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A Study On Academic Motivation, Depression, Anxiety And Stress In First-Generation College Students In Sundarbans

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ABSTRACT

The present study aimed to find the difference in the level of Academic Motivation, Depression, Anxiety, and Stress in first-generation male and female college students, and also to find out the relationship between Academic Motivation, Depression, Anxiety, and Stress in both groups. For this purpose, 200 students were selected following the criteria of inclusion. They were divided into two groups, first-generation male students (N=100) and first-generation female students (N=100). Finally, they were assessed on Academic Motivation, Depression, Anxiety, and Stress with AMS C-28 and DASS-21. The result of the present study shows that male and female college students of first-generation do not differ in their Academic Motivation and Depression, but female students have more Anxiety and Stress, compared to male students. In case of male students, Academic Motivation and Depression are negatively correlated, and the relationship is low, and other variables do not show a significant relationship. But in the case of the female, all variables Depression, Anxiety, and Stress are negatively correlated with Academic Motivation, and the relationship is weak, but Anxiety, Stress, and Depression have a moderate positive relationship.

Keywords: academic motivation, depression, anxiety, stress, first-generation college students

INTRODUCTION

We all know that for a nation, the most valuable commodity is human capital. If it is not used properly, it affects the growth of a nation adversely. First-generation learners are unused human resources in a country like India. This is a transitional period in India, with the increasing number of first-generation learners showing more interest in education because first-generation students face a unique set of challenges as they enter college, including more academic and financial challenges than their peers. First-Generation Learners

are those who come from a family background with no previous access to formal education (Banerjee., Cole., Duflo, and Linden 2007). Without the informal advice of parents or other college-educated adults, first-generation students often struggle to choose courses that are appropriate for their academic level and correspond to their motivations for pursuing a college degree (Kocel,2008; Payne,2007). First-generation learners are less likely to interact in the class and report positive interaction with faculty or outside the class than others. Parents of first-generation learners are seen to be hardworking, saving money, cutting out their desires, thinking that they don't study, so they have experienced hardship. Hence, they save to educate their children. Children can feel their sacrifice and try to fulfil their dreams, but in today's materialistic world and technological advancement, they find themselves lagging in every step, which makes them psychologically distressed. So there is a struggle in parents of the first generation learners, which is reflected in the form of Depression, Anxiety and Stress in students also. First-generation learners are deprived of many learning facilities and do not get an appropriate study environment, as their parents do not have the idea of how to provide and fulfil the needs of their children. Their expectation may be high, but they fail to provide enough opportunities to them, which seems to result in depression, anxiety, and stress in children.

Academic motivation is a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (DiPerna & Elliott,1999; McClelland,1961; Wigfield & Eccles, 2002). Through the literature review, it became apparent that the major challenge resided in motivating students to devote sufficient study time to achieve academic success, especially in first-generation learners. Academic motivation and engagement are claimed to be influencing factors on college students' various outcomes (Allen et al., 2008; Chen & Lu, 2015; Roksa & Whitley, 2017; Trolan et al., 2016). Academic motivation is defined as the students' desire or interest in engaging with learning and their school experience (Hulleman, et al., 2016). Research has consistently found that academically motivated students tend to perceive school and learning as valuable, like to learn, and enjoy learning-related activities (Eccles & Wigfield, 2002; Larsen & Puck, 2020; Zimmerman, 2000, 2008). Studies have identified a lack of motivation as a primary reason for underachievement, especially as their parents are not examples before them (Scheel, Madabhushi, & Backhaus, 2009; Wigfield, Lutz, & Wagner, 2005).

Anxiety is a feeling of uneasiness and worry, usually generalized and unfocused, as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue, and problems in concentration. Anxiety can be appropriate, but when experienced regularly, anxiety disorders are the most common mental health disorders among children and adolescents. Nearly 32 percent of adolescents in the United States have an anxiety disorder, according to national survey data reported by Merikangas, at the National Institute of Mental Health, and colleagues (Journal of the American Academy of Child and Adolescent Psychiatry,2010). Though anxiety is woefully underdiagnosed, say multiple experts who treat children with the disorders. "The majority of children with anxiety never receive treatment," says Ginsburg, a psychologist and professor at the University of Connecticut Health. One reason for that might be that anxiety symptoms are so variable. First-generation learners with generalized anxiety often feel

overwhelmed with worry, and some have physical symptoms such as headaches or stomach aches. Others have intense social phobias that prevent them from doing things like going to birthday parties or participating in extracurricular activities. Some have a specific phobia of the dark or of dogs, for instance, while still others experience obsessive-compulsive disorder. Often parents, teachers, and even some health-care professionals don't realize the severity of a first-generation learner's anxiety or recognize that it should be treated, says psychologist Silverman, director of the Yale Child Study Center Program for Anxiety Disorders at Yale School of Medicine. They see the expectation and sacrifice of parents, but are not able to fulfil their dreams, which results in anxiety for them.

Depression in adolescence comes at a time of great personal change; boys and girls are forming identities distinct from those of their parents, grappling with gender issues and emerging sexuality, and making independent decisions for the first time in their lives. Depression in adolescence frequently co-occurs with other disorders such as anxiety, disruptive behaviour, eating disorders, or substance abuse. It can also lead to an increased risk of suicide. Symptoms of major depressive disorder are common to adults, children, and adolescents: Persistent feelings of sadness, anxiety, or feeling "empty", Feelings of hopelessness or pessimism. feelings of guilt, worthlessness, or helplessness,, Loss of interest or pleasure in hobbies and activities that were once enjoyable, decreased energy, fatigue, or feeling "slowed down", difficulty in concentrating, remembering, or making decisions, Insomnia, early-morning awakening, or oversleeping, Appetite and/or weight loss or overeating and weight gain. First-generation learners feel deprived of the opportunities for educational facilities. They need to give time to household responsibilities, they do not have good tutors or a coaching system, the financial burden of the parents for their education, and underlying anxiety if they fail to accomplish good results seen to be some of the reasons for their depression.

Stress is a common feeling we get when we feel under pressure, overwhelmed, or unable to cope. Small amounts of stress can be good for us and motivate us to achieve goals like taking an exam or giving a speech. But too much of it, especially when it feels out of control, can negatively impact our mood, physical and mental well-being, and relationships (UNICEF). A student has to deal with pressure from many directions. When the extent of the pressure exceeds the capacity of an individual, it becomes stressful. Students may experience stress due to several factors like academics, workload, relationships with friends and peers, teachers, parents, job and career aspirations, and financial problems. In today's materialistic world, through media exposure, they see the students in much developed urban areas with mobile, dress, even their bags, bottles, etc different. They also face isolation and rejection, they fail to cope with the demands of the peer group, and they are not accepted in groups—these are the issues for their depression and stress.

The present study aims to examine the effect and relationship of academic motivation and depression, anxiety, and stress in first-generation college students in Sundarbans. It would focus on gender differences in educational motivation and the differences in the level of depression, anxiety, and stress, as there is gender discrimination.

OBJECTIVES:

To study the difference in the level of Academic Motivation in male and female first-generation college students in Sundarbans.

To study the difference in the level of Depression in male and female first-generation college students in Sundarbans.

To study the difference in the level of Anxiety in male and female first-generation college students in Sundarbans.

To study the difference in the level of Stress in male and female first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Depression in male first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Anxiety in male first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Stress in male first-generation college students in Sundarbans.

To study the relationship between Depression and Anxiety in male first-generation college students in Sundarbans.

To study the relationship between Depression and Stress in male first-generation college students in Sundarbans.

To study the relationship between Anxiety and Stress in male first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Depression in female first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Anxiety in female first-generation college students in Sundarbans.

To study the relationship between Academic Motivation and Stress in female first-generation college students in Sundarbans.

To study the relationship between Depression and Anxiety in female first-generation college students in Sundarbans.

To study the relationship between Depression and Stress in female first-generation college students in Sundarbans.

To study the relationship between Anxiety and Stress in female first-generation college students in Sundarbans.

HYPOTHESES:

There is no significant difference in the level of Academic Motivation between male and female first-generation college students in Sundarbans.

There is no significant difference in the level of Depression in male and female first-generation college students in Sundarbans.

There is no significant difference in the level of Anxiety in male and female first-generation college students in Sundarbans.

There is no significant difference in the level of Stress in male and female first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Depression in male first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Anxiety in male first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Stress in male first-generation college students in Sundarbans.

There is no significant relationship between Depression and Anxiety in male first-generation college students in Sundarbans.

There is no significant relationship between Depression and Stress in male first-generation college students in Sundarbans.

There is no significant relationship between Anxiety and Stress in male first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Depression in female first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Anxiety in female first-generation college students in Sundarbans.

There is no significant relationship between Academic Motivation and Stress in female first-generation college students in Sundarbans.

There is no significant relationship between Depression and Anxiety in female first-generation college students in Sundarbans.

There is no significant relationship between Depression and Stress in female first-generation college students in Sundarbans.

There is no significant relationship between Anxiety and Stress in female first-generation college students in Sundarbans.

REVIEW OF LITERATURE:

A review of related literature gives a clear picture that different psychologists have taken an interest in divergent areas related to the problems of first-generation learners.

Rashmi (2017) focused on academic achievement in relation to academic anxiety and academic motivation of secondary school students; **Eunice and others (2018)** studied religious coping, symptoms of depression and anxiety, and well-being among somali college students; **Kim and others (2018)** studied family interdependence, spiritual perspective, self-transcendence, and depression among korean college students. The purpose of this study was to examine the mechanisms that might account for the effects of spirituality and self-transcendence on korean college students' depression among 197 korean fathers, mothers, and children; **Wolfe (2016)** studied on Early college can boost college success rates for low-income, first-generation students; **Sharon and other (2013)** studied on first-generation undergraduate students' social support, depression, and life satisfaction. This study showed that first-generation undergraduate students face challenging cross-socioeconomic cultural transitions into college life; **Terenzini (1996)** studied first-generation college students: characteristics, experiences and cognitive development; **Ndiaye and Others (2016)** studied Early college can boost college success rates for low-income, first-generation students; **Zajacova and Others (2005)** studied Self Efficacy, stress, and Academic success in college; **Matthew and others (1999)** studied anxiety and depression among law students: current knowledge and future directions; **kerr (2017)** studied on Depression and College Students; **Saxena, Vandana (2007)** conducted a study entitled Impact of family relationship on adjustment, anxiety, Achievement-motivation, self-concept, and academic achievement of high school students; **Bhasin and Others (2009)** studied Depression, anxiety and stress among adolescent students belonging to affluent families: A school-based study; **Singh and Others (2015)** studied Anxiety, stress, depression and psychosocial functioning of Indian adolescents;

Keeping in mind the objectives of the present study, only those literature reviews would be discussed in detail which have relevance to the present study.

Noel and others (2021) studied on "Depressive and Anxiety symptoms in First-Generation college students". The main objective of this study –depression and anxiety contribute to the burden of disease among college students. And used CES-D10 and GAD-7 to measure depression and anxiety, respectively. Result found first generation status was associated with increased cognitive-emotional and somatic anxiety symptoms, but not depression. High social and emotional support appeared to suppress somatic anxiety symptoms experienced by first-generation students.

James and others (2022) studied "Stress overload in First Generation college students: implications for intervention". This study explored whether stress overload, the dysfunctional form of stress described in theory, provides a unifying explanation for these phenomena. This study showed that FGCS were more likely

than CGCS to experience stress overload, and that stress overload was indeed linked to differential grades and physical/mental symptomology.

Preety (2021) studied “Educational problems of first generation learners and non-first generation learners in relation to achievement motivation and home environment”. This study focused on first-generation learners as unused human resources in a country like India. From the national point of view, human resources means knowledge, skills, creative ability, talent and attitude possessed by the population, which is still veiled in first-generation learners.

Miller Mahala (2021) studied “First-Generation students face more stress, but less depression”. This study examined that during college, first-generation students are also more likely to experience stressors such as student loan debt or housing insecurity. Despite this increased stress, however, during college, first-generation students do not exhibit more depressive symptoms than their peers.

Julian Cardeness (2021) studied “the stress of a first-generation college student”. This study examined that college is a difficult time for anyone; however, being the first generation is even more stressful. Usually, parents who go to college are the main driving forces that help their family members apply and get into college. They have gone through this type of institution, have seen the benefits, and do their part in encouraging their own offspring to do so also. As first-generation students, this is not possible, and parents are not able to relate to their offspring’s experiences at all.

Tabitha (2021) studied “Stressed but not Depressed: A longitudinal analysis of First-Generation college students, Stress and Depressive symptoms”. This study showed that first-generation students are more likely to experience symptoms of depression, higher levels of stress, lower levels of life satisfaction and a decreased sense of belonging in higher education institutions.

Emily (2020) studied “Test Anxiety in First-Generation students: An Examination of the role of Psychological needs”. The purpose of this study was to examine the link between basic psychological needs and test anxiety in a sample of first-generation Ontario high school students across two points in time. Results from cross-lagged path analyses indicated that being older, female, and having higher levels of needs frustration significantly predicted higher levels of test anxiety over time within this sample.

Patton (2017) studied “Stress, Coping, and Perceived Academic goal Progress in First-Generation College Students: the role of Institutional supports”. This study examined stress, coping, and perceived academic goal progress among first (n=363) and continuing-generation (n=325) college students. Stress was significantly related to institutional supports for first-but not continuing-generation between stress and perceived academic goal progress for first – but not continuing – generation college students.

Chapel Hill (2021) studied “Depression and Anxiety among first-year college students worsen during pandemic”. The researcher found that depression and anxiety increased dramatically among sexual and gender minority students. And first generation college students' feelings of social isolation declined from 24.2% to 17.1% and 35.3% to 27.4%, respectively and returned to their homes.

Samuel and others (2022) studied “Stress and Depression among First-Generation college students in Chennai”. This study showed that stress, anxiety and depression are the common factors found among the world’s first-generation college students. Different socio-economic conditions influence them to undergo these periods of trauma in their development. An amount of positive stress anxiety is recommended in one’s life. But when they exceed their limit of control, it can even lead one to the level of suicide.

Morreale (2011) studied “Academic motivation and academic self-concept: Military Veteran students in higher education”. The purpose of this study was to explore the academic motivation and academic self-concept of these students in relation to their demographic characteristics, educational experience, and military experience, with, as a context, an understanding of the unique transitions they make between the military and civilian worlds.

Masehetti and others (2015) studied on “Social capital and academic motivation among first-generation community college students”. This study showed that social capital, the value of a relationship that provides support and assistance in a given social situation, is a useful theory for understanding the experiences of low-income adolescents who are the first in their families to attend college. This study examined how white, working-class, first-generation community college students, enrolled at a community college in northern Nevada, managed to integrate themselves, both socially and academically, into college.

Prospero and Other (2007) examined “First generation college students: Motivation, integration, and academic achievement”. This study investigated motivation and integration dimensions that influence college academic achievement of first-generation students compared to non-first-generation students. Bivariate and multivariate statistical analysis revealed that motivation and integration dimensions contributed significantly to academic achievement integration contributed to higher grade point averages, while extrinsic motivation and amotivation contributed significantly to lower grades.

Mitchall and others (2018) studied on “Parental influences on low-income first-generation students’ motivation on the path to college.” This study explored how parents augmented – or at times, undermined – students’ self-determination toward college, as evidenced by students’ feelings of relatedness, competency, and autonomy. Results showed that students’ self-determination was enhanced when parents were involved in college planning, served as positive examples, set high academic standards early and fostered students’ sense of career volition.

Grayson (2011) examined “Cultural capital and academic achievement of first generation domestic and international students in Canadian Universities.” This research has been conducted on those who are the first in their families to attend university. Cultural reproduction theory suggests that such students would be less likely to engage in the type of activities that, according to the college impact model, contribute to academic achievement.

METHODOLOGY

RESEARCH PROBLEMS: A study on Academic Motivation and Depression, Anxiety, and Stress in First-Generation college students in the Sundarbans.

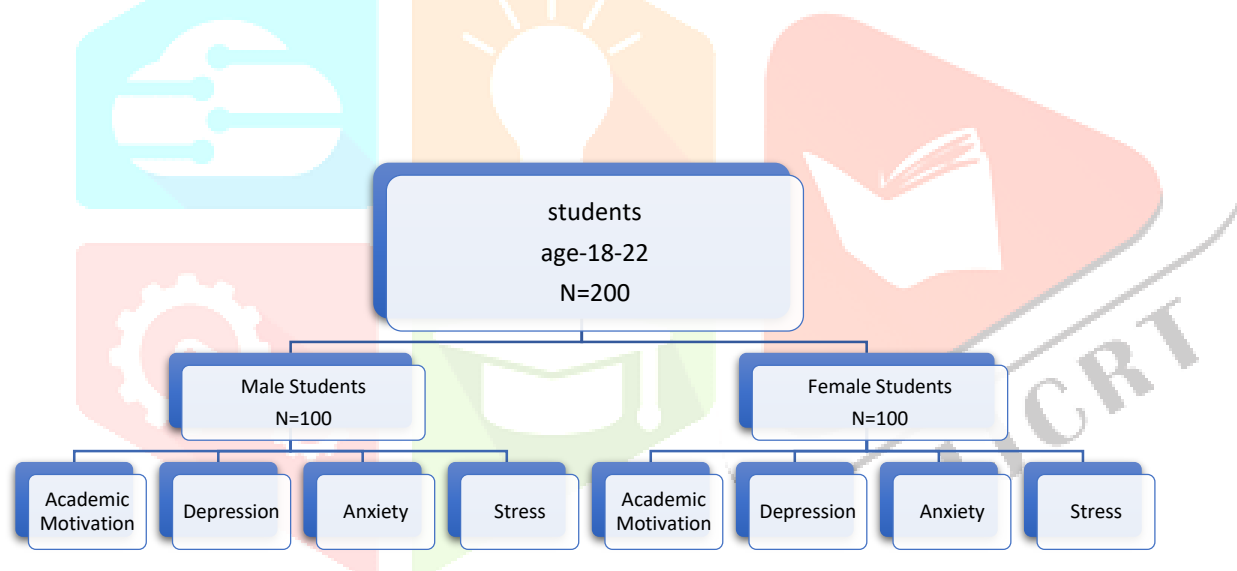
STATISTICAL ANALYSIS:

Mean, S.D., t-test, and Correlation were computed.

RESEARCH DESIGN:

In this study, 200 college students of the Sundarbans, West Bengal, were included following the criteria of inclusion. They were within the age group of 18-22 years. One hundred male students and one hundred female college students were part of this study. After the permission of the college authority sample was formed based on the criteria of inclusion. After getting their consent to participate, they were all assessed an Academic Motivation, Depression, Anxiety, and Stress with the help of the Academic Motivation Scale and DASS-21.

SAMPLE:



In this study, Simple Random Sampling was done. Simple Random sampling is a form of probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.

TESTS USED: The following tests would be administered:

1. **DASS-21:** The Depression, Anxiety and Stress Scale-21 is a set of three self-report scales designed to measure emotional states of depression, anxiety, and stress developed by the University of New South Wales in Australia. Reliability : cronbach's alpha=0.74, validity: content validity and construct validity. Scores for Depression, Anxiety and Stress are calculated by summing the scores for the relevant items. It will give an indication whether any of these issues are having a significant effect on the subjects' lives at present.

Scores on the DASS-21 will need to be multiplied by 2 to calculate the final score.

| | DEPRESSION | ANXIETY | STRESS |
|------------------|------------|---------|--------|
| Normal | 0-9 | 0-7 | 0-14 |
| Mild | 10-13 | 8-9 | 15-18 |
| Moderate | 14-20 | 10-14 | 19-25 |
| Severe | 21-27 | 15-19 | 26-33 |
| Extremely severe | 28+ | 20+ | 34+ |

2. **Academic Motivation Scale:** Academic Motivation Scale (AMS, AMS-C-28; Vallerand et al.,1992) is a 28-item, Likert-scaled measure of motivation toward education. The AMS is the English translation of the French Echelle de Motivation en Education (EME; Vallerand et al.,1989). The EME is based on the tenets of self-determination theory and is composed of 28 items subdivided into seven subscales assessing three types of extrinsic motivation and amotivation. Reliability: Cronbach's alpha & composite reliability: Intrinsic- 0.84 & 0.90, Extrinsic- 0.84 & 0.86, Demotivation- 0.71 & 0.88. Seven subscales: Intrinsic motivation-to know, Intrinsic motivation-toward accomplishment, Intrinsic motivation to experience stimulation, Extrinsic motivation-identified, Extrinsic motivation-introjected, Extrinsic motivation – external regulation, Amotivation.

CRITERIA OF INCLUSION:

1. General Degree College students only were included in this study.
2. They were within the age group of 18-22 years.
3. They were all first-generation learners.
4. Their mother tongue was Bengali.
5. One hundred male and one hundred female students only were part of this study.
6. They were all from a joint family structure.
7. They were all unmarried students.

CRITERIA OF EXCLUSION:

1. Less than 18 and above 22 age groups were not included in this study.
2. Second-generation college students were not included.
3. Students from any other vernacular background were not included in this study.
4. An unequal number of male and female students was not included.
5. Any students who were from a nuclear family were not part of this study.

PROCEDURE:

Only the willing students of different colleges of Sundarbans were requested to take part in the study. Next, they would be given proper instructions for the tests used, and respectively Academic Motivation Scale and DASS-21, were distributed to them for completing their responses. Once the responses were completed, answer sheets were collected and responses were scored as per the manual of the tests. Finally, an interpretation and conclusion were drawn.

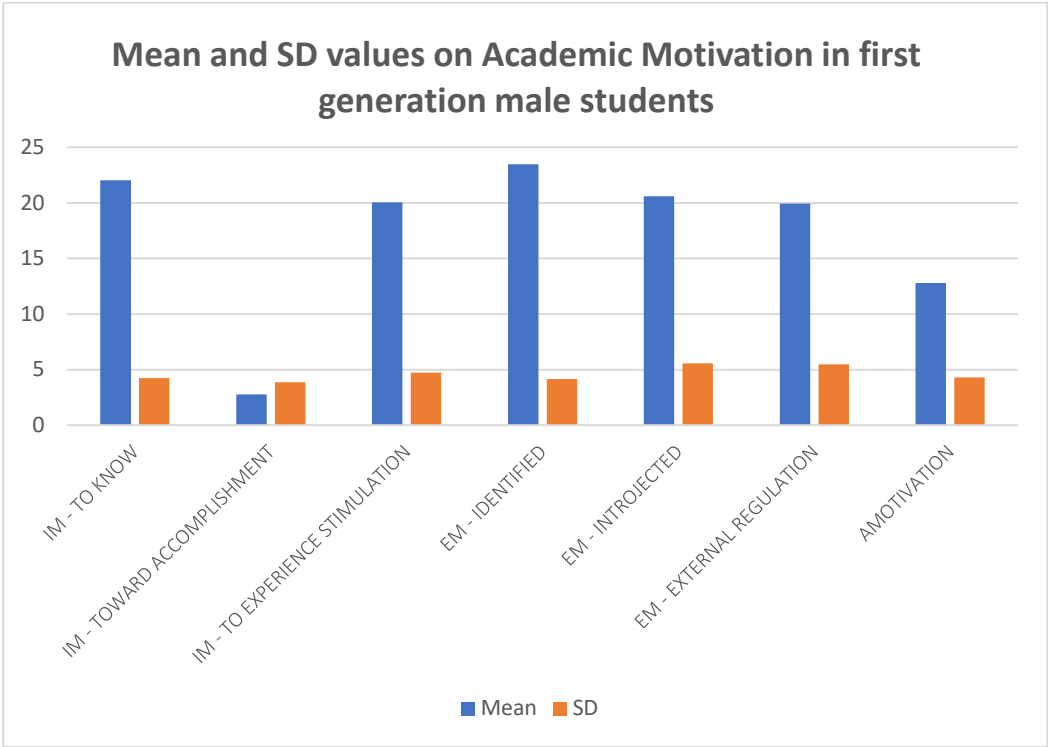
ETHICAL CONSIDERATIONS:

1. The purpose of the study was discussed clearly with the students.
2. Rapport was established with them.
3. Confidentiality of their responses was maintained.
4. Conflict of interest was avoided.
5. The data obtained was not exploited.
6. Cultural context was respected.

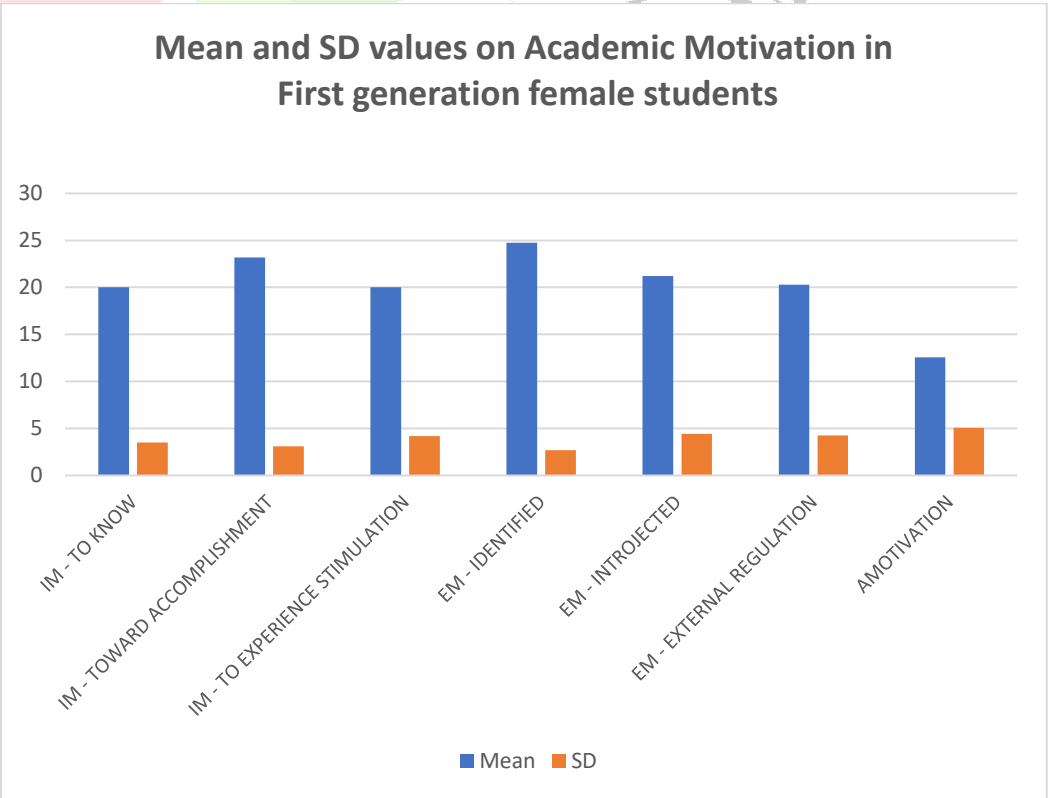
Data & Results:

The data was collected from 200 first-generation college students in Sundarbans. The data is subjected to statistical analyses and discussed in different subheadings related to the objectives of the study. The differential and inferential statistics give a comprehensive picture of Academic Motivation, Depression, Anxiety, and Stress.

| SUMMARY TABLE | | | | |
|---------------------|--------|-----|--------|-------|
| VARIABLE | GENDER | N | MEAN | S.D. |
| Academic Motivation | MALE | 100 | 141.75 | 23.42 |
| | FEMALE | 100 | 144.99 | 16.16 |
| Depression | MALE | 100 | 7.62 | 3.44 |
| | FEMALE | 100 | 7.8 | 3.18 |
| Anxiety | MALE | 100 | 7.72 | 3.49 |
| | FEMALE | 100 | 9.12 | 3.47 |
| Stress | MALE | 100 | 9.63 | 3.36 |
| | FEMALE | 100 | 10.52 | 3.15 |

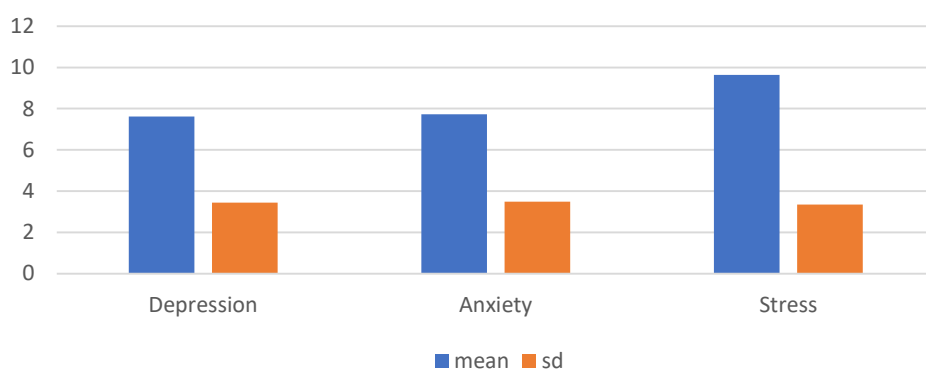


| | IM - TO KNOW | IM - TOWARD ACCOMPLISHMENT | IM - TO EXPERIENCE STIMULATION | EM - IDENTIFIED | EM - INTROJECTED | EM - EXTERNAL REGULATION | AMOTIVATION |
|------|--------------|----------------------------|--------------------------------|-----------------|------------------|--------------------------|-------------|
| Mean | 22.03 | 2.77 | 20.04 | 23.48 | 20.58 | 19.92 | 12.79 |
| SD | 4.24 | 3.87 | 4.72 | 4.14 | 5.55 | 5.47 | 4.3 |



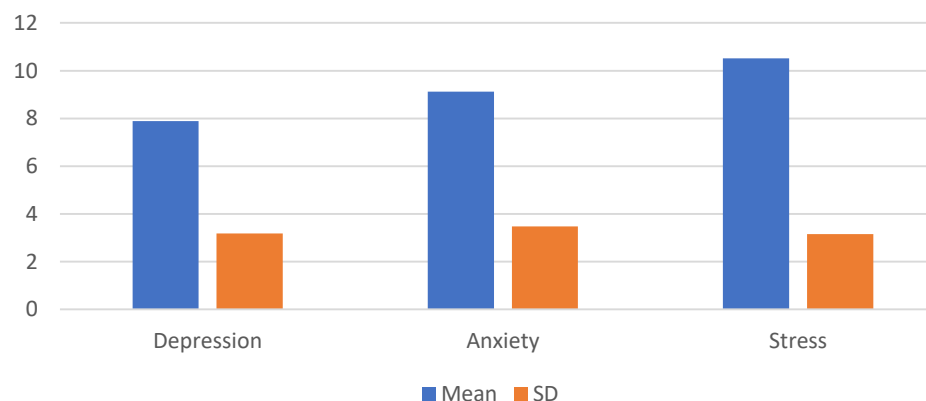
| | IM - TO KNOW | IM - TOWARD ACCOMPLISHMENT | IM - TO EXPERIENCE STIMULATION | EM - IDENTIFIED | EM - INTROJECTED | EM - EXTERNAL REGULATION | AMOTIVATION |
|------|--------------|-------------------------------|-----------------------------------|-----------------|------------------|-----------------------------|-------------|
| Mean | 20.02 | 23.19 | 20 | 24.75 | 21.19 | 20.29 | 12.55 |
| SD | 3.48 | 3.08 | 4.17 | 2.68 | 4.4 | 4.25 | 5.06 |

Mean and SD values on Depression, Anxiety & stress in first generation male students



| | Depression | Anxiety | Stress |
|------|------------|---------|--------|
| Mean | 7.62 | 7.72 | 9.63 |
| SD | 3.44 | 3.49 | 3.35 |

Mean and SD values on Depression, Anxiety and Stress in first generation female students



| | Depression | Anxiety | Stress |
|------|------------|---------|--------|
| Mean | 7.89 | 9.12 | 10.52 |
| SD | 3.18 | 3.47 | 3.15 |

FINDINGS:

Findings of the study with respect to their objectives are as follows-

1. The result shows there is no significant difference between male and female first-generation learners in Academic Motivation. Thus, the null hypothesis “there is no significant difference in the level of Academic Motivation in male and female first-generation learners in Sundarbans” stands accepted.
2. The result shows there is no significant difference between male and female first-generation learners in Depression. Thus, the null hypothesis “there is no significant difference in the level of Depression in male and female first-generation learners in Sundarbans ” stands accepted.
3. The result shows there is a significant difference between male and female first-generation learners in Anxiety. Thus, the null hypothesis “there is no significant difference in the level of Anxiety in male and female first-generation learners in Sundarbans” stands rejected.
4. The result shows there is a significant difference between male and female first-generation learners in Stress. Thus, the null hypothesis “there is no significant difference in the level of Stress in male and female first-generation learners in Sundarbans” stands rejected
5. The result shows there is no significant correlation between academic motivation and depression in first-generation learners in Sundarbans. It is evident that there is a negative correlation between Academic Motivation and Depression. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Depression in male first-generation learners in Sundarbans” stands accepted.
6. The result shows there is no significant correlation between academic motivation and Anxiety in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Academic Motivation and Depression. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Anxiety in male first generation learners in Sundarbans” stands accepted
7. The result shows there is no significant correlation between academic motivation and Stress in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Academic Motivation and Stress. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Stress in male first-generation learners in Sundarbans” stands accepted.
8. The result shows there is a significant correlation between depression and Anxiety in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Depression and Anxiety. Thus, the null hypothesis “there is no significant relationship between Depression and Anxiety in male first-generation learners in Sundarbans” stands rejected.

9. The result shows there is a significant correlation between depression and Stress in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Depression and Stress. Thus, the null hypothesis “there is no significant relationship between Depression and Stress in male first-generation learners in Sundarbans” stands rejected.
10. The result shows there is a significant correlation between Anxiety and Stress in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Anxiety and Stress. Thus, the null hypothesis “there is no significant relationship between Anxiety and Stress in male first-generation learners in Sundarbans” stands rejected.
11. The result shows there is a significant correlation between academic motivation and depression in first-generation learners in Sundarbans. It is evident that there is a negative correlation between Academic Motivation and Depression. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Depression in female first-generation learners in Sundarbans” stands rejected.
12. The result shows there is no significant correlation between Academic Motivation and Anxiety in first-generation learners in Sundarbans. It is evident that there is a negative correlation between Academic Motivation and Anxiety. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Anxiety in female first-generation learners in Sundarbans” stands accepted.
13. The result shows there is no significant correlation between Academic Motivation and Stress in first-generation learners in Sundarbans. It is evident that there is a negative correlation between Academic Motivation and Stress. Thus, the null hypothesis “there is no significant relationship between Academic Motivation and Stress in female first-generation learners in Sundarbans” stands accepted.
14. The result shows there is a significant correlation between Depression and Anxiety in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Depression and Anxiety. Thus, the null hypothesis “there is no significant relationship between Depression and Anxiety in female first-generation learners in Sundarbans” stands rejected.
15. The result shows there is a significant correlation between Depression and Stress in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Depression and Stress. Thus, the null hypothesis “there is no significant relationship between Depression and Stress in female first-generation learners in Sundarbans” stands rejected.
16. The result shows there is a significant correlation between Anxiety and Stress in first-generation learners in Sundarbans. It is evident that there is a positive correlation between Anxiety and Stress. Thus, the null hypothesis “there is no significant relationship between Anxiety and Stress in female first-generation learners in Sundarbans” stands rejected.

IMPLICATION OF THE RESULT:

College-going students are those who are just standing or crossing the adolescence period. High expectations of significant people for better educational achievement of the adolescents, peer pressure, physical and psychological changes within themselves, make their lives more challenging and difficult. This is the time when they need the support of their parents in accepting their freedom, listening to their problems by developing healthy discussions, and by providing an encouraging and stimulating home environment. A healthy communication with parents solves many of their problems, and they grow up with self-confidence, high self-esteem, and can prepare themselves to take up more challenging developmental tasks of adulthood successfully.

Keeping this in mind, there is an urgent need to look into the problems of first-generation learners so that they can maintain their health and well-being and are free from developing deeper psychological problems. First-generation learners who are found to suffer from depression, anxiety, and stress are suggested to consult counsellors, and counselling sessions will be arranged for them in college. Their parents will be encouraged to attend seminars, which will be conducted in college, where they can share their problems related to their children and can also learn effective ways of dealing with their children. Healthy communications, patience, listening, open-mindedness, encouraging rather than a punishing attitude would be emphasized, which will surely improve health and happiness in them and their children. Issues that will come up related to risky behaviour, peer pressure, and remarks of teachers would also be dealt with great attention and care because these may have a long-lasting effect on their personality.

CONCLUSION OF THE STUDY:

The result of the present study shows that male and female students of first-generation learners do not differ in their Academic Motivation and Depression, but female students have more Anxiety and Stress compared to male students. In case of male students, Academic Motivation and Depression are negatively correlated, and the relationship is low, and other variables do not show significant relationship. But in the case of females, all variables Depression, Anxiety and Stress are negatively correlated with Academic Motivation, and the relationship is weak, but Anxiety, Stress and Depression have a moderate positive relationship.

LIMITATIONS OF THE STUDY:

1. The study was conducted among first-generation college students in Sundarbans only.
2. The study was conducted only in some colleges of the Sundarbans.
3. The students were within the age group of 18-22 years. only.
4. In this study, only Academic motivation, depression, anxiety and stress were included

SUGGESTION FOR FURTHER RESEARCH:

1. The study would be done covering a larger geographical area.
2. Other variables like family structure, financial status could also be studied.
3. Academic motivation at the school level in the first-generation learners could also be done.
4. In the rural area, a difference in working and non-working students among the first-generation learners would also be an interesting area of study.

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