



ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF SPORTS AND NON-SPORTS SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study has been conducted by employing descriptive survey method of research by the investigator. The present investigation was primarily designed to determine the Achievement Motivation and Mental Health of sports and non-sports students. The independent variable in the present investigation is mental health and dependent variable is achievement motivation. For this study, sample of 200 students of Chandigarh i.e. 100 of sports students and 100 of non-sports students were taken. Further out of these 50 boys and 50 girls of both the streams were taken. Achievement motivation test by M.L.Kamlesh (1990) and Mental Health Battery by Singh and Gupta (2000) were used to collect data. The result significantly indicates that there is positive relationship between achievement motivation and mental health of sports students and there is a significant difference between achievement motivation and mental health of sports and non-sports students.

KEYWORDS: *Achievement Motivation, Mental Health, 10+2 Sports & Non-Sports students.*

INTRODUCTION

Achievement motivation and mental health go hand in hand with sports persons. While mental health is pre-requisite for achievement motivation. It has been found that sports activities have a significant effect in achievement motivation and developing mental health of senior secondary school students. The present day generation of young children is facing such dramatic changes

occurring in all sphere of life and at a very fast pace as never before. The explosion in technological field, particularly in the electronics has opened several avenues for them. Children enjoy playing innovative, emulative and self expressive games on computer. But these are no substitute for open air and open house activities. These games may cause problems like headaches, sleeplessness, and loss of appetite. Physical activity is a medium through which good mental health of individual can be maintained. And if an individual has good mental health he will be willing to approach competitive situation.

Murray gave the concept of achievement motivation. Murray (1938) defined achievement motivation, "to accomplish something difficult, to master, to manipulate or organize physical objects, human beings or ideas, to do this rapidly and as independently as possible; to overcome obstacle and attain a high standard; to excel oneself and to rival and surpass others and to increase self regard by the successful exercise of talent." Good (1973) defined achievement motivation as a combination of psychological forces, which initiate, direct and sustain behavior towards successful attainment of some goals which provide a sense of significance. No single measurable factor seems to account for it. Taj, Haseen (1977) pointed out that every parent wants their child to excel over other students in schools in his achievement and this striving to excel appears to be an essential element in effective class-room learning. The striving to excel is usually referred to as need-achievement or achievement. It exist both as motivational disposition and as an around motive.

Mental health is the balanced development of one's personality having good emotional attitude which enables one to live happily with one's surroundings, it also includes good relationship between a person and society at large. It ensures permanent mental equilibrium and social adjustment of a person. Hence, ideal health is the combination of good physical health and good mental health. Bhagi and Sharma (1992) define mental health as a state of mind characterized by emotional well being, relative freedom from anxiety and discipline symptoms, a capacity to establish constructive relationship and cope with the ordinary demands and stresses of life. Lulla, B.P. (1981) attempt to draw attention towards the importance of mental health of students. He discussed various factors in school and community environment that contribute to the mental health of the students. It is a combined outcome of five types of health physical, emotional, moral, spiritual, and social. Hence mental health is not precise term but an intuitively apprehended idea that is striving for scientific status while securing as an ideology label also. Thus, a sound health develops mental stamina and enables a person to face the realization of life.

REVIEW OF RELATED LITERATURE

The review cited in this study is based on various sources i.e. journals, periodicals, encyclopedia, newspaper, unpublished thesis etc. which were available in various libraries. The relevant literature pertaining to the study has been abstracted in this chapter to provide background material to evaluate the significance of this study as well as to interpret its findings.

Dhillion, G.K. (1979) found that participants scored higher than non-participants on achievement motivation. Pandey, B.B (1979) found that there is no significant difference

between the score of boys and girls on achievement motivation. Duda and Allison (1982) compared the attitude of black and white males and females towards various classroom, sport and general life situations. They found that the perceptions of what constitute success (achievement varied from one situation to another), whereas according to the race and the sex of the respondents some of the more interesting similarities and differences were found i.e. males and females held same perceptions for what constituted success in the classroom but differed on their definitions for success in sports and for life in general. Vimla (1985) found that there was significant difference in performance in track events between athletes having high and low achievement motivation. The high achievement motivation athletes also show high performance in track events. Sodhi, R. (1989) studies that emotional disturbance on achievement motivation on the sample drawn from minority group and caste Hindu children on the basis of sex, age and socio-economic status and found that emotional disturbance did not indicate any evidence of difference in their achievement motivation as compared to normal children; there was positive correlation between achievement motivation and scholastic achievement, socio-economic status had positive correlation with achievement motivation and there was no significant difference in achievement motivation of minority and majority group. Rani Radha (1992) studies the differences in achievement motivation bases on socio-economic status and relation between academic achievement and achievement motivation on the sample of boys and girls of Science, Arts group and found that girls were higher than boys in achievement motivation and all groups showed a significant positive relationship between academic achievement and achievement motivation. Ashwathappa (2001) explored that achievement needs has influence on adolescent behaviour. A person needs influence on adolescent behaviour. A person with high need to achieve tends to see a high of personal responsibilities. Set realistic goal, take moderate risks and use personal performance feed back in satisfying his or her need to achieve. Various cultural attributes (e.g. educational system, instructional characteristics, media conditioning etc.) can effect the need to achieve positively or negatively. People with high need for the achievement derive satisfaction from achieving goals.

Mangotra (1982) conducted a study on the topic, "Mental Health as a correlate of intelligence, Education, Academic Achievement and Socio-economic Status." He reported that (1) girls appeared to possess better mental health, were capable of facing the realities around them and were in a position to tide over the mental disequilibrium, (2) the mental health of boys and girls appear to be considerably influenced by the two factors, namely, intelligence and physical health, (3) the mental health of boys were dominated by the feeling of depression and neurotic behaviour. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety. Chakrabarty (1990) concluded that mental health effects adjustment and mental health has a positive correlation with stress, anxiety and frustration. Agashe, C.D. (1991) conducted a study on psycho-social study of the mental health of players and non-players and found that players were more healthy than non-players participation in physical exercise contributed to positive mental health. Sandhu Nachhattar Paul Singh (1992) found in his studies that: (1)Level of aspiration of male players was more than that of male non- players and that of female player was more than that of female non-players. (2) Participation in 100-m race facilitated males more than females. (3)Among both males and females performance in 100-m race of players was better than non-players. Malavika (1991) found adjustment in the work of person who has ill mental health is of low grade. Jagdish and yadav, saroj (1999) has review

relationship between home deprivation and mental health among school students was studied and found that home deprivation was negatively associated with self evaluation, perception of reality, integration of personality autonomy, group oriented attitude, environmental mastery and overall mental health. Charlene R. Burgeson (2001) found in his studies that physical activity and Health (1) identified the substantial health benefits of regular participation in physical activity including reducing the risks of dying prematurely; dying prematurely from heart disease; and developing diabetes, high blood pressure, and colon cancer. The report made clear that the health benefits of physical activity are not limited to adults. Regular participation in physical activity during childhood and adolescence helps build and maintain healthy bones, muscles, and joints; helps control weight, build lean muscle, and reduce fat; prevents or delays the development of high blood pressure; helps reduce blood pressure in some adolescents with hypertension; and reduces feelings of depression and anxiety.

OBJECTIVES OF THE STUDY

1. To compare the achievement motivation of sports and non-sports students of senior secondary school level.
2. To compare the mental health of sports and non-sports students of senior secondary school level.
3. To compare the achievement motivation of boys and girls sports students of senior secondary school level.
4. To compare the achievement motivation of boys and girls non-sports students of senior secondary school level.
5. To compare the mental health of boys and girls sports students of senior secondary school level.
6. To compare the mental health of boys and girls non-sports students of senior secondary school level.
7. To compare the achievement motivation of sports and non-sports boy's students of senior secondary school level.
8. To compare the achievement motivation of sports and non-sports girl's students of senior secondary school level.
9. To compare the mental health of sports and non-sports boy's students of senior secondary school level.
10. To compare the mental health of sports and non-sports girl's students of senior secondary school level.

11. To study the relationship between achievement motivation and mental health of senior secondary school boys.
12. To study the relationship between achievement motivation and mental health of senior secondary school girls.
13. To study the relationship between achievement motivation and mental health of sportsperson of senior secondary school level.
14. To study the relationship between achievement motivation and mental health of non-sportsperson of senior secondary school level.
15. To study the relationship between achievement motivation and mental health of senior secondary school students.

HYPOTHESES

1. There will be a significant difference between achievement motivation of sports and non-sports students of senior secondary school level.
2. There will be a significant difference between mental health of sports and non-sports students of senior secondary school level.
3. There will be a significant difference between achievement motivation of boys and girls students of sports senior secondary school level.
4. There will be a significant difference between achievement motivation of boys and girls non-sports students of senior secondary school level.
5. There will be a significant difference between mental health of boys and girls sports students of senior secondary school level.
6. There will be a significant difference between mental health of boys and girls non-sports students of senior secondary school level.
7. There will be a significant difference between achievement motivation of sports and non-sports boys students of senior secondary school level.
8. There will be a significant difference between achievement motivation of sports and non-sports girls students of senior secondary school level.
9. There will be a significant difference between mental health of sports and non-sports boys students of senior secondary school students of level.
10. There will be a significant difference between mental health of sports and non-sports girls students of senior secondary school level.

11. There will be a significant relationship between achievement motivation and mental health of senior secondary school boy's students.
12. There will be a significant relationship between achievement motivation and mental health of senior secondary school girl's students.
13. There will be a significant relationship between achievement motivation and mental health of sports person of senior secondary school level.
14. There will be a significant relationship between achievement motivation and mental health of non-sportsperson of senior secondary school level.
15. There will be a significant relationship between achievement motivation and mental health of senior secondary school student.

ANALYSIS AND INTERPRETATION OF THE DATA

The present study has been divided into two parts i.e. Part A and Part B. Part A consists of results and discussion of Achievement Motivation level and Mental Health status of sports and non-sports of school students. Part B deals with the relationship between Achievement Motivation and Mental Health of school students.

PART –A

To verify the various hypotheses and the data was analyzed by employing various techniques like correlation and t-test.

TABLE 1: MEAN DIFFERENCES BETWEEN THE SCORES OF ACHIEVEMENT MOTIVATION OF SPORTS AND NON-SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports		Non-Sports		MD	SDE _M	t	Df
	M1	SD1	M2	SD2				
Achievement Motivation	27.10	5.580	25.24	5.186	1.86	0.762	2.44*	198

* $P > 0.05 = 1.65$ (df = 198)

Table 1 shows the mean score of sports students was 27.10 and standard deviation was 5.580 whereas the mean score of non-sports students was 25.54 and standard deviation was 5.186. The t-value presented in table shows significant mean difference between sports and non-sports students in their achievement motivation level because the obtained t-value (i.e. 2.44) was found higher than the table 't' value (i.e. 1.65) required to be significant at 0.05 level with 198 degree of freedom. The t-value related to sports and non-sports students of senior secondary school

level in their Achievement Motivation level indicate superiority of sports over non-sports students because environment in sports nurture the sports person to strive higher and higher to fulfill their dreams on the other hand non-sports are deprived in these experience. The results of the present study was also supported by Dhillion (1979) he found that sports person has higher achievement motivation level as compared to non-sports person.

TABLE 2: MEAN DIFFERENCES BETWEEN THE SCORES OF MENTAL HEALTH OF SPORTS AND NON-SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports		Non-Sports		MD	SDE _M	t	Df
	M1	SD1	M2	SD2				
Emotional Stability	8.87	1.937	9.22	2.053	0.35	0.282	1.240	198
Overall Adjustment	25.75	4.793	26.58	3.488	0.83	0.593	1.400	198
Autonomy	9.87	2.334	10.04	1.907	0.17	0.301	0.564	198
Security- Insecurity	8.58	1.976	8.22	1.840	0.36	0.270	1.334	198
Self-Concept	8.82	2.199	8.65	1.935	0.17	0.293	0.580	198
Intelligence	19.29	4.130	19.92	4.054	0.63	0.579	1.089	198
Total	81.23	10.065	82.87	7.813	1.64	1.274	1.287	198

* $P > 0.05 = 1.65$ (df = 198)

Table 2 represents the mean score of sports students with relation to Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 8.87, 25.75, 9.87, 8.58, 8.82, 19.29, 81.23 and their respective standard deviation were 1.937, 4.793, 2.334, 1.976, 2.199, 4.130, 10.065 whereas the mean score of non-sports students with regard to Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as Intelligence were 9.22, 26.58, 10.04, 8.22, 8.65, 19.92, 82.87 and their respective standard deviation were 2.053, 3.488, 1.907, 1.840, 1.935, 4.054, 7.813. The obtained 't'-values presented in table 2 in relation to various dimension of mental health i.e. Emotional Stability (1.240), Overall Adjustment (1.400), Autonomy (0.564), Security-Insecurity (1.334), Self-Concept (0.580), Intelligence (1.089) and Intelligence (1.287) shows no significant mean difference between sports and non-sports senior secondary because obtained t-values were found lesser than table 't' value i.e. 1.65 required to be significant at 0.05 level of confidence with 198 degree of freedom. The t-value related to sports and non-sports students of senior secondary school level in their various dimension of mental health and total mental health

indicate no significant mean difference between these two groups because mental health is multi dimensional aspect i.e. emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence etc which is controlled or influenced by some known and unknown factors which might be contributing in resulting no significant mean difference. The result of present study is also supported by Sharma (1992) he found no significant difference between sports person and non-sports person on the various dimension of mental health.

TABLE 3: MEAN DIFFERENCES BETWEEN THE SCORES OF ACHIEVEMENT MOTIVATION OF BOYS AND GIRLS SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Boys		Sports Girls		MD	SDE _M	t	Df
	M1	SD1	M2	SD2				
Achievement Motivation	27.56	5.515	26.64	5.663	0.92	1.118	0.823	98

* $P > 0.05 = 1.66$ (df=98)

Table 3 shows the mean score of sports boys was 27.56 and standard deviation was 5.515 whereas the mean score of sports girls' students was 26.64 and standard deviation was 5.663. The t-value presented in table 3 shows no significant mean difference between boys and girls sports students of senior secondary level in their achievement motivation because the obtained t-value (i.e. 0.823) was found less than the table value (i.e. 1.65) required to be significant at 0.05 level with 98 degree of freedom. The t-value related to sports boys and sports girls in their Achievement Motivation indicate no significant mean difference because both groups are from sports field and consist above achievement motivation level which is pre requisite for any sports performance.

TABLE 4: MEAN DIFFERENCES BETWEEN THE SCORES OF ACHIEVEMENT MOTIVATION OF BOYS AND GIRLS NON-SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Non-Sports Boys		Non-Sports Girls		MD	SDE _M	t	Df
	M1	SD1	M2	SD2				
Achievement Motivation	26.04	5.649	24.44	4.594	1.60	1.030	1.554	98

* $p > 0.05 = 1.66$ (df= 98)

Table 4 shows the mean score of non-sports boys was 26.04 and standard deviation was 5.649 whereas the mean score of non-sports girls' students was 24.44 and standard deviation was 4.594. The t-value presented in table 4 shows no significant mean difference between non-sports boys and girls students of senior secondary level in their achievement motivation because the obtained t-value i.e. 1.554 was less than the table value (1.65) required to be significant at 0.05 level with 98 degree of freedom. The t-value related to non-sports boys and non-sports girls' students of senior secondary school level in their achievement motivation indicate no significance difference. The results of the present study is also supported by Pandey, B.B. (1979) who found in his studies that there is no significant difference between non-sports boys and girls students of senior secondary school level in their achievement motivation level.

TABLE 5: MEAN DIFFERENCES BETWEEN THE SCORES OF MENTAL HEALTH OF BOYS AND GIRLS SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Boys		Sports Girls		MD	SDE _M	t	Df
	M1	SD1	M2	SD2				
Emotional Stability	9.56	1.875	8.18	1.758	1.38	0.363	3.797*	98
Overall Adjustment	27.38	4.276	24.12	4.767	3.26	0.906	3.600*	98
Autonomy	9.80	2.531	9.94	2.142	0.14	0.469	0.299	98
Security- Insecurity	9.08	1.652	8.08	2.156	1.00	0.384	2.604*	98
Self-Concept	9.48	2.261	8.16	1.942	1.32	0.421	3.132*	98
Intelligence	19.22	3.792	19.36	4.480	0.14	0.830	0.169	98
Total	84.64	10.065	77.82	8.925	6.82	1.902	3.585*	98

* $p > 0.05 = 1.66$ (df= 98)

Table 5 represents mean differentials between sportsperson boys and girls students of senior secondary school level in relation to various dimension of mental health and total mental health. The mean score of sportsperson boys students in relation to various dimension of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 9.56, 27.38, 9.80, 9.08, 9.48, 19.22, 84.64 and their respective standard deviation were 1.875, 4.276, 2.531, 1.652, 2.261, 3.792, 10.065 whereas the mean score of sports girls students with regard to Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total

mental health were 8.18, 24.12, 9.94, 8.08, 8.16, 19.36, 77.82 and their respective standard deviation were 1.758, 4.767, 2.142, 2.156, 1.942, 4.480, 8.925. The 't' values shown in table 5 related to sportsperson boys and girls on various dimension of mental health shows Significant mean difference in the cases of Emotional Stability (3.797), Overall Adjustment (3.600), Security-Insecurity (2.604), Self-Concept (3.132), and total mental health (3.585) because the obtained 't' values were found higher than the table value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom. Whereas in the cases of Autonomy (0.299) and Intelligence (0.169) no significant mean difference were observed because the obtained t-values were lesser than the table value 1.65 required to be significant at 0.05 level with 98 degree of freedom.

The t-values related to sports boys and sports girls students of senior secondary school level in relation of mental health i.e. Emotional Stability, Overall Adjustment, Security-Insecurity, Self-Concept and total mental health indicate superiority of boys sportsperson over girls sportsperson the reason behind the superiority of boys sportsperson over girls sportsperson are due to socio-psychological causes. Socially an Indian society provides more favorable environment to boys in terms of emotional adjustment, feeling of security, and better opportunity for adjustment. All these factors contribute in developing positive mental health whereas in case of female society delimit them in various social bounding which may be the cause of significant mean difference between male and female sportsperson. Where as other dimensions of mental health i.e. Autonomy and Intelligence indicate there is no significant mean difference between sportsperson boys and sportsperson girls students of senior secondary school level. Non-significant differences in case of autonomy and intelligence in relation to sportsperson boys might be due to the psycho-physiological reasons which are less influenced by sociological factors. Our present study is also supported by Sandhu (1992) he found that participation in 100-m race facilitates good mental health of male sports person than female sports person.

TABLE 6: MEAN DIFFERENCES BETWEEN THE SCORES OF MENTAL HEALTH OF BOYS AND GIRLS NON-SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Non-Sports Boys		Non-Sports Girls		Md	SDE _M	t	df
	M1	SD1	M2	SD2				
Emotional Stability	9.96	1.862	8.48	1.982	1.48	0.385	3.848*	98
Overall Adjustment	27.40	2.650	25.76	4.023	1.64	0.681	2.407*	98
Autonomy	10.04	2.321	10.04	1.399	0.00	0.383	0.000	98
Security- Insecurity	7.68	1.856	8.76	1.673	1.08	0.353	3.056*	98

Self-Concept	8.56	1.991	8.74	1.893	0.18	0.389	0.463	98
Intelligence	19.82	3.740	20.02	4.382	0.20	0.815	0.245	98
Total	83.82	7.687	81.92	7.899	1.90	1.559	1.219	98

* $p > 0.05 = 1.66$ (df= 98)

Table 6 represents mean differentials between non-sports boys and non-sports girl's students of senior secondary school level with regard to different areas of mental health. The mean scores of non-sports boys students in relation to various dimension of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 9.96, 27.40, 10.04, 7.68, 8.56, 19.82, 83.32 and their respective standard deviation were 1.862, 2.650, 2.321, 1.856, 1.991, 3.740, 7.687 whereas the mean score of non-sports girls students in relation to various dimension of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 8.48, 25.76, 10.04, 8.76, 8.74, 20.02, 81.92 and their respective standard deviation were 1.982, 4.023, 1.399, 1.673, 1.893, 4.382, 7.899. The t-value presented in table 6 shows significant mean difference in relation to various dimension of mental health i.e. Emotional Stability (3.848), Overall Adjustment (2.407) and Security-Insecurity (3.056) because the obtained t-values are higher than the table value i.e. 1.65 required being significant at 0.05 level with 98 degree of freedom. Whereas incase of Autonomy (0.000), Self Concept (0.463), Intelligence (0.245) and total mental health (1.219) were not significant because the obtained t-values are lesser than the table value 1.65 required to be significant at 0.05 level with 98 degree of freedom.

The t-values related to non-sports boys and non-sports girls students of senior secondary school level in relation to various dimension of mental health show significant dominancy in Emotional Stability, Overall Adjustment and Security-Insecurity of non-sports boys over non-sports girls because boys enjoyed every moment of life due to varied actions performed in different activities. Psychologically speaking boys are more extrovert and anxious as well as ready to involve in something extra in order to take off their pent-up energy and feel relaxed. On the other hand, girls experience lot of tension due to home environment, traveling difficulties, physiological problems etc. It is also supported by Our present study is also supported by Pandit (1987) who found in his studies that social and emotional adjustment of adolescent boys was more significant than that of adolescent girl

TABLE 7: MEAN DIFFERENCES BETWEEN THE SCORES OF ACHIEVEMENT MOTIVATION OF SPORTS AND NON-SPORTS BOYS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Boys		Non-Sports Boys		MD	SDE _M	t	df
	M1	SD1	M2	SD2				
Achievement Motivation	27.56	5.515	26.04	5.649	1.52	1.117	1.361	98

* $p > 0.05 = 1.66$ (df= 98)

Table 7 shows the mean score of sports boys with regard to Achievement Motivation was 27.56 and standard deviation was 5.515 whereas the mean score of non-sports boys with regard to Achievement Motivation was 26.04 and standard deviation was 5.649. The t-value presented in table 7 shows no significant mean difference because the obtained t-value i.e. 1.361 is lesser than the table 't' value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom. The t-value related to sports boys and non-sports boys indicate no significance difference in their Achievement Motivation. However, sports boys obtained higher mean score in their Achievement Motivation than their counterpart non-sports boys. In Achievement Motivation this high value does not carry a significant importance. Insignificant mean differences may be attributed to the smaller sample.

TABLE 8: MEAN DIFFERENCES BETWEEN THE SCORES OF ACHIEVEMENT MOTIVATION OF SPORTS AND NON-SPORTS GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Girls		Non-Sports Girls		MD	SDE _M	t	df
	M1	SD1	M2	SD2				
Achievement Motivation	26.64	5.663	24.44	4.594	2.20	1.031	2.133*	98

* $P > 0.05 = 1.66$ (df=98)

Table 8 shows the mean score of sports girls with regard to Achievement Motivation was 26.64 and standard deviation was 5.663 whereas the mean score of non-sports boys with regard to Achievement Motivation was 24.44 and standard deviation was 4.594. The t-value presented in table shows significant mean difference because the obtained t-value i.e. 2.133 is higher than the table 't' value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom. The t-value related to sports girls and non-sports girls indicate superiority of sports girls over non-

sports girls in their Achievement Motivation. The result might be attribute to the fact that the environment present in sports scenario inculcate continuously stimulate an athletes for higher and higher goal in their life and increase the degree of willingness to achieve their motive. It is also supported by Nachhatter Paul Singh (1992) he found that level of aspiration of females' players was more than that level of female non-players.

TABLE 9: MEAN DIFFERENCES BETWEEN THE SCORES OF MENTAL HEALTH OF SPORTS AND NON-SPORTS BOYS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Boys		Non-Sports Boys		MD	SDE _M	t	df
	M1	SD1	M2	SD2				
Emotional Stability	9.56	1.875	9.96	1.862	0.40	0.374	1.070	98
Overall Adjustment	27.38	4.276	27.40	2.650	0.02	0.711	0.028	98
Autonomy	9.80	2.531	10.04	2.321	0.24	0.486	0.494	98
Security- Insecurity	9.08	1.652	7.68	1.856	1.40	0.351	3.984*	98
Self-Concept	9.48	2.261	8.56	1.991	0.92	0.426	2.159*	98
Intelligence	19.22	3.792	19.82	3.740	0.60	0.753	0.797	98
Total	84.64	10.065	83.82	7.687	0.82	1.791	1.791*	98

* $P > 0.05 = 1.65$ (df=98)

Table 9 represents mean differentials between sports boys and non-sports boys students of senior secondary school level with regard to different areas of mental health. The mean scores of sports boys students in relation to various dimensions of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 9.56, 27.38, 9.80, 9.08, 9.48, 19.22, 84.64 and their respective standard deviation were 1.875, 4.276, 2.531, 1.652, 2.261, 3.792, 10.065 whereas the mean scores of non-sports boys in relation to various dimensions of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 9.96, 27.40, 10.04, 7.68, 8.56, 19.82, 83.82 and their respective standard deviation were 1.862, 2.650, 2.321, 1.856, 1.991, 3.740, 7.687. The t-value presented in table 9 shows significant mean difference in relation to various dimensions of mental health i.e. Security-Insecurity (3.984) and Self-Concept (2.159) because the obtained t-values were higher than the table 't' value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom

.whereas in case of other dimensions of mental health i.e. Emotional Stability (1.070), Overall Adjustment (0.028), Autonomy (0.494), Intelligence (0.797) and total mental health (, 0.458) no significant mean difference was observed because the obtained t-values were lesser than the table 't' value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom. The t-values related to sports boys and non-sports boys indicate superiority of sports boys over non-sports boys in the various dimensions of mental health i.e. Security-Insecurity and Self Concept. Whereas in case of remaining dimensions of mental health no significance mean difference was observed i.e. Emotional Stability, Overall Adjustment, Autonomy and total mental health. The result might be attributed due to the fact that significance difference in case of security-insecurity and self concept is due to the sports environment which develops confidence, freedom from fear, feeling of wellness and positive attitude towards themselves for scoring significantly higher score.

TABLE 10: MEAN DIFFERENCES BETWEEN THE SCORES OF MENTAL HEALTH OF SPORTS AND NON-SPORTS GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variable	Sports Girls		Non-Sports Girls		MD	SDE _M	t	df
	M1	SD1	M2	SD2				
Emotional Stability	8.18	1.758	8.48	1.982	0.30	0.375	0.801	98
Overall Adjustment	24.12	4.767	25.76	4.023	1.64	0.882	1.859*	98
Autonomy	9.94	2.142	10.04	1.399	0.10	0.362	0.276	98
Security- Insecurity	8.08	2.156	8.76	1.673	0.68	0.386	1.762*	98
Self-Concept	8.16	1.942	8.74	1.893	0.58	0.384	1.512	98
Intelligence	19.36	4.480	20.02	4.382	0.66	0.886	0.745	98
Total	77.82	8.925	81.92	7.899	4.10	1.686	2.432*	98

*P>0.05=1.66 (df=98)

Table 10 represents the mean score of sports girls students in relation to various dimensions of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 8.18, 24.12, 9.94, 8.08, 8.16, 19.36, 77.82 and their respective standard deviation were 1.758, 4.767, 2.142, 2.156, 1.942, 4.480, 8.925 whereas the mean score of non-sports girls students in relation to various dimensions of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, Intelligence as well as total mental health were 8.48, 25.76, 10.04, 8.76, 8.74, 20.02,

81.92 and their respective standard deviation were 1.982, 4.023, 1.399, 1.673, 1.893, 4.382, 7.899. The t-value presented in table 10 shows significant mean difference in their various dimensions of mental health i.e. Overall Adjustment (1.859), Security-Insecurity (1.762) and total mental health (2.432) because the obtained t-values were higher than the table 't' value (i.e. 1.65) required to be significant at 0.05 level with 98 degree of freedom. Whereas in case of other dimensions of mental health i.e. Emotional Stability (0.801), Autonomy (0.276), Self Concept (1.512) and Intelligence (0.745) no significance mean difference was found because the obtained t-values were lesser than the table 't' value i.e. 1.65 required to be significant at 0.05 level with 98 degree of freedom. The t-value related to sports girls and non-sports girls indicate superiority of sports girls over non-sports girls in their various dimensions of mental health i.e. overall Adjustment, Security-Insecurity and total mental health. Whereas in case of remaining dimensions of mental health i.e. Emotional Stability, Autonomy, Self Concept and Intelligence no significance mean difference were found. Because girls sportsperson are more social, supportive whereas in case of non-sportsperson girls they don't got this type of opportunity. They are more concerned about individual development. It is also supported by Agashe C.D. (1991) who found that players were more mentally healthy than non-players.

PART-B

This part of analysis deals with inters correlations among Achievement Motivation and Mental Health of senior secondary school students. Pearson's Product Moment Coefficient of Correlation statistical technique was applied for this purpose. The results pertaining to inter correlation between two variables have been presented in this part.

TABLE 11: INTER-CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF SENIOR SECONDARY SCHOOL BOYS

Variables	N	'r'
Achievement Motivation and Mental Health	100	0.408**

$P > .01 = 0.256$ (df = 98), $*P > .05 = 0.196$ (df = 98)

Table 11 shows the inter correlation between achievement motivation and mental health. which indicate significant positive relationship between Achievement Motivation and Mental Health of boys students of senior secondary school level because obtained 'r' value i.e. 0.408 higher than the table 'r' value (.196) required to be significant at 0.05 level with 98 degree of freedom

TABLE 12: INTER-CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF SENIOR SECONDARY SCHOOL GIRLS

Variables	N	'r'
Achievement Motivation and Mental Health	100	0.271**

** $P > .01 = 0.256$ (df = 98), * $P > .05 = 0.196$ (df = 98)

The results presented in table 12 indicate significant positive relationship between Achievement Motivation and Mental Health of girls students of senior secondary school level because the obtained 'r' value i.e. 0.271 higher than the table 'r' value (0.196) required to be significant at 0.05 level with 98 degree of freedom.

TABLE 13: INTER-CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND MENTAL HEALTH SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variables	N	r
Achievement Motivation and Mental Health	100	0.467**

** $P > .01 = 0.256$ (df = 98), * $P > .05 = 0.196$ (df = 98)

The results presented in table 13 indicate significant positive relationship between Achievement Motivation and Mental Health of sports students of senior secondary school level because obtained 'r' value i.e. 0.467 were higher than the table 'r' value (0.196) required to be significant at 0.05 level with 98 degree of freedom.

TABLE 14: INTER-CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF NON-SPORTS STUDENTS OF SENIOR SECONDARY SCHOOL LEVEL

Variables	N	r
Achievement Motivation and Mental Health	100	0.265**

** $P > .01 = 0.256$ (df = 98), ** $P > .05 = 0.196$ (df = 98)

The results presented in table 14 indicate significant positive relationship between Achievement Motivation and Mental Health of non-sports students of senior secondary school level because

obtained 'r' value i.e. 0.265 were higher than the table 'r' value i.e. 0.196 required to be significant at 0.05 level with 98 degree of freedom

TABLE 15: INTER-CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF TOTAL SAMPLE OF SENIOR SECONDARY SCHOOL LEVEL

Variables	N	r
Achievement Motivation and Mental Health	200	0.358**

** $P > .01 = 0.164$ (df = 198), * $P > .05 = 0.139$ (df = 198)

The results presented in table 15 indicate significant positive relationship between Achievement Motivation and Mental Health of students of senior secondary school level because obtained 'r' value i.e. 0.358 were higher than the table 'r' value i.e. 0.196 required to be significant at 0.05 level with 98 degree of freedom. The results presented in table 11, 12, 13, 14 and 15 indicate positive significant relationship between achievement motivation and mental health of boys, girls, sports, non-sports and total sample respectively. The above results indicate that achievement motivation and mental health are affect and effect by each other. At large we can say that positive mental health in terms of emotional stability, overall adjustment, security, self esteem, intelligence and autonomy contribute in achievement motivation for getting higher and higher aim and their goals in the life. Good mental health is basis of Achievement Motivation which inspires an individual to compete in any field with an enthusiastic way. the person who posses higher achievement motivation level will counter all the positive and negative experiences in emotionally better way as well adjust himself in all the situation which also develop a sense of safety ,confidence ,freedom from fear and positive attitude themselves

FINDINGS AND CONCLUSION

1. Significance difference was observed between sports and non-sports students of senior secondary school level in their Achievement Motivation. Hence, hypothesis 1 stating that "There will be a significant difference between achievement motivation of sports and non-sports students of senior secondary school level" is accepted.
2. No, significance difference was observed between sports and non-sports students of senior secondary school level in their Mental Health. Hence, hypothesis 2 stating that "There will be a significant difference between mental health of sports and non-sports students of senior secondary school level" is rejected.
3. No significance difference was observed between boys and girls sports students of senior secondary school level in their Achievement Motivation. Hence, hypothesis 3 stating that "There will be a significant difference between achievement motivation of boys and girls sports students of senior secondary school level" is rejected.

4. No significance difference was observed between boys and girls non-sports students of senior secondary school level in their Achievement Motivation. Hence, hypothesis 4 stating that “There will be a significant difference between achievement motivation of boys and girls non-sports students of senior secondary school level” is rejected.
5. Sports boys outscored the sports girls in Emotional Stability, Overall Adjustment, Security-Insecurity, Self Concept and total mental health. In the remaining two factors of mental health i.e. Autonomy and Intelligence, no significance difference was observed. Hence, hypothesis 5 stating that “There will be a significant difference between mental health of boys and girls sports students of senior secondary school level” is partially accepted.
6. Non-sports boys were found better than non-sports girls in Emotional Stability, Overall Adjustment and Security-Insecurity. No significant difference was observed in remaining four variables of mental health i.e. Autonomy, Self Concept, Intelligence and total. Hence, hypothesis 6 stating that “There will be a significant difference between mental health of boys and girls non-sports students of senior secondary school level” is partially accepted.
7. No significance difference was found in Achievement Motivation of sports boys and non-sports boys. Hence, hypothesis 7 stating that “There will be a significant difference between achievement motivation of sports and non-sports boys students of senior secondary school level” is partially rejected.
8. Sports girls were found significantly better in Achievement Motivation than non-sports girls. Hence, hypothesis 8 stating that “There will be a significant difference between achievement motivation of sports and non-sports girls students of senior secondary school level” is accepted.
9. Mental health of sports boys has been found significantly better in Security-Insecurity and Self Concept as compared to the non-sports boys. No significance difference was observed in the remaining five variables of mental health i.e. Emotional Stability, Overall Adjustment, Autonomy, Intelligence and total. Hence, hypothesis 9 stating that “There will be a significant difference between mental health of sports and non-sports boys students of senior secondary school level” is partially accepted.
10. Sport girls were found significantly better in Overall Adjustment, Security-Insecurity and total of mental health as compared to non-sports girls. In the remaining four variables of mental health i.e. Emotional Stability, Autonomy, Self Concept and Intelligence no significance difference was found. Hence, hypothesis 10 stating that “There will be a significant difference between mental health of sports and non-sports girls students of senior secondary school level” is partially accepted.
11. A significant relationship was observed between achievement motivation and emotional stability; achievement motivation and overall adjustment; achievement motivation and autonomy and achievement motivation and total mental health. Whereas in case of

achievement motivation and security-insecurity; achievement motivation and self concept and achievement motivation and intelligence no significant relationship was observed in boys students of senior secondary school level. Hence, hypothesis 11 stating that “There will be a significant relationship between achievement motivation and mental health of senior secondary school boys” is partially accepted.

12. A significant relationship was observed only between achievement motivation and autonomy and achievement motivation and total mental health. Whereas in case of achievement motivation and emotional stability; achievement motivation and overall adjustment; achievement motivation and security-insecurity; achievement motivation and self concept and achievement motivation and intelligence no significant relationship was observed in girls students of senior secondary school level. Hence, hypothesis 12 stating that “There will be a significant relationship between achievement motivation and mental health of senior secondary school girls” is partially accepted.
13. A significant relationship was observed between achievement motivation and emotional stability; achievement motivation and overall adjustment; achievement motivation and autonomy; achievement motivation and intelligence and achievement motivation and total mental health. Whereas in case of achievement motivation and security-insecurity and achievement motivation and self concept no significant relationship was observed in sports students of senior secondary school level. Hence, hypothesis 13 stating that “There will be a significant relationship between achievement motivation and mental health of sports students of senior secondary school level” is partially accepted.
14. A significant relationship was observed between achievement motivation and autonomy; achievement motivation and self concept and achievement motivation and total mental health. Whereas in case of achievement motivation and emotional stability; achievement motivation and overall adjustment; achievement motivation and security-insecurity; achievement motivation and intelligence no significant relationship was observed in non-sports students of senior secondary school level. Hence, hypothesis 14 stating that “There will be a significant relationship between achievement motivation and mental health of non-sports students of senior secondary school level” is partially accepted.
15. A significant relationship was observed between achievement motivation and emotional stability; achievement motivation and overall adjustment; achievement motivation and autonomy; achievement motivation and self concept; achievement motivation and intelligence and achievement motivation and total mental health. Whereas in case of achievement motivation and security-insecurity no significant relationship was observed in total students of senior secondary school level. Hence, hypothesis 14 stating that “There will be a significant relationship between achievement motivation and mental health of non-sports students of senior secondary school level” is partially accepted.

EDUCATIONAL IMPLICATIONS

- To enhance the mental health in students, teacher must drill a positive attitude towards sports activities.
- Teachers, parents and school authorities should encourage sports activities at home and in schools as well from, an early age.
- Incentives and scholarships should be given by the schools to the potential sports students.
- Every year mental health status of students must be evaluated through some psychologist.
- Student should be provided variety, of recreation program for development of mental health.
- Teachers, parents and school authorities must stimulate to the students through internal and external motivation for getting their short term and long term goals.

SUGGESTIONS FOR THE FURTHER STUDY

- The present study may be replicated on a large sample to get more reliable results.
- The present study was limited to senior secondary school students' only; similar work can be done for lower and higher classes.
- The conclusions derived from the present study are based of only 200 senior secondary school students from Chandigarh. There is a need to take wider sample from Punjab, Haryana and other states.
- In the present study, only two variables have been taken i.e. achievement motivation and mental health. Other variables may be added in further research.

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