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Liu, Yangyang
The longitudinal relationship between Chinese high school students’ academic stress and academic motivation.
Summary: In a sample of 298 Chinese high school students, the present study examined the prediction of students’ academic stress on their academic motivation in the subject of mathematics. The results showed that Chinese high school students’ academic stress at grade 10 negatively predicted their intrinsic motivation and positively predicted their amotivation at grade 12. Furthermore, the results revealed that academic stress was not significantly related to extrinsic motivation. Our findings suggest that reducing academic stress can increase students’ intrinsic motivation and reduce their amotivation.

Classification: C24 D34
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