

## **RELATIONSHIP BETWEEN MENTAL HEALTH AND SCHOLASTIC MOTIVATION OF SECONDARY SCHOOL STUDENTS**

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### **ABSTRACT**

In this study an attempt was made to find out the relationship between mental health and scholastic motivation of secondary school students. The sample for the present study consists of 260 secondary school students of Kozhikode district. Mental Health Status Scale and Scale of Scholastic Motivation were the tools used to collect relevant data for the study. The present study reveals that there exists a significant positive relationship between mental health and scholastic motivation among secondary school students for the total sample and for the subsamples based on gender, locale of the institution and type of management of the institution.

**Keywords:** Mental Health, Scholastic Motivation, Secondary School Students

### **INTRODUCTION**

Young children who are socially and emotionally healthy have a greater chance to achieve success in school and in life. Researchers found that, those children who are not ready to succeed in school, may have emotional difficulties that prevent them from achieving school success. Children and adolescents with mental health problems are at risk of developing positive outcomes in learning and later in life. Difficulty in school is one of those outcomes that are often overlooked. Good mental health is essential for the well-being and functioning of individuals. Positive mental health contributes to the overall development of the society as well. Positive mental health helps us to realize our potential to the fullest. It helps us to cope with the stresses in daily life and hence become a productive member in the society.

Among the various factors affecting the performance in school, the most influential one is motivation. Psychologists have long recognised the relationship between motivation and academic achievement. The students who are not motivated to succeed will not work hard. Scholastic motivation refers to the consistent striving of an individual to achieve certain level of

marks and a general educational objective with reference to certain standards of excellence in competing conditions.

Secondary level of education is the gateway for higher education in the life of a student. So students at this stage should have good mental health as well as physical health in order to achieve the ultimate educational levels. Good mental health of students is essential for their continued educational growth and for creating a good emotional climate in the school where they spend many hours. Good mental health often has a bearing on making the right decision and poor mental health may cause ineffective educational attainments.

The students have to associate with the teachers, peers, parents and community at large for the successful completion of their studies. They need a stress free environment and good mental health to fulfil their responsibilities. While schools are primarily concerned with education, mental health is essential to learning as well as to social and emotional development. Because of this important interplay between emotional health and school success, schools must be partners in the mental health care of our children.

A child with positive academic motivation has a desire to learn, likes learning related activities, and believes that school is important. Positive academic motivation not only helps a child succeed in school, but also helps the child to see that learning is rewarding and important in all aspects of life-school, work and community.

As both these variables are important for the academic performance of the students, the investigator attempts to find out the relationship between mental health and scholastic motivation of secondary school students.

### **OBJECTIVES OF THE STUDY**

1. To find out whether there exists any significant relationship between Mental Health and Scholastic Motivation among secondary school students for the total sample and for the subsamples based on Gender, Locale, and Type of management.

### **HYPOTHESES OF THE STUDY**

1. There will be a significant relationship between Mental Health and Scholastic Motivation among secondary school students for the total sample and for the subsamples based on Gender, Locale and Type of management.

### **SAMPLE**

The study was conducted on a representative sample of 260 higher secondary school students of Kozhikode district. The sample was selected using stratified random sampling technique with due representation to factors like sex, locale of the institution and type of management of the schools.

### **TOOLS USED FOR THE STUDY**

- Mental Health Status Scale for students developed by the investigator with the help of the Supervising teacher (2012).
- Scale of Scholastic Motivation (Developed and standardised by Usha and Ramakrishnan, 2002).

### **STATISTICAL TECHNIQUES USED**

Pearson's Product Moment Coefficient of Correlation was used for the analysis of data in the present study.

### **ANALYSIS AND INTERPRETATION OF DATA**

The data were analyzed with the help of appropriate statistical techniques. Statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the mental health was computed for the whole sample (N=260) and the data are presented in Table-1

**TABLE 1: Summary of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the Total Sample.**

S1 no	variable	Mean	Median	Mode	Standard deviation	skewness	kurtosis
1	Mental Health	122.73	124	125	11.4299	-0.333	0.5756
2	Scholastic motivation	122.63	125	136	13.3631	-0.5321	0.7805

The indexes of skewness suggest that the distribution of scores for Mental Health and Scholastic Motivation are negatively skewed. The indexes of Kurtosis is greater than the Kurtosis value of normal curve and hence Platykurtic.

### **ESTIMATION OF RELATIONSHIP BETWEEN MENTAL HEALTH AND SCHOLASTIC MOTIVATION.**

The extend of correlation between Mental health and Scholastic Motivation for the Total sample and for the Subsamples based on Gender, Locale and the Type of Management of the Institution was examined.

**ESTIMATION OF RELATIONSHIP BETWEEN MENTAL HEALTH AND SCHOLASTIC MOTIVATION FOR THE TOTAL SAMPLE**

The value obtained for relationship between Mental Health and Scholastic Motivation with respect to total sample of secondary school students are given in the table 2

**TABLE 2: Data and Results of the relationship between Mental Health and Scholastic Motivation for the Total sample.**

Sample	N	Value of r	T	Level of significance
Total	260	0.4641	8.4162	0.01

**RESULT**

The results revealed that the variable Scholastic Motivation has significant and positive relationship with Mental Health in terms of total sample .The relation can be interpreted as substantial positive correlation between these variables.

**ESTIMATION OF RELATIONSHIP BETWEEN MENTAL HEALTH AND SCHOLASTIC MOTIVATION FOR THE SUB SAMPLES**

The value obtained for relationship between Mental Health and Scholastic Motivation with respect to sub samples of secondary school students are given in the table 3

**TABLE 3: Data and Results of the relationship between Mental Health and Scholastic Motivation for the Subsamples.**

Sample	N	Value of r	T	Level of significance
Male	120	0.3540	4.0590	0.01

Female	140	0.5617	7.8883	0.01
Rural	150	0.3484	4.5523	0.01
Urban	110	0.6126	8.0548	0.01
Government	110	0.6238	8.3112	0.01
Aided	150	0.4208	5.3537	0.01

## **RESULTS**

The results revealed that the dependent variable Scholastic Motivation has significant and positive relationship with Mental Health in terms of subsamples based on gender, locale and type of management of the institution.

The correlation between Mental Health and scholastic Motivation for boy students is very slight but positive. But in the case of girl students, the correlation is moderate and positive. Based on the locale, there exists a substantial correlation between Mental Health and scholastic Motivation in the case of Urban students than rural students. Based on the type of management of the school, the correlation of Government school students shows substantial or marked relationship between Mental Health and scholastic Motivation whereas aided school students shows moderate relationship only.

## **CONCLUSION AND EDUCATIONAL IMPLICATIONS**

The present study reveals that there exists a significant positive relationship between mental health and scholastic motivation among secondary school students for the total sample and for the sub samples based on gender, locale and type of management of the school. The result of the present study has various implications in educational field. The findings of the present study can make awareness among the parents, teachers and administrators about the factors influencing

Mental Health. This awareness helps to improve the conditions prevailing in their home and school.

Mental Health is an important affective variable which can influence educational process. The study gives the importance to the need for improving Mental Health status of secondary school students and thereby increasing the academic motivation. So special attention should be given for the development of both. It also helps the teachers to give immediate feedback for achievement. It also helps the teacher to be very careful in using reward as incentives to motivate students and avoid punishment.

- Schools should provide the opportunity to develop the mental health of students since only mentally healthy students can acquire scholastic motivation and hence scholastic achievement.
- Teachers must provide encouragement to students participation in the classroom and outside the classroom
- Opportunities must be given to the students to participate in group activities and other social activities like NSS, NCC etc.
- Proper guidance and counseling should be given to the needed students.
- Teachers should develop strong rapport with students.
- Provisions must be made in the curriculum to provide more opportunities for the mutual interaction of students. This helps in developing social adjustment among students.
- An emotionally mature child can perform very well in academic process, Training must be given for developing emotional maturity in children
- By giving affection, respect, recognition and protection, both teachers and parents can develop positive attitude towards self among the students.
- Child's mental health and thereby achievement can be enhanced by a suitable curriculum, effective and appropriate instructional strategies. This is also possible with the co operation of parents and utilisation of professional mental health services.
- Independent Thinking and creativity of students should be encouraged.
- Freedom should be given as much as possible to the students in responding to a situation. They should be encouraged to think out as many ideas as they can for the solution of a problem.
- The teacher should seek and establish an atmosphere that would encourage confidence in work. Equity in treating the students will develop confidence and foster creativity. Also students should be encouraged to evaluate their own performance.

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