ACADEMIC ACHIEVEMENT OF SOCIALLY DISADVANTAGED STUDENTS IN RELATION TO MENTAL HEALTH STUDY HABITS AND ACHIEVEMENT MOTIVATION

Abstract

This study was undertaken to study academic achievement of socially disadvantaged students in relation to mental health, study habits and achievement motivation. The target population of study comprised of socially disadvantaged students (SC and BC) studying in class X in various government schools of district Panchkula of the state of Haryana. The schools were selected on random basis. The data from the sample population were collected by using Mental Health Battery by Singh and Gupta (2010), Study Habits Scale (developed by the investigator herself) and Achievement Motivation Scale by Deo and Mohan (1992). A 2*2*2 factorial design was used to undertake the study and all the three criterion variables were varied at two levels. Mental health was categorised into good and bad, study habits into appropriate and inappropriate and the third variable achievement motivation into high and low levels. Seven hypotheses were tested using t-test and analysis of variance (2*2*2). Results revealed that there was significant effect of mental health and achievement motivation on academic achievement. However the main effect of study habits was not found to be significant. Also there was significant interactional effect of mental health & study habits and mental health & achievement motivation. However no significant interactional effect of study habits and achievement motivation was found on the academic achievement of socially disadvantaged students. Further there was significant interactional effect of mental health, study habits and achievement motivation on the academic achievement of socially disadvantaged students.