



## A Comparative Study of Depression Among Rural And Urban Secondary School Students in Relation to Their Achievement Motivation

### KEYWORDS

Depression and achievement motivation

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### ABSTRACT

The present study was undertaken to compare depression among rural and urban secondary school students in relation to their achievement motivation. The sample consisted of 150 students studying in government and private schools of Hoshiarpur district. The technique employed for selecting the sample of study was purposive and random sampling. For the collection of data Beck Depression Inventory (BDI-II; Beck, Steer & Brown, 1996) and Deo-Mohan achievement motivation scales (1986) were used to study the variables. The data obtained were analyzed statistically and the study revealed that (1) There exists no significant gender difference on the variable of depression among secondary students. (2) There exists no significant difference between rural and urban secondary students on the variable of depression and achievement motivation. (3) The result indicated that the depression was not found to be significantly correlated with achievement motivation among rural and urban boys' and girls' secondary students.

Even when things are going badly, most people remain optimistic that all will be well in the end. After the hurt and disappointment we feel when a relationship breaks up, we say, "Oh, well at least I learned something from the experience." When we lose money, "it could have been worse. I still have my health." But sometime we feel depressed. Nothing seems as much as fun as it used to be, and the future seems ominous. When people say, "I am depressed" they often mean "I am sad" life is not going very well for me right now. In psychology major depression refers to a much more extreme condition, persisting most of each day for a period of months, in which the person experiences little interest in anything, little pleasure, and little reason for any productive activity (Kalat, 1999). Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. Feeling sad, or what we may call "depressed", happens to all of us. Everyone occasionally feels blue or sad. But these feelings are usually short-lived and pass within a couple of days. When you have depression, it interferes with daily life and causes pain for both you and those who care about you. Depression is a common but serious illness (National Institute of Mental Health, n.d.).

### Symptoms of depression?

- Feeling in a low mood for long periods of time
- Feeling hopeless and helpless
- Getting no pleasure from previously enjoyable activities
- Losing self-confidence and self-esteem
- Withdrawing from other people
- Experiencing changes in sleeping patterns
- Preoccupied by negative thoughts

According to Kalat (1999), most depressed people wake up too early and can't get back to sleep. When morning comes, they feel poorly rested. In fact, they usually feel most depressed early in the morning. During most of the day, they feel a little sleepy.

### What causes depression?

There is no one cause of depression. Broadly speaking there are three main triggers for developing depression:

- Social factors such as losing your job, isolation, divorce or bereavement
- Psychological factors such as difficult childhood / family background
- Physical factors such as illnesses like influenza or glandular fever; long-term physical health problems; side-effects of medical treatments like chemotherapy.

It is also thought some people may have a genetic predisposition towards depression (Sane, n.d.).

### Impact of depression on school going adolescents

Adolescents who are depressed are at increased risk for the following problems:

- Difficulty with school work and relationships with parents and peers, decreased interest and involvement in daily activities and responsibilities.
- Health complaints such as abdominal pain, fatigue and headaches.
- Engaging in high risk behaviors such as having sex, smoking, abusing alcohol and other substances, violence against others and suicide attempts.

### Factors affecting depression

At school, a child with depression may have a combination of the factors listed below.

- **Difficulty concentrating and/or forgetfulness**, which may affect many aspects of school activities, from following directions and completing assignments to paying attention in class
- **Impaired** ability to plan, organize, concentrate, and use abstract reasoning. This can affect behavior and academic performance.
- **Anxiety disorders** which may lead to difficulty separating from parents, trouble transitioning from home to school, reluctance to attend school, or avoidance of play time with peers
- **Learning disorders**, particularly if undiagnosed or untreated, because the stress of coping with a learning disorder can trigger depression. A child's difficulties or frustrations in school should not be presumed to be

due entirely to the depression. If the child still has academic difficulty after depression is treated, an educational evaluation for a learning disorder should be considered. A child's repeated reluctance to attend school may be an indicator of an undiagnosed learning disability. (School Psychiatry Program and MAD1 Resource Center, 2010)

- **Achievement motivation**, Hope and pride relating to success and failure were deemed key determinants of achievement motivation but the people with depression have the feeling of hopeless and helpless. Hence the depression greatly affects the achievement motivation.

With limited time and resources it is very difficult to cover all the variables. Therefore, the investigator decided to restrict the present study to achievement motivation as an independent variable and depression as dependent variable.

### Achievement motivation

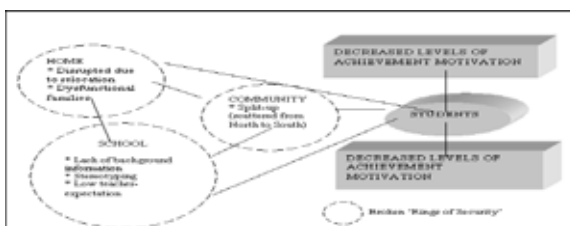
One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it – personal or professional. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity.

According to Jorgensen (2000), achievement motivation is conceptually similar to activity involvement and self-esteem, because one's perception and interpretation of competence directly influences participation and continuance. Achievement motivation is considered a learned behavior or response that can be evident in many areas of life.

### Reasons for decreased levels of achievement motivation

Various reasons such as family (related to childbirth, child rearing, marriage, pregnancy, travel problems, death of a family member), personal, or health reasons, distance to the study center, depression, anxiety, insufficient academic support from study centers, absence of interaction with other students and insufficient counseling sessions have been found to contribute for lower level of achievement motivation.

Source: <http://www.cavehill.uwi.edu/BNCCde/montserrat/conference/papers/shotte.html>



**Figure 1:** Showing the decreased level of achievement motivation

### Symptoms that relate to motivation and depression include:

- marked lowering of self-esteem
- increased thoughts of hopelessness and helplessness
- loss of interest and pleasure in activities that were previously considered pleasurable
- negative thinking

- depressed mood
- decreased energy and fatigue with very little physical exertion
- feelings of worthlessness
- Impaired judgment, concentration and decision-making (APA, 2000).

According to the above literature, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

### Review of literature

Hysebegasi, Hass and Rowland (2005) found that depressed students indicated that they felt a relationship problem, low school performance, family and financial problems as causative factors. More than half of the depressed students claimed that their parents had a history of depression. A significantly larger proportion of depressed students claimed that their parents had a history of anxiety (32%). Depressed students reported missing a significantly greater number of classes (14.64 vs. 2.99), exams (1.36 vs. .10) and assignments (5.45 vs. .90). Arora (2013) found that relationship between mental health and depression among both boys and girls of senior secondary schools is significantly correlated to each other. It was found that girls are more mentally healthy than boys.

Kaur (2004) compared achievement motivation of students. Results showed that there was a significant difference between achievement motivation of boys and girls and there was also a significant difference between achievement motivation of rural and urban students. Verma (2005) concludes that mental health and achievement motivation of class X students has a positive and significant relationship. Mentally healthy students have an aim in life and hence need, motivation to achieve. These students were free anxiety and pursued their aim without tension. Kaur (2007) found that achievement motivation is positively correlated with academic achievement. Also she found that urban group does not significantly differ from the rural group in achievement motivation. Tongsilp (2012) It was found that the correlations among academic achievement, classmate relationships, future expectation and self-directed learning with achievement motivation were statistically significant at .01 level.

### Emergence of the problem

People with depression find it hard to go about their day-to-day activities and may also feel that life is not worth living. So student with depression can find it difficult to engage in school activities and school work. Depression can cause you to sink into a cycle of negative thinking so it is very difficult to find the motivation to achieve something. The aspects of depression such as anxiety, loss of interest, low energy, poor concentration and poor sleep have a severe or very severe effect on achievement motivation. Due to this the student can't perform daily activities well. There are times when one faces a period of de-motivation due to depression and everything seems bleak. As achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence so to be motivated is a constant need. Depressed students have lack of ambition and due to this they don't want to achieve any goal and hence their level of achievement motivation is very low. From the previous studies, it has been found that no such study had been undertaken

which tried to investigate the relationship between depression and achievement motivation. So, the purpose of the present study is to investigate the relationship among these variables.

### Objectives

1. To study the incidence of depression among rural and urban secondary school students.
2. To study the achievement motivation of rural and urban secondary school students.
3. To study the gender difference on the variables of depression and achievement motivation of secondary school students from rural and urban areas.
4. To study the relationship between the variables of depression and achievement motivation for the
  - Male and female secondary school students
  - Urban and rural secondary school students

### Hypotheses

H<sub>1</sub>: There exists no significant gender difference on the variable of depression among secondary students.

H<sub>2</sub>: There exists no significant gender difference on the variable of achievement motivation among secondary students.

H<sub>3</sub>: There exists no significant difference between rural and urban secondary students on the variable of depression.

H<sub>4</sub>: There exists no significant difference between rural and urban secondary students on the variables of achievement motivation.

H<sub>5</sub>: There exists no significant relationship between depression and achievement motivation Among

- Male and female secondary school students
- Urban and rural secondary school students

### Design of the study

For the present study descriptive survey method was employed. The variable of achievement motivation was independent variable and depression was the dependent variable (criterion variable).

### Population of the study and sampling

The population of the study was the adolescents studying in rural and urban schools located in Hoshiarpur district. In the present study, purposive and random sampling method was used to select the sample giving due representation to locale and gender. The method of random sampling was employed to select a sample of 150 students from 4 selected schools of Hoshiarpur district of Punjab.

### Tools

1. Beck Depression Inventory (BDI- II; Beck, Steer & Brown, 1996)
2. Deo- Mohan achievement motivation scale (1986).

### Results and Discussion

To analyze the data various statistical techniques such as descriptive statistics such as mean, standard deviation were used to find the nature and distribution of variables. 't'-ratio was used to find out differences and coefficient of correlation was used to find the relationship between dependent and independent variables.

**Table 1: Gender differences in depression among adolescents**

Groups	N	Mean	SD	SE <sub>D</sub>	t -ratio
Male	75	29.47	14.2	2.25	0.026
Female	75	29.41	13.48		

**(Critical Value 2.16 at 0.01 and 1.98 at 0.05 level, df 148)**

It may be observed from the table 1 that the mean depression scores of male adolescents come out to be 29.47 with SD 14.2 as compared to 29.41 with SD 13.48 for female adolescents. The t-value testing the significance of gender differences turned out be 0.026 which is not significant even at 0.05 level. Hence, the null hypothesis H<sub>1</sub>: There exists no significant gender difference on the variable of depression among secondary students, is accepted. It shows that there are no significant gender differences in depression among adolescents.

**Table 2: Gender differences in achievement motivation among adolescents**

Groups	N	Mean	SD	SE <sub>D</sub>	t -ratio
Male	75	141.72	23	3.44	7.119**
Female	75	117.23	19		

**\*\* Significant at 0.01 level**

**(Critical Value 2.16 at 0.01 and 1.98 at 0.05 level, df 148)**

Table 2 indicates that there was significant difference among achievement motivation of boys and girls, which in comparison to the table value was found to be significant at 0.01 level. Hence, the null hypothesis H<sub>2</sub>: There exists no significant gender difference on the variable of achievement motivation among secondary school students, is rejected. The result indicates that boys scored more as compared to the girls on achievement motivation.

**Table 3: Showing mean, SD and t values for urban and rural secondary school students on depression**

Groups	N	Mean	SD	SE <sub>D</sub>	t -ratio
Urban	76	31	16.06	2.210	1.809
Rural	74	27	10.52		

**(Critical Value 2.16 at 0.01 and 1.98 at 0.05 level , df 148)**

It may be observed from the table 3 that the mean depression scores of urban secondary school students come out to be 31 with SD 16.06 as compared to 27 with SD 10.52 for rural secondary school adolescents. The t-value testing the significance of locale differences turned out be 1.809 which is not significant even at 0.05 level. Hence, the null hypothesis H<sub>3</sub>: There exists no significant difference between rural and urban secondary students on the variable of depression, is accepted.

**Table 4: showing mean, SD and t values for urban and rural secondary school students on achievement motivation**

Groups	N	Mean	SD	SE <sub>D</sub>	t -ratio
Urban	76	128	28.07	4.038	0.7429
Rural	74	131	21		

(Critical Value 2.16 at 0.01 and 1.98 at 0.05 level , df 148)

It may be observed from the table 4 that the mean achievement motivation scores of urban secondary students come out to be 128 with SD 28.07 as compared to 131 with SD 21 for rural secondary school adolescents. The t-value testing the significance of locale differences turned out be 0.7429 which is not significant even at 0.05 level. Hence, the null hypothesis H<sub>4</sub>: There exists no significant difference between rural and urban secondary students on the variable of achievement motivation, is accepted.

**Table 5: Correlation between Depression and Achievement motivation for boys**

Pearson product moment correlations were worked out to find the coefficients of relationship between variables of depression and achievement motivation. The values of correlation are shown below:

Variables	Gender	N	Value of 'r'
Depression and Achievement motivation	Male	75	-0.014
Depression and Achievement motivation	Female	75	-0.16

(Critical Value 0.232 at 0.05 level and 0.302 at 0.01 level, df 73)

Table 5 reveals that there is negative correlation of 0.014 between depression and achievement motivation of boys, which is not significant at 0.01 level and for girls also there is negative correlation of -0.16 between depression and achievement motivation, which is not significant at 0.01 level. So, the null hypothesis H<sub>5</sub>: There exists no significant relationship between depression and achievement motivation among boys and girls, is accepted. The results

indicate that the depression was not found to be significantly correlated with achievement motivation of boys and girls in the present sample.

**Table 6: Correlation between Depression and Achievement motivation of urban and rural secondary school students**

Variables	Local-ity	N	Value of 'r'
Depression and Achievement motivation	Urban	76	-0.00158
Depression and Achievement motivation	Rural	74	-0.173

(Critical Value 0.232 at 0.05 level and 0.302 at 0.01 level, df 74,72)

Table 6 reveals that there is negative correlation of -0.00158 between depression and achievement motivation of urban students, which is not significant at 0.01 level and for rural students there is also negative correlation of -0.173 between depression and achievement motivation, which is not significant at 0.01 level. So, the null hypothesis H<sub>5b</sub>: There exists no significant relationship between depression and achievement motivation among urban and rural secondary school students, is accepted. The results indicate that the depression was not found to be significantly correlated with achievement motivation of both urban and rural secondary students.

**Conclusion**

The secondary school students have their problems which need careful attention and proper solution. Some mistakes may affect their emotional stability, ability to interact with others and school performance. These changes can increase the risk for future depressive episodes. The students face a period of de- motivation due to depression. Depression causes the loss of interest and poor concentration in studies which further may affect their achievement motivation. Therefore, it is the utmost duty of the society and school to provide proper educational, vocational and psychological guidance services to the students. The teacher should meet the parents of the child personally and find out the causes of their stress and depression. Efforts should be made by the parents to provide them with the best possible atmosphere at home.

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