



MENTAL HEALTH, FAMILY ENVIRONMENT, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT: A CORRELATIONAL STUDY

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ABSTRACT Realizing the important effects of home environment, mental health and motivation on academic achievement among the students the investigator decided to undertake this research. The study comprised of school going adolescents studying in class XII in various government schools of Chandigarh, India. As sample size of 300 adolescents were randomly selected and administered with mental health, family environment and achievement motivation scales. The value of correlation found to be 0.77, 0.41 and 0.66 between mental health and family environment, mental health and achievement motivation and between mental health and academic achievement respectively. It was concluded that there exist positive relationship between mental health and academic achievement. Mental health also found to be positively correlated with family environment and achievement motivation.

KEYWORDS : Mental health, motivation, academic achievement, family environment

Conceptual Framework

Complete education system revolves around the sole objective of academic achievement of students. Educators, trainers and researchers have long been interested in exploring factors contributing effectively for the quality of academic performance of adolescents.

Academic achievement means performance in the field of academics. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of the pupil in the classroom (Singh, 2003). It is concerned with the quality of learning in a subject or group of subjects assessed by examination marks (Pandey, 1998). Academic achievement refers to the level of performance and success in school. It is the immediate outcome of schooling-the extent to which a student has achieved his educational goals. Students' academic performance occupies a very important place in education as well as in the learning process. Mohan (2007) defined mental health as, "the adjustment of the individuals to themselves and the world at large with a maximum of effectiveness, cheerfulness, satisfaction and socially considerate behaviour and the ability of facing and accepting the realities of life, with minimum friction and tension". Today mental health issue in adolescents is a growing concern in the school and for the community counsellors and educators. In student's academic performance mental health is the chief factor. Kaur and Arora (2014) investigated to find out the relationship between academic achievement and mental health of adolescents. In this study, the relationship between academic achievement and some dimensions of mental health like overall adjustment and intelligence were found to be highly significant. Talwar and Anindita (2014) conducted a study to know the academic achievement of secondary school students in relation to their mental health. The study concluded that there was positive relationship between mental health and academic achievement of secondary school tribal students. It is the most important factor in successful accomplishment of desired goals in any field.

H1: It is assumed that there is positive relationship between mental health and academic achievement.

Student learning which is directly related to academic achievement is categorized into three major factors: family, institutional, and personal factors. The effect of mental health, family environment and achievement motivation need to be researched thoroughly to investigate their impact upon student's academic achievement. Economic and social status of the family, parental educational level, occupational status, income level, and the emotional environment at home are essential factors that help the students reach their potentials in a maximum productive way (Lan, 1997). It encourages an individual to strive to gain control on difficult and challenging situations in his pursuits of excellence. The society and its social philosophy also play an equally important role in the development of achievement motive. Mimrot (2016) conducted a study on hundred students to find the relationship between academic achievement and home environment of

students. The result of the study revealed a significant positive relationship of home environment and academic achievement. Rashmi (2016) conducted a study on relationship between family environment and academic achievement. The findings of the study revealed that there was a positive correlation between the family environment and academic achievement. Pappattu & Vanitha (2015) conducted a study on family environment and its effect on academic achievement among secondary school students. The study concluded that there did not exist any significant relationship between family environment and achievement.

H2: It is assumed that there is positive relationship between mental health and family environment.

High achievement motivation generally ensures higher rate of success. It forms the basis for a good life (Brunstein and Maier, 2005). Poor mental health is recognised as the main cause of suicidal tendency, a sense of helplessness and lower academic achievement (Puskar & Bernardo, 2007). It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behaviour. Yusuf (2011) conducted a study to investigate the relationship between achievement motivation and self-regulated learning strategies of the undergraduate students. It was revealed that achievement motivation was a driving force that lay direct and positive influence upon the academic achievement of the students. Umadevi (2009) conducted a study to find out the relationship between achievement motivation and academic achievement. The results of this study revealed significant positive relationship between achievement motivation and academic achievement of the students. Perumal (2008) conducted a study to find the relationship between status of mental health and academic achievement. Results showed that there exists a significant correlation between mental health and achievement in English language.

H3: It is assumed that there is positive relationship between mental health and achievement motivation.

Significance of the Study

There is a need to study and understand the variables that are directly or indirectly related to the academic achievement of adolescents like, school environment, home environment, parent education, parental involvement, peer pressure, sibling effects etc. Realizing the importance of influence of home environment, mental health and motivation on academic achievement the investigator decided to undertake this research. The family environment has been shown to be an important variable that positively influences children's education. More and more schools are observing the importance and are encouraging families to become more involved. It has become essential to understand what is meant by family environment and in what ways it has an influence on children's education.

Also, in the sixth survey of educational research, it has been mentioned

that very little work has been done to find the relationship between academic achievement and mental health of adolescents in our country. There is a need of emphasizing mental health through concerted practices aimed at helping students before serious problems emerge. Also, achievement motivation is very crucial for a student's academic success. Motivating students to learn is an area of serious concern for the educationists today. It is critical for both parents and educators to understand that promotion and encouragement of academic motivation from an early age should require utmost attention. Also from the review of the related literature, the researcher felt that very little work has been done to find the relationship between mental health and academic achievement of adolescents in our country. There exists lack of research in Indian context as little studies have been done in the present combination of variables.

Sample

The study comprised of school going adolescents studying in class XII in various government schools of Chandigarh. Sample of 300 adolescents were randomly selected and administered with mental health, family environment and achievement motivation scales.

Tools Used

- Mental Health Battery by Singh & Gupta (2010) consists of 130 items. The reliability of the scale was computed by test-retest method which is found to be sufficiently high and the test was reliable for use on the students.
- Family Environment Scale by Bhatia and Chadha (2002) consists of 69 items each to be rated on a 5-point scale. This instrument has good reliability of 0.95.
- Achievement Motivation Scale by Deo and Mohan (2002) consists of 50 items. Test-retest reliability of the scale was 0.69 which was sufficiently high. The validity of the scale was 0.54.
- Academic Achievement: To study academic achievement of students, percentage of their previous class will be recorded.

Procedure

First of all permission from the school authorities was taken for the collection of the data. Sample was selected through randomization. Proper rapport was built up with the subjects. Proper instructions were provided to the subject and were assured that their information will be kept confidential and will only be used for the research purpose. Mental health inventory, achievement motivation scale and family environment scale were administered on the sample. After that filled up tool sheets were collected and compiled for the analysis of results.

RESULTS AND DISCUSSION

Table-1 Intercorrelation between mental health, family environment, achievement motivation and academic achievement

Variables	Mental Health	Family Environment	Achievement Motivation	Academic Achievement
Mental Health	1	.777**	.415**	.660**
Family Environment		1	.419**	.555**
Achievement Motivation			1	.648**
Academic Achievement				1

Note: ** Significant at 0.01 level
* Significant at 0.05 level

Table-1 depicts the correlation between the measured variables in which mental health found to be positively correlated with family environment, achievement motivation and academic achievement. It means that students who have good family environment will have good mental health. The family has a significant impact on the child. The value of correlation found to be 0.77 between mental health and family environment. Family environment directly deals with the mental health of the adolescents (Barmola, 2013). Family environment includes the parental involvement, the interaction between parents and their children, emotional support, how much time parents spent with their family, etc. The kind of support parents are providing to their children makes their mental health strong. The way parents interact with their children has a direct effect on their development, their level of confidence and self-esteem, their sense of security, their emotional well-being, the way they relate to others, how they deal with authority, and their performance in school. Effective parenting matches the needs of the school and society (Barrar & Warner, 2006). Degree of commitment, help and support of family members, cohesion,

independence, caring attitude and behaviour, acceptance makes the adolescents mentally strong and healthy. Yes of course, control is also a necessary factor to limit setting within a family. Both love and control are to be expected in the strength of family life and peer interactions.

Recently many researchers also working on the parenting style in different cultures because style of parenting directly deals with the needs of the adolescents. Family environment includes the quality and quantity of emotion, cognition and support. Extent of participation in social and recreational activities also depicts the home environment and support. Barmola, 2013 found that there exist positive and significant relationship between family environment and mental health. Researcher also concluded that parental involvement, time spent, awareness and emotional support with children could be the cause of this significant and positive association. Factors included in the mental health are overall adjustment, autonomy, self concept, intelligence and emotional stability. Adolescents can hold out in complicated situations handle unpleasant circumstances and remain fruitful and competent the whole time.

The association between the mental health and achievement motivation found to be 0.41 and between mental health and academic achievement the value of correlation was 0.66. Owing to good mental health students academic achievement also upgrades. Their children perform better in academic and have high achievement motivation. There exists a significant correlation between mental health and achievement (Perumal, 2008). Talwar and Anindita, 2014 conducted a study to know the academic achievement of secondary school students in relation to their mental health. The study concluded that there was positive relationship between mental health and academic achievement of secondary school tribal students. Mimrot (2016) conducted a study on hundred students to find the relationship between academic achievement and home environment of students. The result of the study revealed a significant positive relationship of home environment and academic achievement. Thus from the above findings and discussion all the hypotheses of the present study was upheld.

It was concluded that there exist positive relationship between mental health and academic achievement. Mental health also found to be positively correlated with family environment and achievement motivation. The present study will be beneficial for teachers, administrator and education planners as the study will analyse the factors influencing the academic achievement of students. The study will also be beneficial for the parents as it will help the parents to know the various factors influencing the academic achievement of their child. Parents can motivate their children and improve their well being physically and mentally. Simultaneously healthy family environment enhances the academic achievement of the adolescents as well.

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