

CHAPTER-V

FINDINGS AND DISCUSSION

5.1.0. Introduction

This chapter summarizes the major findings of each objective based on the analysis and interpretation of the data presented in the previous chapter. After providing a brief overview, the chapter proceeds to an in-depth discussion of these findings, comparing them with existing literature.

5.2.0. Major Findings

From the analysis and interpretation of the data, the researcher found the following major findings:

Finding related to Objective 1

1. Approximately 30.89% (N=495) of Surjapuri students demonstrate average academic achievement.
2. The percentage of students with high (30.08%), average (30.89%), and low (29.83%) academic achievement levels is only slightly varied.
3. A notable difference is observed among Surjapuri students in the low-achievement category (29.83%) and the below-low-level achievement category (9.17%).
4. It has been found that urban students (33.85%) have a higher level of academic achievement compared to rural students (26.74%). However, rural students (32.26%) have a higher percentage of average academic achievement than urban students (26.61%).
5. A higher percentage of male students (39.65%) achieve high levels of academic achievement compared to female students (22.73%). Conversely, a higher percentage of female students (32.56%) achieve average levels of academic achievement compared to male students (28.73%).
6. APL students (30.34%) have a slightly higher percentage of high academic achievement than BPL students (29.97%), while BPL students (31.77%) have a higher percentage of average academic achievement than APL students (28.92%).
7. The study found no statistically significant difference in the level of academic achievement between urban and rural Surjapuri students. The *t*-value of 0.972 (*df*=1600) and a *p*-value of 0.33 depicts that the difference in academic

achievement based on their place of residence is insignificant at the 5% significance level.

8. The study found a statistically significant difference in the level of academic achievement between male and female Surjapuri students, with males scoring higher than females. The t -value of 7.98 ($df=1600$) and a p -value of 0.00 depicts that the difference in academic achievement based on gender is significant at the 5% level of significance.
9. The study found no statistically significant difference in the level of academic achievement between the APL and BPL categories of Surjapuri students. The t -value of 0.68 ($df=1600$) and a p -value of 0.49 depicts that the difference in academic achievement based on socio-economic status is insignificant at the 5% significance level.

Discussion

Based on the distribution of academic achievement levels, a significant number of Surjapuri students exhibit an average level of academic achievement, which accounts for 30.89% of the total sample. This has also been supported by previous findings of Oyoo, Mwaura, Kinai, and Mutua (2020), Gupta (2014), and Paudel (2021).

The state government of Bihar has adopted several different educational reforms and initiatives to enhance student achievement and improve the overall quality of education. These new initiatives facilitate the students' education, increasing their academic achievement. By ensuring that every Gram Panchayat has at least one high school, the government has made it easier for students to attend school on a consistent and timely basis. Moreover, special sessions are planned for them beyond school hours and during the summer break to provide additional assistance to children who are struggling academically. Today, science and computer labs are available in every high school, and classrooms are outfitted with smart classroom technology, which includes large LED TVs and internet access. The government also organizes inter-block and district-level sports and educational programs to foster holistic growth. Regular monitoring by officers at both the local and state levels guarantees that the attendance of students and the educational activities they participate in are regularly documented and reported as necessary. More than two lakh teachers have been hired over the past few years, and regular training is offered by institutions such as SCERT

Patna, Bihar Institution of Public Administration and Rural Development (BIPARD) Patna, and DIETs. The board exam format has been modified to include 50% objective type questions, and the students are given 100% objective questions, out of which they have to attempt only 50%. Schools also give exams every month to evaluate students' performance regularly.

Further, education strategies that seek to accommodate the majority frequently lead to a significant proportion of students getting an average level of achievement. Standardized curriculum and teaching methods cater to the diverse demands of a wide range of students, guaranteeing that most students can effectively follow the pace of instruction. Sharma (2017) argued that achievement in the classroom is significantly increased when teachers provide effective instruction. Utilizing innovative teaching aids enhances student engagement and curiosity, promoting a more dynamic and efficient teaching and learning experience in the classroom.

The research also discovered no statistically significant variation in the level of academic achievement of Surjapuri students based on their place of residence or socio-economic status. However, the study has shown a statistically significant difference in academic achievement between male and female Surjapuri students, where male Surjapuri students academically achieve higher than their female counterparts. Research findings regarding the influence of residential location and socio-economic status on academic achievement have been inconsistent, studies conducted by Hasan and Sarkar (2018), Ahmed, Karim, and Banerjee (2023), Miller, Votruba-Drzal and Coley (2019), Phukan and Gogoi (2013), Wood (2023), Sumi, Jahan, Rahman, Seddeque, and Hossain (2021), Tayyaba (2012), Tadese, Yeshaneh and Mulu (2022), Munir, Faiza, Jamal, Daud and Iqbal (2023), Pettigrew (2009) and Rifat and Bithl (2023) have indicated that these factors may not consistently exert a substantial impact. One possible explanation for this result could be that by ensuring all students have equal access to quality education and offering adequate support to all students, it becomes feasible to reduce the common disadvantages related to economic status and place of residence. Furthermore, the many initiatives that the government of Bihar has made have helped bridge the gap in educational facilities between urban and rural areas. The influence of socio-economic status on academic achievement can also be mitigated through implementing policies such as free education, students

receiving midday meals, and scholarships. Underprivileged pupils receive additional support through unique lessons, which ensures they can stay up with their peers.

On the other hand, some past research studies demonstrate that gender is an important variable that plays a role in influencing the level of academic achievement among students like studies conducted by Tinajero, López, Rodríguez and Páramo (2020), Gobena (2018) and Farooq, Chaudhry, Shafiq and Berhanu (2011) revealed that the gender is an important variable that influences the academic achievement of the students. However, Ojewola and Faremi (2018) found no significant impact of gender on the student's academic achievement. This might be because in communities like Surjapuri, traditional gender roles often prioritize schooling for males over females, resulting in disparities in academic support and achievement. Boys frequently provide greater support and resources for their academic pursuits, while girls may be expected to emphasize domestic responsibilities. Khera et al. (2022), in their report "Gender, Youth, and Social Inclusion Analysis in Bihar, India," concluded that girls are typically expected to take care of home tasks and get prepared for marriage, while boys are allowed to devote their time to studies and activities that generate income to provide for their families. It was further reported that during the pandemic, boys were able to continue their education using individual tutoring, coaching centers, and digital learning methods, while girls had restricted access to these resources. Considering this, males could benefit from increased parental expectations and support, enhancing academic achievement. Moreover, the belief that education is essential for the future employment prospects of boys (Jha, 2018; Kapil et al., 2019) may also motivate male students to excel academically, contributing to the observed gender gaps in academic achievement.

Finding related to objective 2

1. 37.14% of the Surjapuri students have an average level of social support, 25.47% fall into the below-average category, and 16.85% possess an above-average level of social support.
2. Based on area of residence, urban students generally receive significantly higher levels of social support than rural students. A significant proportion of urban students (13.44%) fall into highly high, (26.87%) high, (26.36%) above average, and (25.84%) average levels of social support, while rural students

predominantly fall into the average (40.74%) and below average (31.36%) levels of social support.

3. Based on gender, male students generally receive higher levels of social support than female students. A large number of male students fall into above-average (27.16%) and average (44.68%) levels of social support, while female students predominantly fall into average (31.35%) and below-average (36.75%) levels of social support.
4. Based on socio-economic status, students with an APL background generally receive higher levels of social support than their BPL counterparts. A majority of APL students fall into above-average (28.72%) and average (34.42%) levels of social support, whereas BPL students belong to average (11.61%) and below-average (31.77%) levels of social support.
5. Interestingly, none of the urban, male, and APL Surjapuri students have an extremely low level of social support. However, a notable percentage of rural (1.64%), female (2.10%), and BPL (1.80%) students do possess an extremely low level of social support.
6. The study found a statistically significant difference in the level of social support between urban and rural Surjapuri students, with urban students having significantly higher mean scores than their rural counterparts. The t -value of -24.97 ($df=1600$) and a p -value of 0.00 depict that the difference in the level of social support based on their place of residence is significant at the 5% level of significance.
7. The study found a statistically significant difference in the level of social support between male and female Surjapuri students, with males scoring higher than females. The t -value of 16.56 ($df=1600$) and a p -value of 0.00 depicts that the difference in the level of social support based on gender is significant at the 5% level of significance.
8. The study found a statistically significant difference in the level of social support between APL and BPL categories of Surjapuri students, with APL students having significantly higher mean scores than BPL students. The t -value of 18.19 ($df=1600$) and a p -value of 0.00 depicts that the difference in the level of social support based on socio-economic status is significant at the 5% level of significance.

Discussion

The present study also discovered that most students fall in the level average category of social support they receive. Student's academic progress and overall well-being are significantly influenced by social support (Mclean et al., 2023). The same viewpoint has also been supported by the studies of Sulistyorini and Roswiyani (2021), Akhoun (2021), Hamaideh, Khait, Al-Modallal, Malak, Masa'deh, Hamdan-Mansour and Al-bashaw (2024). However, the results of the studies conducted by Dewaruci and Hanurawan (2022) and Ulmanen, Soini, Pietarinen, Pyhalto, and Rautanen (2024) differ from the result of the present study as their studies indicate the majority of students have a high level of social support. According to Vygotsky's ZPD, social interaction plays a key role in helping students move from their current developmental level to their potential level of performance. Students with average or above-average social support are more likely to receive the necessary scaffolding: such as encouragement, feedback, and collaborative interactions, that facilitates their academic growth within their ZPD. Conversely, those with below-average social support may lack this scaffolding, impeding their ability to achieve higher academic outcomes.

The study, on the other hand, discovered that the level of social support among Surjapuri students varied significantly depending on variables such as their place of residence, gender, and socio-economic status. According to the study's findings, students from the Surjapuri community who are urban, male, and belong to the APL group have a higher level of social support than students from the Surjapuri community who are rural, female and belong to the BPL category. These findings align with earlier studies conducted by Nautiyal, Velayudhan, and Gayatri Devi (2017), Dhawan, Kang, and Sharma (2024), Zhang, Zhang, and Niu (2021), Zhao (2023), Kashif and Afza (2022), Khan and Arif (2019), Abdullah and Singh (2019) and Mahanta and Aggarwal (2013) that have concluded a notable difference in the level of social support based on place of residence, gender, and socio-economic status. Vygotsky emphasized that access to social resources: such as mentors, peers, and supportive environments, is crucial for learning. Urban students likely benefit from a richer social ecosystem, including better teacher availability, peer collaboration, and family involvement, enhancing their ability to navigate tasks within their ZPD. Rural students, with less social support, may face challenges in accessing

effective scaffolding, restricting their ability to fully utilize their ZPD for academic achievement. Accordingly, research conducted by Dhawan, Kang, and Sharma (2024) and Lyons, Hosking, and Rozbroj (2015) demonstrated that adolescents born in urban regions typically receive more social support than those in rural areas. Compared to their peers in metropolitan areas, it has been documented that students in rural areas received significantly less social assistance. These studies claimed that urban students have access to more robust social networks and resources, offering them a more robust support system. More possibilities and resources are available in urban contexts, leading to more social support for adolescents.

On the other hand, rural students typically have fewer resources available to them and thus receive less social support. According to Zhuang and Wong (2017), the difference in social support between rural and urban areas can be attributed to urban settings having higher income levels, better parental education, and greater access to welfare benefits. Moreover, prior studies such as Khera et al. (2022), Jha (2018), and Kapil, Agrahari, and Mishra (2019) have brought out the prevailing cultural norms that prioritize the education of males over females, thereby hindering females from accessing support from other sources of assistance. The presence of gender bias is further corroborated by the research conducted by Parkash (2016), which indicates that boys tend to receive more significant levels of intellectual and emotional support from their parents in comparison to girls. In addition, Shree and Ramasamy (2022) concluded in their research that male adolescents are more likely to receive appraisal support than female adolescents. Social norms and gender dynamics play a role in the accessibility of support structures. Male students may benefit from greater societal encouragement and familial involvement, enabling them to achieve tasks beyond their independent ability. Female students, receiving lower support, may experience fewer collaborative opportunities or mentorship, limiting the scaffolding available to expand their ZPD, potentially affecting their academic growth.

Regarding socio-economic status, the research discovered that students from the APL category typically receive higher levels of social support than their BPL counterparts. The studies conducted by Abirin (2022), Wei (2022), Ashokakumara, and Sampathkumar (2019) found similar results. According to Weyers et al. (2008), those who are socioeconomically disadvantaged are more likely to have inadequate social networks and low levels of supported social relationships. Socio-economic status

affects access to educational resources, parental involvement, and peer networks, critical elements of scaffolding. APL students are more likely to benefit from enriched learning environments and support systems, enabling them to advance through their ZPD. BPL students may lack such supportive environments, restricting their ability to leverage their ZPD for academic achievement. It was identified by Li et al. (2020) that teenagers who have a lower socio-economic level (SES) tend to have inferior social ties in comparison to their peers who have a higher SES. Families with a higher socio-economic status have more social capital because they have networks of influential friends, family members, and community members. This social capital provides children with possibilities for social engagement, development, and support. Conversely, families with a lower socio-economic status typically have less social capital, which can result in their children experiencing social isolation and having fewer social networks. Vygotsky highlighted the detrimental effects of insufficient social interaction and scaffolding. Groups with extremely low social support (rural, female, and BPL students) face significant challenges in accessing the guidance needed to bridge their ZPD, leading to stagnant or reduced academic growth. Interventions aimed at enhancing social support for these groups can create opportunities for scaffolding, allowing them to make progress within their ZPD.

Finding related to objective 3

1. 37.58% of the Surjapuri students have an average level of achievement motivation, 22.47% fall into the below-average category, and 18.66% possess an above-average level of achievement motivation.
2. Based on area of residence, urban students have higher levels of achievement motivation than their rural counterparts. A significant proportion of urban students fall into high (39.53%), above average (19.90%), and average (19.64%) levels of achievement motivation, while rural students predominantly fall into the above average (18.60%), average (36.63%) and below average (22.30%) level of achievement motivation.
3. Based on gender, male students have higher levels of achievement motivation than female students. Many male students fall into the above-average (23.42%) and average (39.65%) levels of achievement motivation. In comparison, female students predominantly fall into the average (42.71%), below-average (25.39%), and low (6.51%) levels of achievement motivation.

4. Based on socio-economic status, APL background students have higher levels of achievement motivation than BPL students. A majority of APL students fall into high (18.74%), above average (36.87%), and average (25.66%) levels of achievement motivation. In contrast, BPL students belong to above-average (19.26%), average (38.44%), and below-average (21.87%) levels of achievement motivation.
5. The study found a statistically significant difference in the level of achievement motivation between urban and rural Surjapuri students, with urban students having significantly higher mean scores than their rural counterparts. The *t*-value of 23.79 (*df*=1600) and a *p*-value of 0.00 depict that the difference in the level of achievement motivation based on their place of residence is significant at the 5% level of significance.
6. The study found a statistically significant difference in achievement motivation between male and female Surjapuri students, with males scoring higher than females. The *t*-value of 17.04 (*df*=1600) and a *p*-value of 0.00 depicts that the difference in the level of achievement motivation based on gender is significant at the 5% level of significance.
7. The study found a statistically significant difference in the level of achievement motivation between Surjapuri students in the APL and BPL categories, with APL students having significantly higher mean scores than BPL students. The *t*-value of 18.11 (*df*=1600) and a *p*-value of 0.00 depict that the difference in the level of achievement motivation based on socio-economic status is significant at the 5% level of significance.

Discussion

Based on the present study's findings, it has been discovered that Surjapuri students have an average level of achievement motivation. These findings are also consistent with the studies of Xuan, Ismail, Zailaini, and Hussein (2014), Bency (2019), Khan and Rizwanuddin (2015), Mahato and Barman (2019), Nisa, Qasim, and Sehar (2017), Rather (2016), Venkataraman and Manivannan (2018) and Wani and Masih (2015), but the studies conducted by Changkakoti & Baishya (2020), Febriana (2016) and Adegboyega (2018) revealed that the majority of students had high level of achievement motivation and similarly Maheswari and Aruna (2016) and Vijayakumari & Rekha (2014) found that the majority of students had low level of achievement motivation. According to McClelland, individuals with high

achievement motivation are driven by a desire to excel, overcome challenges, and seek feedback. The 18.66% of students with above-average motivation likely exhibit characteristics of high n-Ach, such as setting personal standards and striving for improvement. In contrast, the 22.47% with below-average motivation may lack the drive or opportunities to pursue challenging goals, potentially limiting their academic success.

The study found that the level of achievement motivation among Surjapuri students differed significantly based on variables like place of residence, gender, and socio-economic status. The study's findings indicate that urban male students from the Surjapuri community who belong to the APL group exhibit a greater level of achievement motivation than their rural female counterparts who belong to the BPL category. McClelland highlighted the role of environmental factors in fostering n-Ach. Urban students often have access to better resources, role models, and competitive environments that encourage the development of achievement-oriented behavior. Rural students, with fewer opportunities and less exposure to achievement-oriented environments, may not develop high n-Ach, leading to lower levels of achievement motivation. Urban students' higher motivation reflects an environment conducive to fostering n-Ach. These findings of the study are consistent with prior research studies of Emmanuel, Adom, Josephine, and Solomon (2014), Pothen and Anto (2019), Ajay (2016), Pany (2014), Tripathi (2014), Kariuki (2017), Vel Murugan (2018), Žitniaková-Gurgová (2007), Geetha and Pugalenthil (2018) and Beri and Kaur (2020) found a significant disparity in levels of achievement motivation based on place of residence, gender, and socio-economic status. Diverse parental involvement and educational facilities can substantially impact the achievement motivation difference between urban and rural students. Urban parents, who tend to be well-educated, prioritize fostering their children's drive to achieve success, participating in activities encouraging academic excellence and personal growth. Students who receive parental encouragement are more motivated to succeed academically (Kumar & Simta, 2023). According to Khare (2019), urban parents exhibit higher optimism, encouragement, care, and empathy levels than rural parents. In addition, urban schools possess superior infrastructure, with fully equipped classrooms, modern teaching aids, libraries, advanced laboratories, and a diverse range of co-curricular activities, hence fostering an optimal learning environment (Kapur, 2019). According to Agustin, Mukn'iah, and Mu'is (2023), student needs,

interests, and preferences should be considered while designing the learning environment to increase intrinsic motivation. Sianipar et al. (2023) claimed that the presence of sufficient learning facilities and equipment has a substantial impact on students' motivation and academic achievement. Furthermore, urban schools have more staff members and resources available for the professional development of teachers, which results in better instructional strategies that enthrall and motivate students. Juaini and Darmawan (2024) discovered that the presence of ample educational resources and the use of innovative teaching approaches have a beneficial effect on students' motivation to learn. In contrast, rural schools frequently face challenges due to insufficient facilities and limited resources, which impede the growth of students' motivation for achievement.

Social and cultural factors influence achievement motivation. McClelland's theory suggests that individuals with high n-Ach thrive in settings that reward effort and success. One of the major reasons why males have a higher level of achievement motivation than females is the cultural emphasis on boys' education and future success contributes to the observed gender gaps in achievement motivation (Khera et al., 2022; Jha, 2018; Kapil et al., 2019). This cultural norm imposes a greater academic burden on boys, leading to increased academic motivation. Khera et al. (2022) reported that boys were more inclined to pursue their education through individual tutoring, coaching centers, and digital learning methods during situations like the COVID-19 pandemic. In contrast, girls faced limitations in accessing these resources, reducing their motivation to participate actively in educational content. Furthermore, research has demonstrated that males exhibit higher levels of academic self-efficacy (Kassaw & Astatke, 2017; Asfaw, 2022) due to societal encouragement and positive reinforcement from teachers and parents. This increased self-efficacy can enhance academic motivation (Deng et al., 2021; Lin et al., 2022; Hidajat et al., 2023). Stress and instability, such as financial hardships and family problems, are common experiences for students from lower socio-economic backgrounds. This might distract them from academic aspirations and reduce their motivation to achieve. Students from highly privileged backgrounds come from a steady and encouraging environment that helps them concentrate better on academics.

Economic stability and access to resources play a critical role in the development of n-Ach. Students from APL families likely have access to better educational facilities,

role models, and opportunities for success, fostering high n-Ach. BPL students, constrained by economic challenges, may focus more on meeting basic needs rather than pursuing academic excellence, leading to lower levels of achievement motivation. Regarding SES, Kala and Shirlin (2017) stated that education is a top priority for families from higher socio-economic backgrounds, both at home and in the community at large. At the same time, education typically takes a back seat in economically disadvantaged families as people prioritize meeting basic needs like food and shelter. The family's strong economic base enables them to meet their children's material needs, giving them more time to concentrate on their studies (Kiedan, 2022). Research by Vadivel, Alam, Nikpoo, and Ajanil (2023) concluded that students from low-income families tend to have lower academic performance and enter the workforce at a younger age. Because their parents are less interested in education, some students choose unskilled or blue-collar jobs over school. Ögeyik (2016) conducted interviews and discovered that students from low socio-economic backgrounds felt isolated from their classmates, suffered from depression and lack of motivation when it came to schoolwork and had challenges affording necessities such as food, housing, transportation, and clothing. Even students who belong to families with low socio-economic levels are less likely to have extremely high educational goals, according to Jha and Rathore (2023), Salgotra1 and Roma (2018), and Dey and Ghildyal (2020). McClelland argued that n-Ach is not innate but developed through socialization and environmental influences. The significant differences across areas of residence, gender, and socio-economic status highlight the disparities in environments that foster achievement motivation. Urban, male, and APL students benefit from environments that encourage goal-setting, competitiveness, and feedback, all of which are central to high n-Ach.

Findings related to objectives 4, 5, and 6

1. There is a moderately significant positive correlation between social support and academic achievement ($r=0.406$, $p=.000$), which implies that an increase in social support is associated with an increase in academic achievement.
2. There is a moderately significant positive correlation between achievement motivation and academic achievement ($r=.0513$, $p=.000$). This implies that an increase in achievement motivation is associated with an increase in academic achievement.

3. There is a moderately significant positive correlation between social support and achievement motivation ($r=0.636$, $p=.000$). This implies that an increase in social support is associated with an increase in achievement motivation.

The present study indicates that higher levels of social support are associated with better academic achievement. This suggests that students are more likely to perform academically when they receive more encouragement, assistance, and emotional support from family, friends, and teachers. Other researchers, such as Song, Bong, Lee, and Kim (2015), Tezci, Sezer, Gurgan, and Aktan (2015), and Lin, Hu, Chen, and Zhu (2023), corroborate this finding. Safree, Yasin & Dzul kifli (2011) Zhang, Yin and Ren (2023), Duan (2018).

A strong sense of acceptance and emotional warmth from friends, family, and school personnel has been associated with academic success (Saeed et al., 2023). Yasin and Dzul kifli (2011) highlighted the significance of giving adequate social support a high priority to improve students' performance, finding a strong connection between high levels of social support and improved academic outcomes. Social support acts as a protective barrier that assists students in coping with academic stress and difficulties (Soe, 2020). A robust social support system enhances students' sense of belonging and motivation, leading to a stronger connection to their school community and increased academic commitment. Academic achievement and achievement motivation are positively correlated, suggesting that achievement is significantly impacted by achievement motivation. Highly motivated students tend to set high goals, remain persistent in the face of difficulties, and use effective learning strategies, ultimately leading to high academic achievement. Previous research supports this result. The studies of Dagnev (2017), Ergene (2011), Chetri (2014), Dewaruci and Hanurawan (2022), Jagtap (2015), Kumari and Chamundeswari (2015), Rout and Pathak (2017), Sharma, Sharma, and Madnawat (2019), Yazdani and Godbole (2014) and Hasan and Sarkar (2018), but the studies of Kumar and Sangeetha (2019) and Kumar and Tankha (2020) revealed that there was no relationship between academic achievement and achievement motivation. The level of students' motivation is crucial to the learning process's success and reaching their learning goals (Borah, 2021). Roy (2015) emphasizes the importance of providing students with the appropriate support mechanisms to improve their motivation to achieve, which can ultimately lead to higher academic achievement. Hence, achievement motivation is pivotal in

determining academic success by inspiring students to actively engage in their studies and reflect drive when confronted with obstacles.

Also, this study indicated that students who receive a higher level of social support are more inclined to be motivated in their academic pursuits. This finding is further supported by Dewaruci and Hanurawan (2022), Acharya and Joshi (2011), and Srivastava and Pant (2015), who have established a positive correlation between social support and achievement motivation. Students who feel a sense of support and appreciation from their parents, teachers, neighbors, relatives, and classmates are more likely to create a strong motivation to perform and thrive in their academic activities. Cirik (2015) asserts that cooperation among many sources of support, including parents, teachers, peers, and close friends, had a crucial role in enhancing students' motivation levels. According to Lin, Hu, Chen, and Zhu (2023), strong social support networks enable students to ask for assistance, get both material and emotional support, and employ constructive coping mechanisms when faced with academic stress, increasing students' motivation to learn. However, children who receive inadequate support are more prone to feelings of helplessness, negative emotions, and decreased learning motivation. Thus, it is essential to build robust social networks to establish a supportive and motivating learning environment for students (El-Sayed et al., 2024).