

Academic stress and Achievement Motivation among female College students of rural and urban areas: A comparative study

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ABSTRACT

The present study was intended to study the level of academic stress and achievement motivation among the female college students belonging to rural and urban areas. Also, it was attempted to find out the difference between students from rural and urban areas on the scale of academic stress and achievement motivation. The sample of the study was comprised of 408 female students. Out of which, 204 were rural female students, and 204 were urban female college students. Academic stress scales by Dr. Poorva Jain and Neelam Dikshit and achievement motivation scales by Dr. P.S. Goregaonkar and Dr. R. D. Helode have been used in this study. Results have revealed that subjects from rural areas have a higher level of academic stress than subjects from urban areas. On the other side, subjects from urban areas have demonstrated a higher level of achievement motivation than subjects from rural areas.

Keywords: Achievement, Education, Motivation, Antisocial behavior, Academic stress

Introduction:

The education of females is quite as important as that of males. Just as the balance of a bicycle depends on both the wheels, in the same way the development of society also depends on the shoulders of men and women. Both should get equal rights to education. We cannot even imagine the bright future of the country without the education of women. The role of women in the progress of family, society, and country is very important. The only way to make India's democracy successful is to give equal rights to women and men to get education. Educated women can change the lives of their children as well as their family and the country. Before getting bound in any relationship, that woman is a free citizen of the country, and she is entitled to all the rights that men have. They have the right to get education as per their wish so that they can work in their desired field. Education not only elevates the status of women in society but also ends the narrow thinking of the society towards

women, in which they were seen as a burden on the parents.

Academic Stress is a state of mind where worries and fear hit before anything else, and people get stressed. There are many components on which performance depends, i.e., worry, emotionality, task-task-generated interference, and study skills deficits. One influential model that conceptualizes stress is the Transactional Model of Stress and Coping proposed by *Lazarus and Folkman (1984)*. According to this model, stress arises when individuals perceive a disjunction between the demands of a situation (stressors) and their available resources to cope with those demands. This perception of imbalance triggers a series of cognitive and emotional processes, leading to physiological arousal and coping efforts aimed at restoring equilibrium.

Achievement motivation is the basic need for success or the attainment of excellence.

David McClelland referred to achievement motivation as the need for achievement, meaning the individual's motivation to overcome obstacles. Desire for success and effort expended to seek out difficult tasks and do them well as quick as possible. Individuals are driven to accomplish certain results or goals when they have this desire. Achievement-motivated workers are frequently very self-driven, result-focused, and goal-oriented. By establishing clear objectives and goals, delivering constructive criticism and praise, and providing chances for professional growth and career progression, managers may encourage accomplishment motivation.

Objective of the Study:

This research had been carried out with the following broad objectives:

1. To assess the level of academic stress and achievement motivation among the subjects of rural and urban areas.
2. To examine the difference between rural and urban female college students on the scale of academic stress and achievement motivation..

Hypothesis:

The following The following hypotheses were formulated and tested in the study:

1. There will be a significant difference between rural and urban female college students on the scale of academic stress."
2. There will be a significant difference between rural and urban female college students on the measure of achievement and motivation."

Research Methodology:

A. Sample: The sample of the study was comprised of 408 female students. Out of which, 204 were rural female female students and 204 were urban female female college students. The age range of the subjects was from 16 years to 30 years. The data was collected from female students of different districts like Patna, Nalanda, Vaishali, and Ara of Bihar. The quota

sampling method has been applied for selecting the sample.

Inclusion Criteria:

- College students.
- Age range between sixteen and thirty years
- Residing in Bihar state Living in rural or urban areas
- Belonging to the general caste, other backward caste, and scheduled scheduled caste.

Exclusion Criteria:

Age below sixteen years and over thirty years Residing outside Bihar Psychiatric and psychosomatic disorders .

B. Research Design: Between-Group Design has been used in this study.

C. Research Tools Used: There have been two research tools used in this study. The details of the tools are given below:

1. Academic stress scale: This scale was developed by Dr. Poorva Jain and Neelam Dikshit. It measures academic stress stress based on five points.. Likert scale ranging from strongly agree to strongly disagree—by the following sequence: strongly agree (SA), agree (A), undecided (UD), disagree (D), and strongly disagree (SD), respectively. It consists of 28 items pertaining to the issues related to academic failure.

2. Achievement Motivation Scale: The Achievement Motivation Scale by Dr. P.S. Goregaonkar & Dr. R. D. Helode (2007) is a self-report tool comprising of 40 items that aims to explore the psychological aspect of achievement motivation in both work and life contexts. Scores on this scale range from a minimum of 40 to a maximum of 200, with higher scores indicating stronger achievement motivation. A raw score of 144 or below signifies low achievement motivation, while 135 or below signifies very low motivation, both suggesting a need for psychological support. The scale's

reliability is notably high at 0.97, determined through the split-half method.

D. Personal Data Sheet: This sheet has been used to collect information about the subjects' age, caste, locality, SES, etc. It has been attached with the other two scales.

E. Data Collection Procedure: Each subject was approached individually. Before recording the responses, an attempt was made to develop a good rapport with the subjects. In the course of conversation, the subjects were requested to respond honestly and genuinely on the two scales. If the subjects needed any clarification on any question, it has been clarified to them so that she could respond with full understanding. The data has been collected from female students of different districts like Patna, Nalanda, Vaishali, and Ara of Bihar.

F. Data Analysis: The obtained data has been analyzed by using different statistical techniques like mean, SD, and t-test.

Results: Results have been presented with the help of Tables 1 and 2.

Table 1:

Showing the mean, SD, and t-value of subjects from rural and urban areas on the measure of academic stress

S.no.		subjects from rural areas (N = 204).	Subjects from urban areas (N = 204)
1.	Mean	60.9	53.45
2.	SD	11.84	9.56
3.	t ratio	7.16	P.<01

Table 1 displays the mean, SD, and t-value of subjects from rural and urban areas on the measure of academic stress. As can be seen from the table, the mean score of subjects from rural areas is 60.9, whereas the mean score of subjects from urban areas is 53.45. The standard deviations of the two groups are 11.84 and 9.56, respectively. The t-ratio between them is 7.16, which has been found to be significant at the.01

level. This means that the subjects from rural and urban areas are significantly different on the scale of academic stress. This supports the first hypothesis of the study that there will be a significant difference between rural and urban female college students on the scale of academic stress.

Subjects from rural areas have shown a higher level of academic stress than the subjects from urban areas. It is quite obvious because the students from rural areas have limited resources and facilities for their studies. They have to struggle a lot and face so many difficulties in their academic field. Naresh Kumar (2008) also found that the urban students were significantly different on stress in comparison to rural students. They often have language issues, a feeling of inferiority, facing bias, having insecurity, adjustment problems, and other issues that make them stressful towards their studies. Kadapatti (2017) found a significant difference in stress level between urban and rural areas of students.

Table 2:

Showing Mean, SD, and t-value of subjects from rural and urban areas on the measure of achievement motivation.

S. no		Subjects from rural areas (N = 204).	Subjects from urban areas (N = 204)
1.	Mean	44.96	50.38
2.	SD	8.84	9.56
3.	t ratio	5.96	P.<.01

Table 2 illustrates the mean, SD, and t-value of subjects from rural and urban areas on the measure of achievement motivation. It can be seen here that the mean of subjects from rural areas is 44.96, while the mean of subjects from urban areas is 50.38. There has been a significant difference between them, as the t-ratio is significant at the.01 level. It clarifies that the locality has a prominent effect upon the

achievement motivation of the students. This result fully confirms the second hypothesis of the study that "there will be a significant difference between rural and urban female college students on the measure of achievement motivation." Students from urban areas have demonstrated a high level of achievement motivation as compared to students from rural areas. It may be because students from urban areas have better sources of information about their studies and they also get benefits from better resources. On the other side, students from rural areas get aloof from the advantages of academic opportunities.

Past studies indicate that children of poverty or low SES are more likely than other children to suffer from lifelong poor physical health, persistent deficits in cognitive development and academic achievement, high school dropout, mental illness, and antisocial behavior (Children's Defense Fund, 2005; Poulton, 2002; Seccombe, 2002).

Regardless of SES, daughters of employed mothers perceive women's roles as involving more freedom of choice and satisfaction and are more achievement- and career-oriented (Hoffman, 2000). In addition, parents in high-SES families tend to be more involved in child rearing and household responsibilities. Lower SES parents, partly because of gender-stereotyped beliefs and partly through economic necessity, focus more on the provider role (Rank, 2000).

Major findings of the study:

Subjects from rural and urban areas have been found to be different on the level of academic stress. Subjects from rural and urban areas have been found to be different on the scale of achievement motivation.



Conclusion:

Conclusively, it can be stated that locality is a prominent factor in the development of academic stress and achievement motivation among the female college students of Bihar. Female students from rural areas are facing a higher level of academic stress than students from urban areas, while female students from urban areas are having more achievement motivation than students from rural areas.

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