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COMPARISON OF ACADEMIC ACHIEVEMENT, MENTAL HEALTH, AND ACHIEVEMENT MOTIVATION IN NORMAL AND QUOTA STUDENTS (CASE STUDY AT TABRIZ UNIVERSITY)

Fazlollah Ghasemi¹ and *Davood Hosseininasab²

¹*Department of MSc, Islamic Azad University, Tabriz, Iran*

²*Educational Sciences Group, Islamic Azad University, Tabriz, Iran*

**Author for Correspondence*

ABSTRACT

The present study was done on normal and quota students who were undergraduate. Thus, the researchers were selected 344 students by Stratified random sampling method. Goldberg and Miller's mental health questionnaire and an achievement motivation Hermans (1999) questionnaire was given to students. Information about the academic progress of students was obtained through the school and education records. The collected data were analyzed by using Independent sample t- test, one-way ANOVA and multivariate analysis. The results indicated that there was a difference between the normal and quota students in their achievement motivation. Thus, the mean of achievement motivation in quota student was more than normal students and there was difference between them and so, quota students had low motivation. The mean of quota students was more than the mean of normal students. On the other hand, there was a significant difference between normal and quota students in their mental health. So, quota students were better in some features and normal students were better in other features.

Keywords: *Academic Achievement, Mental Health, Achievement Motivation, Tabriz University*

INTRODUCTION

In present world one sign of one's success is academic success that without it the development of any country is not possible undoubtedly. In every academic achievement the rate of scientific progress is not achieved unless the people are trained. Measuring the rate of academic achievement and its effective factors are the main problems that attracts the attention of many researchers. The relationship between academic achievement and emotion variables have been organized by psychologist from 1970 (Calsyn and Kenny, 1977; Chapmanetal, 1981; Marsh, 1990; Marsh and Craven, 2006).

Students who have the academic success have respect from their families and the community and present by more happiness in the society and also there would be decrease in extra cost that is imposed to train and education organization because of falling in education. Students are the precious assets of every country that paying attention to their training is important from scientific, cultural and research point of view and constitute proper planning in education is the main tasks of them. The universities accept students every year and graduate some other students that in this frequent chain attention to the quality of education and educational result have special place mental health can be defined as relatively good adaptability, sense of well-being and prosperity of individual talent. This state have expressed differently by psychologists. Such as Freud homogeneity in personality, Humanism: self prosperity, Ferankel: one who accepts responsibility for the conduct of his life and has good meaning for his life (Jadidi *et al.*, 2012).

Motivation is the internal state of organisms which is to be noted directs behavior toward a goal. In general, motivation can be a driving force in human activity and managing director. Motivation is the engine and the car has been wrecked in the direction of the force, so, implications are a major motivation and motivation is activating factor in human behavior (Saif, 2000).

Motivation include: the desire to do good things compared to a benchmark. This need gives motivation to people for searching a measure of success in competition (Mac-Kllnd *et al.*, quoted by Zadh, 2005). But the priority criteria is a broad term, so the competition is like solving a puzzle with homework, writing persuasive treatise, the competition is like running a race with the best time to raise the GPA score, or

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compete with others, such as to win the match and the first class of students. So the person knows the progress of his upcoming performance evaluation is his individual merits. These criteria lead to the need to motivate the development of the area that is very meaningful to assess the suitability of the person who providing them.

Factors affecting learning outcomes include: preparation, experience, learning opportunities, learning activities, motivation, attention and accuracy, or the perception of an integrated approach, practice, encouragement and discipline. Since these factors are at different ages, different academic courses and curriculum, so students have a variety of different developments (Roudbari *et al.*, 2010).

Students are the spiritual fruits of human society and the fate of the nation-builders and organize their own future. With new advances in technology and related disorder problems and it is important to describe the frequency of emotional and psychological issues in this class. Mental findings of research conducted in recent years indicate different levels of students.

The Purposes of the Research

General Purpose

Determine the difference in academic achievement, mental health, and achievement motivation of normal and quota students.

Specific Purposes

1. To distinguish the normal and quota students ' progress.
2. Determine differences in mental health of normal and quota students.
3. Determine the difference in the mean of achievement motivation of normal and quota students.

Research Hypotheses

H1: There is a significant difference between the normal and quota students in academic achievement.

H 2: There is a significant difference between the normal and quota students in mental health.

H3: There is a significant difference between the normal and quota students in achievement motivation.

The Population, Sampling and Sample Size

The study sample included all students of Tabriz University that consist of 10,500 people. University students in seventh and eighth semesters are a total of 3020 cases of which 890 cases are included quota students. So, total sample is 344, which is obtained by Morgan. That 172 are normal students and 172 students are quotas.

Instruments

1. According to the variable of academic achievement, data were extracted from the data contained in the records of students.
- 2- According to the variables related to mental health, mental health questionnaire were used.
3. The Hermans questionnaire (1999) with respect to the theoretical foundations about achievement motivation is provided in order to collect information.

RESULTS AND DISCUSSION

Results

In this part, the results of the analysis of the information provided. For comparative study of academic achievement, mental health, and achievement motivation among normal and quota students and descriptive inferential statistical methods were used. Results have been obtained by using SPSS software. In this case, to analyze the hypotheses independent t-test was used.

The table suggests that student achievement is more in quota than normal students.

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Hypothesis 1: There is a significant difference between the normal and quota students in Achievement Motivation.

To examine the mean difference between achievement of students in two groups independent sample t-test was used.

Table 1: Typical performance of the variables according to the normal student and quota

Quota		Ordinary		Variables	
SD	M	SD	M		
1/54	16/16	1/53	14/86		Achievement Motivation
1/08	19/71	2/53	16/68	Signs of physical abuse	Mental Health
3/13	17/55	4/20	16/41	Anxiety	
2/22	15/13	2/87	14/36	Inadequate social functioning	
5/49	17/11	1/12	21/87	Depression	
6/16	68/01	4/40	70/75		Achievement Motivation

Table 2: Results of t-test to determine the difference between normal and quota student in academic achievement

Significance Level	t	df	Average	Number	Group	Achievement Motivation
0/000	-5/99	204	14/86	116	normal	
			16/16	90	Quota	

The results show that there is a significant difference between the mean of quota and normal students in Achievement Motivation in a significant level of 0.000. The results indicate that the mean of quota students in academic achievement is more than the mean of normal students. So the first hypothesis was accepted.

Hypothesis 2: There is a significant difference between the normal and quota students in mental health.

Table 3: The result of ANOVA test between groups in their mental health

Significance Level	F	Mean square	Degrees of freedom	Sum of squares	Dependent variables	Sources of Change
0/000	11/72	64669/14	1	64669/14	Signs of physical abuse	Relationship
0/000	50/09	55602/63	1	55602/63	Anxiety	
0/000	63/54	43234/23	1	43234/23	Inadequate social functioning	
0/000	86/81	74494/04	1	74494/04	Depression	
		55/15	199	10976/07	Signs of physical abuse	Distribution within groups
		11/10	199	2208/92	Anxiety	
		6/80	199	1353/98	Inadequate social functioning	
		85/80	199	17075/44	Depression	

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According to the second hypothesis (There is a significant difference between the normal and quota students in Achievement Motivation), independent sample t-test has been used. As seen in Table 3, there is a significant difference between the mean score of the normal and quota students in their physical abuse, anxiety, depression and social Failure. So, the second hypothesis was accepted, too.
 Hypothesis Three: There is Student Achievement Motivation between normal and a quota.

Table 4: Results of t-test to determine the difference between normal and quota Student in Achievement Motivation

Significant level	t	df	Average	Number	Group	Achievement Motivation
0/001	3/29	204	70/75	116	ordinary	
			60/01	90	Quota	

According to third hypotheses (There is a significant difference between the normal and quota students in Achievement Motivation), independent sample t-test has been used. As seen in Table 3, there is a significant difference between the mean score of the normal and quota students in their Achievement Motivation because sig=0.001. So, the third hypotheses was accepted.

Conclusion

The findings suggest that there are differences in mental health between normal and quota students. Quota students were better in some components and normal students were better in some components. There is an achievement motivation difference between normal and quota Students. Thus, the mean achievement motivation quota student was less than normal students and quota students had low motivation. Another finding of the present study was the difference between mental health and normal quota. Thus the mean scores of students in ordinary shares of the signs of physical abuse, anxiety, depression and social Functioning was significant differences. It can be conclude that quota students have high score on signs of physical illness, anxiety and dysfunctional social functioning than normal students but normal students had less depression than the quota students. According to above discussion, three hypotheses in this study were accepted.

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