Mental Health of Secondary School Students in Relation to Family Climate

Dr. Amisha Singh[*]

Dr. Sharmila Devi[**]

Abstract:-The present paper was aimed at finding out the relationship of family climate of secondary school students with their mental health. The data was analyzed statistically and was found that there exists a significant positive relationship of mental health with the family climate. The paper further revealed that mental health of male and female students from govt. and govt. aided schools have significant positive relationship with the family climate.

Key Words:-Mental Health, Family Climate, Secondary school students

Introduction

It is generally observed that children from different families exhibit different types of personality traits, value patterns as well as academic achievements irrespective of fact that they are getting education in same school rather in same class. Family is said to be the first school of child where he/she gets education in informal way. Psychologists admit it as a matter of fact that as soon as the child opens his eyes, starts receiving various stimuli from his / her family climate this develops the part of unconscious mind, resulting in a unique personality pattern and values, being owner of which he/she puts first step in the school. This first school step to school takes him to open his channel of formal education.

[*] Associate Professor, University College of Education, Kurukshetra University, Kurukshetra-136119, Haryana

[**] Assistant Professor, Department of Distance Education, Punjabi University, Patiala, India

Mental Health

Mental health is an important component of the total health of person because it is both the cause and effect of other types of health. A mentally healthy person shows a homogenous organization of desirable attitudes, healthy values and righteous self-concept and the scientific perception of the world as a whole. It also presents a humanistic approach towards the understanding and assessment of the self, positive feeling and attitudes towards self and others. Literature on mental health abounds with its definitions and concepts some of which are quoted below:-

Whitehead (1929) states that mental health can be best defined as a state of continuous wellbeing, as the union of zest and peace. Mental health thus appears as an attribute of a mature human personality and as a social value to be guarded and maintained through purposeful living.

White House Conference Preliminary Report (1930) says, "Mental health may be defined as the adjustment of individual to themselves and to the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially acceptable behavior and the ability of facing and accepting the realities of life."

Cutts and Moseley (1941) define mental health as the ability to adjust satisfactorily to the various strains we meet in life.

Menninger (1945) defines mental health as "The adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness not just efficiency or just contentment or the grace of obeying the rules of the game cheerfully it is all of these together. It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition."

Family Climate

The word 'Family' has been taken from the Roman word **'famulus'** meaning a 'servant'. Family is an enduring association of parent and offspring's whose primary function are the socialization of the child and satisfaction of the members.

Family climate usually refers to the environment, both physical and emotional and the state of the family whether it is good, bad or dysfunctional etc.

Family climate exerts a deep and persistent influence on the life of the individual in which he acquires the intimate experience. Each member in a family is a developing individual and the relationship between each member is developed gradually over passage of time. Family is truly a system in which change in family membership or relationship are bound to affect the dynamics of the whole family. The need to understand the unique relationship between parent and their children is a matter of concern in today's complex world. The need for the effective parenting is felt with the changing nature of family itself. Both mother and father has remained as a source of contribution in the development of their children.

Family in which a child is brought up plays a significant role in his life. Various studies conducted in this regard reveal that the most of the children who have proved successful, great achievers and well adjusted in the society come from the families where sustaining wholesome relationship exist. Therefore, it is the family which establishes the pattern for child's attitude towards people and society, aids and intellectual growth in the child and supports his aspirations and achievements.

It has been recognized that the characteristics of children's family climate influence their intellectual growth and academic achievement. Various researches have been carried out in respect of the relationship between home back ground and academic achievement since the beginning of this century. Children who do well in school come from majorities of families that provide a supportive and enriched environment for learning in home.

Review of Related Literature

Veereshwar (1979) studied the mental health and family adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Mohanty, A.K. (2002) studied Gifted Underachievers' perception of Family Environment. The purpose of the study was to investigate Gifted Underachievers' Perception of Family Environment .The Objectives of the study were to see whether components of family environment bear any relationship with academic achievement of gifted underachievers, to find out if a gender difference exists in gifted underachievers' perception of the family. The sample consisted of 840 female and male students studying in tenth standard and in the age group of 15 and above was taken from government schools of Orissa. Out of these students the intellectually gifted students were identified using intelligence test scores, academic achievement scores and teachers' rating .The Family Environment Scale (FES) was administered to them to assess their perceptions about their family environment. The major findings were the mean score of boys was higher than that of girls, the boys scored higher on Cohesion, Intellectual Cultural Organization, Active Recreational Orientation, Moral and Religious Emphasis and control components of FES, while the girls scored higher on conflict, achievement orientation and organization components of FES. Out of all the sub-scales only Independence was found to be a powerful predictor of academic achievement.

Saini, S. (2005) studied "Family Environment and Academic Achievement of Adolescent Children of Working and Non-working Mothers". The purpose of the study was to find out the difference in the family environment of adolescent children of working and non working mothers, to study and compare the academic achievement of adolescent children of working and non-working mothers. The present study was conducted on a sample of 415 adolescents selected from the government and private senior secondary schools of the U.T., Chandigarh, within the age group of 14-17 years. The tools used were Family Environment Scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) for data collection. Findings of the present study indicate that family environment of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also, children of working mothers were much better than the adolescent children of non-working mothers'.

DilipShivane (2011) found there were no significant difference (t (299=1.06 N.S.) between the students with urban students and tribal students in terms of their cohesiveness as a family environment variable. The mean score of the students with urban students was 57.08 where as the mean score of the students with tribal students was 32.75. He further found that urban students and tribal students group was found on Autonomy in which the mean score of the students with urban students was 56.00 and mean score of the tribal students was 57.00. The significant difference t (299=2.72 p<.001) between urban students and tribal students group was found on Self concept in which the mean score of the students with urban students was 72.00 and mean score of the tribal students was 79.00. The significant difference (t (299=1.78 p<.001) between urban students and tribal students group was found on Intelligence in which the mean score of the students with urban students was 46 and mean score of the tribal students was 53.

Nikhat and Aliya(2015) This study investigated the impact of family climate on the academic achievement of government and private secondary school students. Three hundred (Boys =150; Girls =150) secondary school students were randomly chosen as the sample of the study from 8 schools (4 government and 4 private) of Aligarh. Family Climate Scale by Dr. Beena Shah (1990) was used to study respondent's family climate, while their IX class examination results were used as the measure of academic achievement. The hypotheses were tested using the product moment coefficient of correlation to find out the relationship between the family climate and academic achievement, and for measuring the effect of the type of family climate (favorable

and unfavorable) on the academic achievement of the students the investigator applied t-test. The results showed that the academic achievements of students are independent of the family environment and parental support provided to them. The study also revealed that private students have good academic records in comparison of government students.

Objectives:

The main purpose of this paper is to study:

1. Relationship between mental health and family climate of secondary school students.
2. Relationship between mental health and family climate of female/male secondary school students.
3. Relationship between mental health and family climate of government/ government aided secondary school students.

Hypotheses

1. There exists significant relationship between mental health and family climate of secondary school students.
2. There exists significant relationship between mental health and family climate of female/male secondary school students.
3. There exists significant relationship between mental health and family climate of government/ government aided secondary school students.

Delimitations of the Study

1. The 600 secondary school students were taken as a sample.
2. The study was conducted on male and female students of Govt. and Govt. aided schools of Haryana.

Tool Used

1. Mental Health battery by Singh and Gupta
2. Family Climate scale by Beena Shah

Results and Discussions

Table 1 shows Coefficient of Correlation between Mental Health and Family Climate of Secondary School Students.

Secondary	N	Correlation
Total	**600**	**0.61**[**]
Male	**300**	**0.57****
Female	**300**	**0.64****
Government	**300**	**0.65****
Government Aided	**300**	**0.57****

*** Significant at 0.01 level*

Figure 1 shows Coefficients of Correlation between Mental Health and Family Climate of Secondary School Students
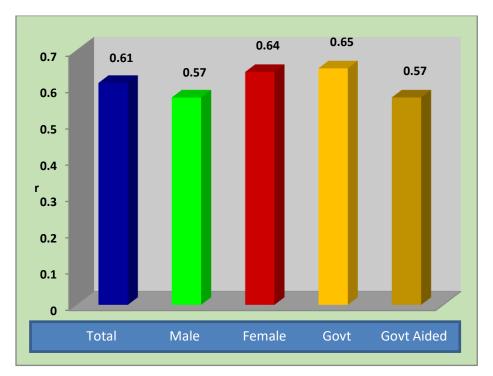

Table 1 and Fig. 1 shows that

➢ The coefficients of correlation between mental health and family climate of secondary school students came out to be 0.61 which is positive and significant at .01 level of

confidence. This indicates that there exists a significant positive relationship between mental health and family climate of secondary school students.

➢ The coefficients of correlation between mental health and family climate of male students came out to be 0.57 which is positive and significant at .01 level of confidence. This indicates that there exists a significant positive relationship between mental health and family climate of male students.

➢ The coefficients of correlation between mental health and family climate of female students came out to be 0.64 which is positive and significant at .01 level of confidence. This indicates that there exists a significant positive relationship between mental health and family climate of female students.

➢ The coefficients of correlation between mental health and family climate of students belonging to government schools came out to be 0.65 which is positive and significant at .01 level of confidence. This indicates that there exists a significant positive relationship between mental health and family climate of students belonging to government schools.

➢ The coefficients of correlation between mental health and family climate of students belonging to government aided schools came out to be 0.57 which is positive and significant at .01 level of confidence. This indicates that there exists a significant positive relationship between mental health and family climate of students belonging to government aided schools.

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