewards, and social approval (Deci & Ryan, 1985). Students who are intrinsically motivated demonstrate a genuine desire to learn and engage in academic tasks autonomously, whereas extrinsically motivated students may be driven by external rewards or

avoidance of punishment. Understanding the dynamics of motivation among college students is essential for educators, counselors, and policymakers to foster environments that nurture students' intrinsic motivation and promote positive academic outcomes. This study seeks to contribute to the existing body of knowledge on stress and motivation in educational contexts and provide insights for educational practitioners, mental health professionals, and policymakers to develop targeted interventions to support students' holistic development and academic success.

The findings of this study hold significant implications for educational practitioners, mental health professionals, policymakers, and other stakeholders involved in supporting the holistic development and academic success of college students. By elucidating the mechanisms through which perceived stress impacts motivation and academic outcomes, this research can inform the design and implementation of targeted interventions to mitigate the negative effects of stress and cultivate a supportive learning environment conducive to student well-being and engagement. Moreover, the insights gleaned from this study can contribute to the advancement of theoretical frameworks and empirical research on stress and motivation in educational psychology, thereby enriching our understanding of human behavior and motivation in academic contexts.

In summary, this dissertation seeks to address a critical gap in the literature by examining the impact of perceived stress on motivation among college students. By elucidating the complex interplay between these two constructs and identifying potential avenues for intervention, this study aims to contribute to the promotion of student well-being and academic success in higher education settings.

Review of Literature

Dimala, C. P., & Saraswati, R. (2023). This study investigates the relationship between stress, coping behaviors, and learning motivation among working college students. Utilizing a quantitative approach with a correlational design, 105 participants were surveyed using stress, stress coping, and learning motivation scales. Results reveal a significant negative correlation between stress and learning motivation, while stress coping positively correlates with learning motivation. These findings provide valuable insights for higher education stakeholders in understanding and enhancing motivation among working college students.

Yoo, H. J., & Marshall, D. T. (2022). The objective of this research was to examine the relationships between academic motivation, stress, and satisfaction in graduate students utilizing structural equation modeling. The findings from the analysis of data collected from 545 participants indicated a positive correlation between amotivation and stress, as well as a negative correlation between amotivation and school satisfaction. Furthermore, stress was identified as a mediator in the connection between amotivation and satisfaction. However, no significant links were observed between intrinsic or extrinsic motivation, stress levels, or satisfaction.

Majali, S. A. (2020). This study shows contemporary interest in anxiety, motivation, and achievement emphasizes anxiety as a signal of activity inadequacy rather than an inherently negative trait. Each individual possesses an optimal anxiety level, termed positive anxiety, crucial for personality development, influenced by personal experiences and resources. This study aims to explore anxiety's impact on motivation and performance, revealing varied effects on academic achievement and motivation levels.

Tan, C. (2020). This study aims to explore the effects of COVID-19 on higher education students before and during the Movement Control Order (MCO). Specifically, it examines university students' motivation, community of inquiry, and academic performance. Results suggest that students experienced decreased

motivation and learning performance while utilizing online learning methods during the MCO.

Tus, J. (2020). The research delved into investigating the association between stress, motivation, and academic performance among senior high school students, acknowledging their significance in college preparation. Utilizing a descriptive-correlational method, data were gathered through the Perceived Stress Scale (PSS) and the Academic Motivation Scale (AMS). Results revealed moderate to high levels of stress and motivation, coupled with predominantly satisfactory academic performance. Nonetheless, the study failed to identify a substantial correlation between stress, motivation, and academic performance.

Muza, S. H., & Muhammad, S. (2020). This study explored the correlation between academic stress and motivation. Utilizing a correlational design and two hypotheses, results indicated a significant relationship between academic stress and both intrinsic and extrinsic motivation. Recommendations included organizing educational seminars and workshops to raise awareness about the detrimental effects of academic stress and educating students on coping mechanisms.

Rafidah, K., Azizah, A., Norzaidi, M. D., Chong, S. C., Salwani, M. I., & Noraini, I. (2019). In this research, an investigation was conducted to examine the interconnection between stress factors, perceived stress, and academic performance among 154 Pre-Diploma Science students enrolled at a Malaysian university. Despite observing moderate stress levels, notable variances in perceived stress were identified between the commencement and midpoint of the semester. Interestingly, although stress levels exhibited no significant variation between the beginning and middle phases, they demonstrated a correlation with academic performance towards the conclusion of the semester. The study delved into the practical implications arising from these discoveries.

Alioon, Y., & Delialioğlu, Ö. (2019). The study showed the impact on student engagement and motivation analyzed through mixed methods. The iterative design of these activities over two semesters was examined, revealing improvements in collaboration and interaction with instructors. Student interviews indicated a perceived benefit in communication and collaboration opportunities from these authentic activities.

Wu, Z. (2019). This study explores how academic motivation and engagement impact college students' academic achievement using structural equation models. It finds strong positive effects of academic motivation on engagement and achievement over four years, but minimal effects of engagement on achievement. Academic motivation mediates the relationship between individual/institutional factors and engagement/achievement, emphasizing its importance for student success.

Sharma, P. (2018). A study on the impact of stress on achievement motivation of students. This study aims to investigate the impact of stress on achievement motivation among senior secondary students. High achievement motivation is crucial for college admissions and future success. Stress, defined as the strain or hardship experienced by students, can significantly affect their well-being. 120 students from three schools in Mathura district were randomly selected for analysis using SPSS. Findings suggest that moderate stress levels correlate with higher achievement motivation, with no significant gender differences observed.

Oketch-Oboth, J. W., & Okunya, L. O. (2018). This study identifies various stressors among University of Nairobi students, with most reporting moderate to high stress levels. Male participants exhibit higher stress levels than females. Stress is linked to academic performance but influenced by factors like gender and locus of control, as well as specific demographics. The university should implement programs to identify and alleviate stress, bolster counseling services, and explore students' coping strategies through further research.

Naik, D., & Kiran, D. A. (2018). Emotional intelligence, defined as the ability to understand and manage emotions, and achievement motivation, characterized by the drive for success, were examined among college students across genders. Using Emotional Intelligence Quotient and Ray's Achievement Motivation Scale, 100 students were sampled. Results showed no significant gender differences in emotional intelligence or achievement motivation. However, females tended to exhibit higher levels in both domains.

Bonneville-Roussy, A., Evans, P., Verner-Filion, J., Vallerand, R. J., & Bouffard, T. (2017). This study aimed to investigate a model linking motivational processes in handling university assessment stress and to explore gender variations in these processes. Self-determined motivation was expected to influence coping strategies and responses to assessment stress, impacting short- and long-term outcomes. Path analysis revealed engagement coping's positive effect on career intentions among music students and its correlation with improved grades and emotional states in a broader student sample. Gender disparities were observed in stress levels and coping outcomes.

Bailey, T. H., & Phillips, L. J. (2016). The study investigated the correlation between motivation, university adjustment, mental health indicators, and academic performance among 184 first-year university students. It was found that intrinsic motivation had a positive correlation with subjective well-being, sense of meaning in life, and academic performance. On the other hand, extrinsic motivations displayed only limited associations with these variables. These findings are discussed within Self-Determination Theory, eudaimonic/hedonic frameworks, and their implications for career counseling and teaching.

Sezer, Ş. (2016). This study examined the impact of educational coaching on academic motivation, error-oriented coaching, and educational stress among 60 high school graduates preparing for university entrance exams. Participants were divided into experimental (received coaching) and control groups (received seminars). Results revealed that educational coaching significantly improved academic motivation and reduced educational stress compared to the control group. This suggests that coaching sessions can enhance student motivation and alleviate stress.

Murff, S. H. (2015). The literature suggests that stress triggers an individual's adaptive responses to maintain normalcy (Selye, 1974). College students encounter distinct stressors that can overwhelm their coping abilities. Research indicates that implementing stress-reduction strategies is linked to academic achievement among college students (Dziegielewski et al., 2004).

Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2015). This study examines how academic self-efficacy and stress impact the academic performance of 107 nontraditional college freshmen, mainly immigrant and minority students. Using a survey to gauge self-efficacy and stress related to college tasks, both constructs show high reliability and a moderate negative correlation. Structural equation modeling indicates that academic self-efficacy is a stronger predictor of academic success, including first-year GPA, accumulated credits, and college retention, compared to stress.

Hudson, T. M., Moffett, N. L., & McCabe, K. (2015). This study investigates how stress-coping strategies influence intrinsic motivation levels among adolescents. Stress arises when environmental demands exceed coping abilities. Conducted in a high school, the research utilized quantitative methods. Results suggested that combining coping strategies is beneficial for adolescents, but identifying long-term stressors is crucial. Descriptive analysis of pre- and post-surveys assessed the impact of coping strategies on intrinsic motivation. Data analysis included Chi-Square Goodness of Fit, Pearson correlation, and t-tests.

Wang, J. L., Wang, H. Z., Gaskin, J., & Wang, L. H. (2015). This research examines how perceived stress influences the connection between entertainment or escapism motivations and problematic smartphone use among 600 Chinese college students. Findings reveal perceived stress moderates these relationships, particularly among high-scoring problematic users. Resolving real-life issues is crucial in addressing problematic smartphone use, implying interventions should target these underlying problems to mitigate excessive smartphone reliance.

Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). This study pioneers systematic meta-analysis and controlled, longitudinal studies to scrutinize motivation types' relations to overall academic achievement. Findings reveal intrinsic motivation as consistently positively linked to academic success over a year, while amotivation correlates with lower achievement. Intrinsic motivation not only reduces amotivation but also predicts higher achievement, emphasizing its unique importance.

Martin, K., Galentino, R., & Townsend, L. (2014). The qualitative research involved conducting interviews with community college graduates from a sizable public institution in the Southeastern United States, alongside interviews with faculty and staff. These students shared common traits, including having well-defined goals, high levels of motivation and determination, adeptness in handling external pressures, and a sense of self-empowerment.

Mega, C., Ronconi, L., & De Beni, R. (2014) The researchers constructed a theoretical framework that established connections among emotions, self-regulated learning, motivation, and academic achievement. This framework was put to the test with a sample of 5,805 undergraduate students, employing the Self-Regulated Learning, Emotions, and Motivation Computerized Battery (LEM-B). The findings provided backing for the hypotheses proposed by the model, demonstrating that emotions have an impact on both self-regulated learning and motivation, which in turn influence academic achievement. Notably, positive emotions were found to positively affect achievement only when they were mediated by self-regulated learning and motivation, highlighting the critical role of emotions in the academic sphere.

Sohail, N. (2013). The study aimed to explore the relationship between stress and academic performance among first-year medical students at Allama Iqbal Medical College. Using a mixed-method sequential design, surveys and interviews were conducted with 250 students. Results showed varying stress levels, with 7.5% reporting low stress, 71.67% moderate stress, and 20.83% high stress. Correlation analysis revealed a significant negative association between academic performance and stress sources and levels. Moreover, a positive correlation was found between stress level and the number of stress sources. This highlights the need to address stress among medical students to improve academic performance.

Talib, N., & Zia-ur-Rehman, M. (2012). This study aims to explore the impact of perceived stress on students' academic performance. A sample of 199 university students in Rawalpindi and Islamabad was selected. A previously validated instrument was used to assess perceived stress. Correlation coefficients were calculated to examine the relationship between perceived stress and academic performance, revealing a significant negative correlation. Differences in stress levels were also observed among students based on academic achievement, gender, and academic disciplines. Major sources of stress affecting academic performance included course load, sleep problems, and social activities. The study underscores the importance of addressing perceived stress through psychoanalytic services and stress management programs to enhance academic success.

Elias, H., Ping, W. S., & Abdullah, M. C. (2011). The study aimed to examine stress and academic achievement among undergraduate students in a local university. 376 students were sampled, and stress

levels were measured using the College Undergraduate Stress Scale (CUSS). Results indicated moderate stress overall, with medical students experiencing the highest stress. First-year students had lower stress levels. Stress primarily stemmed from academic pressures. A weak negative relationship was found between stress levels and academic achievement.

Chapter 3: Research Methodology

8.1 Aim

The aim of this research is to investigate the Impact of Perceived Stress on Motivation among college students.

8.2 Objective

- To study the association of perceived stress with motivation.
- To study the impact of perceived stress on motivation.

8.3 Hypothesis

H1. There will be a significant association of perceived stress with motivation among college students.

H2. There will be a significant impact of perceived stress on motivation among college students.

8.4 Variables

Criterion Variable – Perceived Stress

Predictor Variable – Motivation

8.5 Research Design

Quantitative research design

This type of research frequently utilizes statistical analysis to identify patterns, relationships, and cause-and-effect relationships between variables. The research question for this study is whether there is an association and impact of perceived stress and motivation among college students. The Criterion variable is perceived stress. 10-11 researcher papers were taken on each variable and a total of 25 researches were reviewed from a credible scientific database. Purposive sampling technique has been used to collect the data and correlation and regression is applied to analyse the data. Final report was prepared.

8.6 Sample

The study included 84 participants, 49 males, and 35 females between 18-26 years of age. For this study, element selection criteria have been deployed and the representation basis is non-probability, hence it is purposive sampling (Kothari, 2004). A sample of 84 participants aged between 18 and 26 years was taken for this study. This study will use 84 college students from the Delhi-NCR area (49 male and 35 female).

Inclusion Criteria: In this study, we included those individuals who are college students. These individuals belonged to a certain age group (18–26 years).

Exclusion Criteria: All those who were not in the age group were excluded. And those who were not showing interest they were also not included in order to have accurate results.

8.7 Tools

1. The Perceived Stress Scale (PSS-10; Cohen, Kamarck, & Mermelstein, 1983) is widely used to assess psychological stress levels by gauging perceptions of unpredictability, controllability, and overload in respondents' lives. Respondents rate their experiences on a 5-point scale ranging from 0 to 4, indicating 'never' to 'very often', respectively, with a maximum score of 40. The scale demonstrates satisfactory reliability, as evidenced by Cronbach's alpha coefficients typically exceeding 0.70. Moreover, it exhibits good construct validity and has been validated across diverse populations.

2. The Student Opinion Scale (SOS) is a tool commonly utilized to assess examinee motivation. Over its more than 12 years of application in both research and practical settings, this measure has accumulated empirical evidence supporting its internal consistency and the validity of score interpretations. Participants rate the items on a 5-point Likert scale, ranging from 'strongly disagree' to 'strongly agree', with values assigned from 1 to 5, respectively.

8.8 Procedure

Made a survey using Google Forms, dividing it into three sections that matched the questionnaires. Before participants could answer the questions, they had to agree to take part. Sent out the survey to the participants. Collected data by purposefully selecting participants through a method called Purposive Sampling Technique. After gathering the data, scored it using the guidelines provided with the questionnaires.

8.9 Statistical Analyses

Computed the mean and standard deviation for the collected scores to understand the central tendency and variability of the data. Additionally, we conducted a correlation analysis to examine the relationship between the two variables. This analysis helped us determine the strength and direction of the association between them. Furthermore, we performed regression analysis to explore how one variable predicts another. This analysis allowed us to assess the extent to which changes in one variable are related to changes in the other, providing insights into their predictive relationship. Overall, these statistical procedures enabled us to gain a comprehensive understanding of the data and draw meaningful conclusions regarding the variables under investigation.

8.10 Ethical Considerations

Participants are fully informed about the nature and purpose of the study, potential risks and benefits, and their rights as participants. They are provided voluntary, informed consent before participating, and consent forms are clear and understandable.

The privacy and confidentiality of participants are protected by ensuring that data is kept secure and anonymized whenever possible. Participants' personal information will be kept confidential, and data will be reported in aggregate form to prevent identification of individual participants.

Chapter 4: Results

Table 1 indicates the mean and standard deviation

Table 1 Descriptive Statistics

	Mean	Standard Deviation	N
Stress	23.31	4.675	84
Motivation	32.83	4.549	84

Table 2 indicates that there is significant negative correlation between perceived stress and motivation ($r = -.22$), ($p < 0.05$)

Table 2 Correlation

	Stress	Motivation
Stress	1	-.22*
Motivation	-.22*	1

*: $p < 0.05$ (statistically significant at the 0.05 level)

Table 3 shows the linear regression for predicting motivation using perceived stress. The model presented best fit ($p < 0.05$ for motivation).

Table 3 Regression

Criterion	B	SE	Predictor - Beta	Motivation T	Sig.	R
Stress	-0.214	0.105	-0.22	-2.039*	0.045	0.220

B (Unstandardized Coefficient): -0.214, SE (Standard Error): 0.105, Beta (Standardized Coefficient): -0.22, T (T-value): -2.039, Sig. (Significance): 0.045 (p-value), R: 0.220

*: $p < 0.05$ (statistically significant at the 0.05 level)

Chapter 5: Discussion

The aim of this research was to investigate the impact of perceived stress on motivation among college students. The study employed a quantitative research design and utilized the Perceived Stress Scale (PSS-10) and the Student Opinion Scale (SOS) to measure perceived stress and motivation, respectively. The sample consisted of 84 college students from the Delhi-NCR area, including 49 males and 35 females aged between 18 and 26 years.

The hypothesis proposed for this study was as follows-

H1. There will be a significant association of perceived stress with motivation.

We employed regression analysis to delve deeper into the connection between perceived stress and motivation. The regression model unveiled that perceived stress significantly predicted motivation ($\beta = -0.22$, $p < 0.05$). This outcome validates the hypothesis positing a notable link between perceived stress and motivation among college students.

The outcomes of this study enhance our comprehension of the intricate interplay between perceived stress and motivation in college students. The noteworthy negative correlation detected suggests that heightened levels of perceived stress correspond to diminished motivation levels. This finding resonates with prior studies emphasizing the adverse impacts of stress on academic motivation and performance. (Dimala & Saraswati, 2023; Majali, 2020; Sharma, 2018).

H2. There will be a significant Impact of perceived stress with motivation.

The results revealed a mean perceived stress score of 23.31 with a standard deviation of 4.675, indicating moderate levels of perceived stress among the participants. On the other hand, the mean motivation score was 32.83 with a standard deviation of 4.549, suggesting a relatively high level of motivation among the sample. The correlation analysis indicated a significant negative correlation between perceived stress and motivation ($r = -0.220$, $p < 0.05$). This finding suggests that as perceived stress levels increase, motivation levels tend to decrease among college students. However, it's essential to note that the correlation coefficient, while statistically significant, is relatively small in magnitude.

Several factors may explain the observed relationship between perceived stress and motivation. First, chronic stressors such as academic pressure, financial concerns, and personal responsibilities can deplete students' cognitive resources and energy, making it difficult for them to maintain high levels of motivation (Taylor et al., 2014; Sezer, 2016). Moreover, stress may lead to negative emotional states such as anxiety and depression, which can further dampen students' motivation and engagement in academic tasks (Sohail, 2013; Elias et al., 2011).

Furthermore, the findings underscore the importance of addressing stress management and coping strategies in educational settings to foster students' motivation and well-being. Implementing interventions such as relaxation techniques, mindfulness training, and time management skills may help students better cope with stress and maintain their motivation levels (Oketch-Oboth & Okunya, 2018; Talib & Zia-ur-Rehman, 2012). Additionally, promoting a supportive and inclusive learning environment where students feel valued and understood can positively influence their motivation and resilience in the face of stressors (Bonneville-Roussy et al., 2017; Alioon & Delialioğlu, 2019).

However, it's essential to acknowledge the limitations of this study. The cross-sectional nature of the research design limits causal inference, and longitudinal studies are needed to establish the temporal relationship between perceived stress and motivation over time. Moreover, the sample size was relatively small and limited to a specific geographical area, which may restrict the generalizability of the findings.

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Sample Size and Composition: The study's sample size of 84 participants, though adequate for many analyses, may restrict the applicability of findings to broader populations. Additionally, as the sample mainly comprises individuals from the Delhi-NCR area, it may not adequately represent the diverse range of college students across various regions or educational backgrounds.

Sampling Technique: While purposive sampling was employed for participant selection, there's a risk of selection bias, potentially affecting the study's external validity. Using random sampling methods in future studies could improve the sample's representativeness.

Dependence on Self-Reported Data: This research relies on data provided by participants themselves, which might be susceptible to biases, tendencies to respond in socially desirable ways, or subjective understandings of questionnaire prompts. Including objective measures or utilizing multiple data resources could improve the credibility and accuracy of the findings.

Use of Cross-Sectional Design: The study's adoption of a cross-sectional design restricts the capacity to infer causality in the relationship between perceived stress and motivation. Longitudinal or experimental approaches could provide more robust evidence regarding causal connections evolving over time.

Future Research Directions:

Longitudinal Studies: Future research could benefit from conducting longitudinal studies to observe changes in perceived stress and motivation over time, providing insights into their dynamic nature and mutual influences.

Qualitative Inquiry: Supplementing quantitative analyses with qualitative methods such as interviews or focus groups could offer a deeper understanding of students' experiences with stress and motivation.

Exploration of Mediating Factors: Investigating potential mediators such as coping strategies, resilience, or social support could help elucidate the mechanisms through which perceived stress impacts motivation.

Intervention Studies: Designing and implementing interventions aimed at reducing stress and enhancing motivation among college students would provide practical solutions to improve student well-being and academic performance.

Implications:

Educational Practices: The findings emphasize the importance of fostering supportive learning environments that address students' psychological needs and promote intrinsic motivation. Educators can integrate stress management techniques and motivational strategies into their teaching practices.

Student Support Services: University counseling centers and support services can use the study's findings to develop tailored interventions to enhance students' coping skills and resilience. These services play a crucial role in supporting student mental health and academic success.

Policy Development: Institutions can use evidence from this research to inform policies related to student welfare and academic support. Policies that prioritize student well-being and provide resources for stress reduction can contribute to a positive campus environment.

Professional Development: Training programs for faculty and student mentors can incorporate insights from this study to equip them with the knowledge and skills to support students effectively. Awareness of factors influencing student stress and motivation can inform mentoring and support practices.

Further Research: Researchers can build upon this study by exploring additional dimensions of stress-motivation relationships, such as cultural influences or gender differences. Collaborative research efforts can advance understanding and inform evidence-based practices in higher education.

Chapter 6: Conclusion

In conclusion, this study sheds light on the dynamic interplay between perceived stress and motivation among college students, offering valuable insights into their academic experiences. The findings underscore a concerning trend: as perceived stress levels rise, motivation levels tend to decline. This correlation underscores the adverse effects of stress on students' engagement in academics and their overall achievement.

These results emphasize the critical need for interventions aimed at stress management and the promotion of resilience-building strategies within educational environments. By addressing stressors and fostering coping mechanisms, educational institutions can better support students' well-being and enhance their motivation to succeed academically.

Furthermore, the significant negative correlation observed between perceived stress and motivation underscores the urgency of implementing targeted interventions in educational settings. These interventions should be tailored to address the specific stressors faced by students and to cultivate a supportive academic environment conducive to motivation and success.

Looking ahead, future research endeavors should delve deeper into additional factors that might influence or mediate the relationship between stress and motivation. Additionally, exploring the effectiveness of specific interventions in bolstering student well-being and academic outcomes would be beneficial. By continuously refining our understanding of these dynamics and implementing evidence-based practices, we can strive to create healthier, more supportive educational environments that empower students to thrive academically and personally.

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Appendices

Appendix 1

Perceived Stress Scale

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

- _____ 1. In the last month, how often have you been upset because of something that happened unexpectedly?
- _____ 2. In the last month, how often have you felt that you were unable to control the important things in your life?
- _____ 3. In the last month, how often have you felt nervous and stressed?
- _____ 4. In the last month, how often have you felt confident about your ability to handle your personal problems?
- _____ 5. In the last month, how often have you felt that things were going your way?
- _____ 6. In the last month, how often have you found that you could not cope with all the things that you had to do?
- _____ 7. In the last month, how often have you been able to control irritations in your life?
- _____ 8. In the last month, how often have you felt that you were on top of things?
- _____ 9. In the last month, how often have you been angered because of things that happened that were outside of your control?
- _____ 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Appendix 2

Student Opinion Scale

The items comprising the final SOS scale are presented in Table 1. Items are measured on a 1 to 5 scale, where 1=Strongly

Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. Negatively worded items should be reverse scored; these are denoted by an asterisk (*).

1. Doing well on this test was important to me.
2. I engaged in good effort throughout this test.
3. I am not curious about how I did on this test relative to others. *
4. I am not concerned about the score I receive on this test. *
5. This was an important test to me.
6. I gave my best effort on this test.
7. While taking this test, I could have worked harder on it. *
8. I would like to know how well I did on this test.
9. I did not give this test my full attention while completing it. *
10. While taking this test, I was able to persist to completion of the task.