

Relationship between mental health and happiness, achievement motivation and academic success of male and female students of Islamshahr Azad University

Zahra Houshmand Neghabi and Sudabeh Morshedian Rafiee

Faculty member, Department of Commercial Management, Islamshahr Branch, Islamic Azad University (IAU), Iran. E-mail addresses: ikiu2011@gmail.com

Assist. Prof. & Faculty Member, Department of Commercial Management, Islamshahr Branch, Islamic Azad University (IAU), Iran

Abstract: Increasing mental health is one of the main components in the process of raising the quality of university education. Considering this issue provides mental health in society. Male and female students' Pathology is a new discussion that has recently been considered in universities. Psychological and emotional problems, educational problems and educational failure, the establishment of poor intellectual and political factions, drug addiction and other possible injuries must be needed to attention. Such damage has suffered enormous material and spiritual to the education and the university's environment, and it can convert safe and scientific area of university to inappropriate and unsafe. The aim of this study is to analyze and compare the mental health and happiness, achievement motivation and academic success of boys and girls students. The results show that According to the problems, difficulties and possible damage associated with male students, they don't have similar conditions with girls' students in terms of mental health and happiness, achievement motivation and academic success. So it will have more problems in different aspects of psychological trauma, social, educational and political.

[Zahra Houshmand Neghabi and Sudabeh Morshedian Rafiee . **Relationship between mental health and happiness, achievement motivation and academic success of male and female students of Islamshahr Azad University.** *Life Sci J* 2012;9(4):4150-4153]. (ISSN: 1097-8135). <http://www.lifesciencesite.com>. 617

Keywords: Happiness and mental health, academic achievement, psychological issues

1. Introduction

The trend of mental health and considering this issue as a major factor in university is not only a matter on campus that couldn't be solved with just a few solutions, but also all factors involved in the University such as Professors, administrators, govern behavior of natural and mental environment, parents and most importantly the student himself must pay attention to this matter in a continuous interaction. If we don't consider creating a platform in university to promote the mental health, both students and ultimately society will suffer irreparable harm. Human is Complex with many different aspects that his life will be sustained in relating to relative balance of the different dimensions (Wells & Hatton, 2004). One of these dimensions is mental health that the workbook of World Health Organization defines it as follow:

Mental health is the perfect condition of welfare and Biological- mental and social prosperity, and the absence of this is not disease or disability. Also, mental health in its general concept is defined as having thought's health, mental balance and positive psychological characteristics and it is necessary to clear the ways to achieve mind and spirit health for Individual

and social growth and evolution of human. Also, in its specialized concept is a field of health care that educated people with specific skills and experience, by adopting scientific methods, teach it to people (Mellings & Alden, 2000).

The meaning of mental health is the prevention of mental disorders. The prevention in its wide sense is to create factors and circumstances that is the complement of health and norm life and for this reason the treatment of mental disorders is as a part of this activity. One of the most important factors associated with mental health is happiness (Skitka, 2002).

The main objective of the study is to investigate the relationship between mental health and happiness, achievement motivation and academic success among male and female students of ISLAMSHAR Azad University of Tehran. The Secondary objectives of this study are as follow:

- 1- Identifying the effective factors of students' mental health.
- 2- Primary prevention in mental health (i.e. preventing from damage and malicious threats such as depression, anxiety, anger and loneliness).

2. Literature review

Effective factors in students' mental health

Mental health is influenced by many factors that are not inevitable and can't be separated, although they have been considered individually. This means that balance mental of people in individual factors or environmental conditions as interaction factors, can be changed, and if the influence of these factors to be more, the impact and threat will be more (Lobban et. al, 2002). Factors such as; not satisfied expectations, frustration, stress, learning, social problems and social media and..., are the most important factors affecting mental health.

Most psychiatrist, consider the ability of adaptation, flexibility in fair and reasonable judging in the face of deprivation and pressures as mental health criteria (Zohar, 1991). The concept of achievement need was introduced for the first time by Murray in 1938 (Meehl, 1992). According to Murray achievement need is; trying to succeed in any situation, so that its performance could be evaluated, according to some high standards. This concept means motivation in deals with some significant obstacles and fight against what is known difficult.

Mental health is essential and includes all aspects of everyday life, school, university, work, and what should be considered in mental health are competence, **personality** and human dignity and whenever these components don't be considered, emotional balance and Human Relations improvement doesn't give us its main meaning among us (Flavell & Miller, 1998). Another point in this definition is that the creation of mental health, is not in decreasing of disease symptoms, but is in creating of potential, physical and mental ability to cope with stress, caused by social life, that is so important, and create fertility and coordination for society and economy.

Ankstion in 1964 extended the concept of achievement motivation. Ankstion believes that difference in required to progress between individuals can be explained by disagrees' need like the assumption of a need to avoid failure. According to Ankstion, some people are successful oriented and some of them are anxious, because of failure. Ankstion believes that the desire to achieve success is affected by the probability of success and its gravity.

Research hypothesis

- 1- Mental health of male students in compared to female students is significantly lower.
- 2- Achievement motivation of male students in compared to female students is significantly lower.
- 3- Educational performance of male students in compared to female students is significantly lower.

3. Methodology

This study is a descriptive comparison. The statistical population of this study is included all male and female students enrolled in the College of ISLAMSHAR (Tehran unit), comprise from 2011 to 2012 academic year, that have studied at least two halves of the academic year. The statistical sample are (N = 200) of male and female students that were studying in College of ISLAMSHAR (Tehran unit), that were selected.

Various tools were used for data collection, including:

- 1- General Health Questionnaire (GHQ); This questionnaire has 28 questions that were formulated in 1979 by Goldberg & Hiller, which has four sub-scales: 1- somatic symptoms, 2- Anxiety Symptoms, 3- social function, and 4- depression Symptoms.
- 2- Achievement motivation test (ACMT); This test has a 50 three choice question and is based on sentence completion method that means the respondent after reading an incomplete sentence must complete the sentence with half of three options.
- 3- In addition, the performance of male and female students was computed on the basis of their scores on the questionnaire were asked.

Reliability and validity of the test instrument

Cronbach's alpha coefficient for General Health Questionnaire reliability is 0.91. According to the Dadsetan the Cronbach's alpha coefficient for Achievement motivation test is 0.76 and Reliability was calculated by the Guttman and Spearman Brown method is also 63%.

4. Results

According to the information obtained by distributed questionnaire, psychological problems of male and female students are as table 1:

Table 1; Frequency distribution of male and female students' psychological problems

Variable	Male		Female	
	Frequency	%	Frequency	%
Depression	58	0.22	39	0.26
Anxiety	67	0.26	34	0.23
Impaired social interaction	15	0.06	3	0.02
Somatization	27	0.10	17	0.11
Lack of mental health	39	0.15	24	0.16
Low Achievement Motivation	10	0.04	3	0.02
Educational performance	46	0.18	31	0.21

The results of chi-square test show that the anxiety, depression, somatic complaints, and impaired social interactions in male students were significantly more than female students. Also, the educational performance of female students is more than male students and Achievement motivation of male students is lower than female students (see table 2).

Table 2; the results of χ^2 test

Variable	Group	χ^2	SD	df	t(p)
Depression	Male	4.47	4.85	97	2.99(<0.01)
	Female	3.28	2.05		
Anxiety	Male	5.5	3.8	97	2.88(<0.01)
	Female	4.13	2.53		
Impaired social interaction	Male	5.93	2.8	97	3.07(<0.01)
	Female	4.12	3.23		
Somatization	Male	6.51	3.27	97	4.39(<0.01)
	Female	4.71	2.21		
Lack of mental health	Male	28.71	9.74	97	2.82(<0.01)
	Female	24.31	11.47		
Low Achievement Motivation	Male	20.82	5.78	97	2.75(<0.01)
	Female	18.36	4.8		
Educational performance	Male	14.33	0.98	97	3.21(<0.01)
	Female	15.84	1.3		

As can be seen in table 2, T-test results show that the mean of each variable of anxiety, depression, somatization and abnormal social interaction in male students is more severely than female students. The results also show that achievement motivation and academic performance of male students is significantly lower than female students ($p < 0.01$).

According to table 3 happiness comparisons of male and female students show that there is no significant difference between male and female students' happiness.

Table 3; happiness T-test scores of male and female students

Group	Frequency	Mean	SD	df	t	Sig
Female	50	111.64	18.26	98	0.58	P<0.05
Male	50	109.78	12.88		0.58	
Dependent variable= Happiness				N=100		

Data analysis shows that there is a significant relationship between mental health and happiness. Therefore, if a person has a higher mental health, the rate of his happiness will increase and also, Person's happiness will bring higher mental health for him or her. In explaining these findings, we see that, usually people are looking for happiness and happiness is more important in people's lives, while the experience of stress, significantly lead to reduce happiness; it means

that if a person experience more stress, the level of his happiness will be reduced and mental health will be threatened, and by increasing psychological health, high levels of self-efficacy and sense of happiness will be increased (Hartman, 2001).

Also a Significant relationship between happiness and psychosomatic symptoms is considered. This is a reason that psychologists want to understand the causes of happiness and its related processes. Mental health is one of the issues that its relationship happiness can be useful in defining happiness dimensions.

In fact, with increasing happiness, not only mental health will increase, but also Life been sweeter and more suitable platform for the growth and prosperity and ability of people in the various fields such as efficient and effective interpersonal relationships, life satisfaction and job satisfaction will be provided.

5. Conclusion

Today, according to the importance trend of creating healthy social, cultural and educational spaces in developed and developing countries communities or the countries those are passing from traditional to the modern industrial era, it seen necessary that various Institutions and organs provide development facilities in different layers of society to attain the great goals that one of the most important of these facilities is supplying mental health is individual and society. Now considering the importance of addressing mental health issues in today's young people living of society will be underlying the formation of the future with the lower problems.

However a person is closer to his human nature, therefore he or she can be closer to his mental health. One of the goals of mental health is creating the best and most desirable form of social behavior through the utilization of the innate talents for normal life and prevents mental illness. The results also show that the mental health of female students is significantly more than male students ($p < 0.01$). As observed above, the psychological problems of male students are significantly more than female students ($p < 0.01$). Also the mean of scores academic performance and achievement motivation variables of male students significantly lower than female students. According to these findings, the study confirmed all three hypotheses. The psychological and educational problems of male student can be due to the stress caused by educational expenses and fees, the sense of difference and discrimination in terms of educational facilities, welfare and negative self-evaluation and inappropriate comparison with female students.

Influence of principles and religious it is not only spiritual aspects, but also it affects the type of person's thinking, social life and relationships, physical and

mental health. Studies show that people who believed the origin (believe in God), regardless of religion, have healthier thought and behavior than those who without a belief or weak faith (Sewanson, 1990).

Therefore, students need to be taught somehow to improve environmental, social and also educational religious needs especially about their life skills and equipped them against malicious threats and vulnerabilities (drug abuse, delinquency, depression, anxiety, etc.), in order to pass this period when face with these problems, be able to react effectively.

Research limitation and practical recommendations

Gathering information through the questionnaire and the lack of cooperation of some students were the limitations of this study.

Providing counseling and support services for male students, Taking independent dormitory environment for them, Identifying psychological problems through core counseling in university, constitute training workshops in the field of mental health are the recommendations of this research.

References:

1. Flavell, J. H., & Miller, P. (1998). Social cognition. In W. Doman (Series Ed.) & D. Kuhn & R. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2. Cognition. Perception and language* (5th ed., pp. 951-898). New York: Wiley.
2. Hartman H. J. (2001). *Metacognition in learning and instruction: Theory, Research, and Practice*. Chapter 8 Dordrecht, the Netherlands: Kluwer Academic Publishers. PP. 33-68.
3. Lobban, F. Haddock, E. Einderman, P. & Wells, A. (2002). The role metacognitive beliefs in auditory hallucination. *Personality and Individual Differences*. 32(6): 1351-1363.
4. Meehl, P. E. (1992), "Needs (Murray, 1938) and state-variables (Skinner, 1938).", *Psychological reports* 70 (2): 407-50.
5. Mellings, T. M. B. & Alden, L. E. (2000). Cognitive processes in social anxiety: the effects of self-focus, rumination and anticipatory processing. *Behaviour Research and Therapy*, 38, 243-257.
6. Sewanson, C. (1990). What is metacognition? *Journal of Educational Psychology*, Vol 211, 114-123.
7. Skitka, L. J. (2002). Do the means justify the ends, or do the ends justify the means? Value protection model of justice. *Reasoning. Personality and Social Psychology Bulletin*, 28, 452-461.
8. Wells, A. & Certwright-Hatton, S. (2004). A short form of metacognitive questionnaire. *Behaviour Research and therapy*, 42(40): 385-396.
9. Zohar, A. (1991). The teacher's Metacognitive knowledge and the instruction of Higher Order Thinking, *Teaching and Teacher Education*, Vol 42, 29-38.