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THE RELATION BETWEEN GIRL STUDENTS' IDENTIFICATION AND MENTAL HEALTH WITH EDUCATIONAL MOTIVATION ASSESSMENT

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Abstract

Identity is a psychosocial structure which has been formed before adolescence. Erickson and some other psychologists believe that, having a tendency for identification takes place during adolescence According to Erickson's opinion, school and university are the opportunities that support individual in life choices and a stable identity formation which provides them a frame of reference for making decisions, problem-solving and facing to daily difficulties.Educational motivation is an actuator motor for the effort to succeed and feel the joy of it.The progress motive is one of the most important everyone's acquired motives which was stated by Murray for the first time. A high progress motive leads individual to perfection and appropriate function. Educational motivation is influenced by different factors such as family and social connections, personality, mental heath and identity. One of psychologists' concerns is mental health and identity issue and the effects it has on life aspects, specifically in academic communities where an appropriate identity formation has an important role in students' operation. So, the present assay studies the identity and mental health relation on students' educational motivation. The research method is correlation, stated society includes 19353 girls of Rasht high schools and the sample volume is 390 students considering 5% risk of loss. Stated samples are selected by assorting random sampling method. Research instruments are identity style questionnaire, mental

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health questionnaire, ISM educational motivation questionnaire of McInnerni and Sinclair. Findings are as follows:

A relation exists between educational motivation with identity and mental health.

A relation exists between educational motivation with identity styles.

A relation exists between educational motivation with mental health status.

Key words:

Educational motivation, Mental health, girl students,

Introduction

However health is one of human's concerns during the human history, but it's physical aspect has been just emphasized not its other aspects specifically psychological.(Kaharzayi and colleagues 2005). Mental health is " to have mastery in a perfect connection with environment specifically in three life aspects: love, work, and fun." (Ginsburg; quoted from Milanifar, 6:1991).

Mental health or hygiene is something beyond the lack of a mental illness. Mental health positive aspect, confirmed by WHO is considered in health definition: "Health is a physical, mental and social welfare status, not disability or the lack of illness". According to Deutsh and Fishman's Opinion (1962), mental health basic criterions are: a) environment and self analysis b) individual independence c) normative behavior d) personality integration (Ganji,2007).

The term identity has been propounded since 1950. Identity is a psychosocial structure which has been formed before adolescence. Erickson and some other psychologists believe that, having a tendency for identification takes place during adolescence. Identity basic characteristic is to choose life values, beliefs and goals. Identity formation at adolescence is strongly connected to mind, sense, moral and affection development and self esteem. Personality, family, school and small and large societies are identity development effective factors. Identity is also connected to personality characteristics, so, flexibility and open-mindedness facing values and beliefs, forms a mature identity.(Bakhshayesh and Rezayi Moghaddam,2011). According to Erickson's opinion, school and university are the opportunities to support person in life choices and a stable identity formation which provides them a frame of reference for making decisions , problem-solving and facing to daily difficulties.(Burk 2007). Identity is a connective highway between self and

society, characterizing individual a cultural personality. However individuals have typical characteristics, they are social and cultural components.(Marshal Rio,250:2005).

Berzonsky is an identity formation process theorist who has differentiated three identity styles composing its various aspects like process, dimensions and content. In normative identity style, individual accept parental values. In this style, people are uncompromising and have definite educational and occupational goals which are externally controlled. In diffuse-avoidant identity style, individual always reacts to situational requests. They make their personal and identity decisions extra-procrastinatively. It has positively a significant correlation with one's favorite criterions such as power and hedonism. In informational identity style, individual is information seeker. They are skeptical about their self-views and clear about self-perception and an information processor to make decisions. Several researches like Berzonsky and colleagues(2011), Berzonsky(2008), and Berzonsky and Kuk(2005) indicate that, due to their informational identity style, some students are highly educational independent, perceive scholastic goals obviously, have high scholastic skills and educational operation tendency. Berzonsky believes that, commitment is an essential part in identity structure which helps to provide a frame of reference for behavior evaluation, regulation and orientation. (Omidiyan2009) Educational motivation is influenced by different factors such as family and social connections, personality, mental heath and identity. One of psychologists' concerns is mental health and identity issue and the effects it has on life aspects, specifically in academic communities where an appropriate identity formation has an important role in students' operation. So this research studies mental health and identity correlation on students' educational motivation.

Research literature

Research method

This is a practical research which its findings can be utilized in mental health clinics, consultation centers, welfare organization and normal education organization. And also the research method is correlation which is a kind of descriptive research methods (non-experimental). In such researches, goal will analyze variables relation. (Bazargan and colleagues2008)

Research society

The stated society includes 19353 girls of Rasht high schools in 1390-91.

Sample and sampling method

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Since the research method is descriptive, Morgan's table is used to obtain sample volume. The sample volume is 390 high school students considering 5% risk of loss. In order to choose stated samples, assorting random sampling method is utilized.

Research instruments

Berzonsky's identity questionnaire, McInnerni and Sinclair's mental health and educational motivation questionnaires are the main instruments with evaluating characteristics as follows:

Berzonsky's identity style questionnaire,1992

Mental health questionnaire

This questionnaire was made by Goldberg in 1972.

ISM educational motivation questionnaires, McInnerni and Sinclair's questionnaire,1992:

The first hypothesis:

A relation exists between identification and mental health with Rasht girl high school students' educational motivation.

Table1 M-box test results

379/698	**M-box**
6/576	**F test**
51	**Degree of freedom1**
7091/703	**Degree of freedom2**
0/000	**significance level**

Observed covariance matrixes are various in different groups:

Table2 multi-variable test results

η	significance level	Standard distribution error	Degree of freedom	value F	amount	effect
0/675	0/000	632/000	146/000	8/971	0/105	**Wikels λ test**

According to Wikels λ test result, the linear combination between identification and mental health with educational motivation is significantly different.

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Table3 test results for the effects among under-test participants

η	Sig.	F	average	Degree of freedom	Squares sum	variables	High school students (girls)
0/691	0/000	9/667	881/065	73	64317/725	identification	
0/979	0/000	9/170	733/748	73	53563/623	Mental health	

Variance analysis test finding ,by 99% assurance, indicates that, identification and the stated group educational motivation (F=9/667; Sig.=0/000)are significantly correlated, and also by (F=9/170; Sig.=0/000), educational motivation has a significant relation with mental health.

The second hypothesis: A relation exists between identity styles and students' educational motivation.

Table 4-the summary of multi-variable regression model through step-by-step method

R2	R	model
0/402a	0/634	1

The above table indicates to model summary. Multiplex correlation factor (R) is 0/634 in variables which indicates to existence of an average correlation between predictor variables (identification styles) and criterion variable (educational motivation). Also, adjusted appointment factor amount (R2) is 0/402 that proves predictor variables could clarify 40/2 % of criterion variable total changes. In fact, predictor variables estimate half of research criterion variable variance.

Table5 variance analysis results

significance level	F	Squares average	Degree of freedom	Squares sum	model
0/000a	64/677	22372/817 345/918	4 385 389	89491/268 133178/499 222669/767	Total remained regression 1

According to table above, it is concluded that multiplex Regression is a linear model, considering the F test amount (64/677) significance by an error level less than 0/01. Therefore, criterion

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variable changes (educational motivation) can be estimated on the basis of predictor variables changes (identification styles).

Table6 Results of predictor variables regression effect factors on criterion variable

significance level	T amount	Standard factors	Nonstandard factors		Predictor variables
		factor(β)	Standard error	factor(β)	
0/000	7/238	0/414	0/201	1/457	Informational orientation
0/010	3/658	0/205	0/240	0/879	Normative orientation
0/000	5/292	0/212	0/197	1/044	Diffuse-avoidant orientation
0/108	1/611	0/073	0/240	0/386	commitment

Resulting from above table data, as measured significance level is less than 0/01, the effect of predictor variables (Informational orientation, Normative orientation, and Diffuse-avoidant orientation) on criterion variable (educational motivation) is significant. On the other hand, informational orientation variable with regression factor (0/414), diffuse-avoidant with regression factor(0/212) and normative orientation variable with regression factor (0/205) respectively have the highest regression effect on criterion variable.(educational motivation). Also, according to findings, measured significance of predictor variable (commitment) is more than 0/01,so its effect on criterion variable (educational motivation) doesn't make sense.

The third hypothesis: A relation exists between mental health status and Rasht girl high school students' educational motivation.

Table7 the summary of multi-variable regression model through step-by-step method

R2	R	model
0/128a	0/358	1

The above table indicates to model summary. Multiplex correlation factor (R) is 0/358 in variables which indicates to existence of a poor correlation between predictor variables (mental health) and criterion variable (educational motivation). Also, adjusted appointment factor amount (R2) is 0/128 that proves predictor variables could clarify 12/8 % of criterion variable total changes. In fact, predictor variables estimate less than half of research criterion variable variance.

Table8 variance analysis results

significance level	F	Squares average	Degree of freedom	Squares sum	model
0/000a	14/189	7152/059 504/056	4 385 389	28608/237 194061/530 222669/767	Total remained regression 1

According to table above, it is concluded that multiplex Regression is a linear model, considering the F test amount (14/189) significance by an error level less than 0/01. Therefore, criterion variable changes (educational motivation) can be estimated on the basis of predictor variables changes (mental health).

Table9 Results of predictor variables regression effect factors on criterion variable

significance level	T amount	Standard factors	Nonstandard factors		Predictor variables
		factor(β)	Standard error	factor(β)	
0/000	5/927	0/370	0/362	2/147	Physical signs
0/000	4/178	0/281	0/382	1/598	Anxiety & insomnia
0/797	0/257	0/015	0/418	0/108	Social imperfect acting
0/015	2/437	0/157	0/267	0/650	depression

Resulting from above table data, as measured significance level is less than 0/01, the effect of predictor variables (physical signs, anxiety, insomnia and depression) on criterion variable

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(educational motivation) is significant. On the other hand, physical signs variable with Regression factor (0/370), anxiety and insomnia with Regression factor(0/281) and depression variable with Regression factor (0/157) respectively have the highest Regression effect on criterion variable.(educational motivation). Also, according to findings, measured significance of predictor variable (social imperfect acting) is more than 0/01,so its effect on criterion variable (educational motivation) doesn't make sense.

Hypothesis discussion

The research first hypothesis: A relation exists between identification and mental health with Rasht girl high school students' educational motivation.

On the basis of variance analysis test, by 99% assurance, and an error level less than 0/01, it's concluded that a significant relation exists between identification and mental health with Rasht girl high school students' educational motivation. On the other word H0 is rejected, but H1 is confirmed. The test results can be extended to statistical society by 99% assurance. The present finding is consistent with Abdi and colleagues (2010) and Ghaffarzade's researches (2010). In a same way, Newman and Newman(1987) describe adolescence as a period in which individuals change their opinions about self and society extremely. As the youth try to understand ego-identity, their drives and physical capacities raise in order to inter-personal experiences follow-up and encounters several challenges including career orientation, educational expectancies enhancement, making decision about life values, etc. then they adapt themselves with new physical changes and independence sense.

The second research hypothesis: A relation exists between identity styles with Rasht girl high school students' educational motivation.

Finding analysis: Resulting from above data, as measured significance level is less than 0/01, the effect of predictor variables (Informational orientation, Normative orientation, and Diffuse-avoidant orientation) on criterion variable (educational motivation) is significant. On the other hand, informational orientation variable with regression factor (0/414), diffuse-avoidant with regression factor(0/212) and normative orientation variable with regression factor (0/205) orientation variable respectively have the highest regression effect on criterion variable.(educational motivation). Also, according to findings, measured significance of predictor variable (commitment) is more than 0/01,so its effect on criterion variable (educational motivation) doesn't make sense.

On the other word H1 is rejected, but H0 is confirmed. The test results can be extended to statistical society by 99% assurance. This finding is consistent with Ghazanfari(2003) and Leoruss and Busma's (2005) findings. In a same way, Basu and Chakrabarti (1996) believe that identity influences on boy's operation in general skill test, social science and science. As the same on girl's operation in language, general skill test, social science and science. Through " expanded test for objective measures of self identity" , Waterman and colleagues (1996) showed that a positive significant relation exists between inter-motive and achieved identity. And also Marcia (1996) showed that individuals with achieved identity had a better operation in strained conditions and solved problems more patiently.

The third hypothesis: A relation exists between mental health status with Rasht girl high school students' educational motivation.

Finding analysis:

Resulting from above table data, as measured significance level is less than 0/01, the effect of predictor variables (physical signs, anxiety, insomnia and depression) on criterion variable (educational motivation) is significant. On the other hand, physical signs variable with regression factor (0/370), anxiety and insomnia with regression factor(0/281) and depression variable with regression factor (0/157) respectively have the highest regression effect on criterion variable.(educational motivation). Also, according to findings, measured significance of predictor variable (social imperfect acting) is more than 0/01,so its effect on criterion variable (educational motivation) doesn't make sense.

On the other word H0 is rejected, but H1 is confirmed. The test results can be extended to statistical society by 95% assurance. This finding is consistent with Kavosiyan, Kadivar and Farzad's researches findings. Educational motivation is influenced by different factors such as family and social connections, personality, mental heath and their identity. One of psychologists' concerns is mental health and identity issue and the effects it has on life aspects, specifically in academic communities where an appropriate identity formation has an important role in students' operation.

According to research findings, it is suggested to :

1- Raise students' knowledge about identity styles, mental health and educational motivation through specific classes according to their age and grade.

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2- Identify effective factors on identity styles, mental health and educational motivation and present confrontive practical solutions to students and educators.

3- Include some topics about identity styles, mental health and educational motivation in students' books.

4- Identify students' educational motivation decreascant factors and remove them.

Also

5- Considering the importance and influence of family role on students' overall development, it is useful to increase parents' knowledge about identity styles, mental health and educational motivation through specific meetings, brochure producing, etc.

6- Expansion of consultation centers in students' neighborhood with a watchful supervision can help students and parents to increase their knowledge about identity styles, mental health and educational motivation.

Some suggestions for researching in the future

According to research hypothesis findings, some researches are suggested as follows:

- The assessment of the relation between identification and mental health with educational motivation on girl and boy students.

- The comparison of mental health and educational motivation in urban and rural students.

- The identification of identity styles formation in students from different grades.

- The study of family characteristics effect on students' mental health and educational motivation.

- The assessment of scholastic factors role on students' mental health and educational motivation.

- The comparison of mental health and educational motivation in students on the basis of their parents' job.

- The comparison of mental health and educational motivation in students on the basis of their parents' educations.

- The ultra-analysis of performed researches about mental health and educational motivation in students.

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