

Analysing the Effect of Guidance and Family Environment on Mental Health of Secondary School Students

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Abstract - Families are seen as critical to accomplishing long-term development objectives. It has been shown that family interventions in the areas of poverty, health, education, and gender and violence have been successful in improving student achievement and well-being. Mental health is a part of an individual's whole personality. It is the outcome of the natural functioning of the mind. A person's mental endurance and ability to deal with life's challenges are strengthened when they have a strong mental health. Mental health has long been a contentious issue. An person who is in good mental health is one who is able to reach their full potential, is able to deal with the difficulties of everyday life, is able to do their job successfully and has the energy necessary to give back to their community. Regardless of the fact that they attend the same school or even the same class, children from diverse households demonstrate a wide range of personality characteristics, values, and academic accomplishments. Families are sometimes referred to as a child's first school since they provide instruction in an informal setting. When a kid opens his eyes and receives numerous stimuli from his or her home environment, the portion of his or her unconscious mind is activated, resulting in a unique personality pattern and values, which he or she brings to the school with him or her when he or she enters the classroom. As he begins his journey to school, he opens the door to formal education. The goal of this research is to determine the impact of school counselling and family support on the mental health of high school students.

Index Terms - Secondary school students, Family environment, Mental health, Gender, Guidance, etc.

I. INTRODUCTION

Mental well-being is crucial to a person's overall well-being since it is both a cause and a consequence of physical well-being. People who are in good mental

health have healthy attitudes, beliefs, and a virtuous self-image, as well as a scientific view of the universe. Positive feelings and attitudes about yourself and others may also be found in this book. It gives a humanistic approach to self-understanding.

Our young people's mental health and strength are critical to the future of our nation. Personal assets and abilities are used by people with good mental health in their everyday lives. In the end, our mental health is one of our most valuable assets, and it must be protected as best we can. Anger and aggressiveness are particularly harmful in the context of a family. Mental and physical health issues are linked to a wide range of conditions, including irritable and quarrelling parents and exposure to violence and abuse at home. As we all know, one of the most important aspects of the human psyche is how one feels about oneself.

'Family' comes from the Latin word 'famulus,' which means 'servant.' Parents and their children have a long-lasting relationship that serves as the major vehicle for the child's socialization and emotional well-being. The status of a family's surroundings, both physical and emotional, is sometimes referred to as its 'family climate.' A person's life is shaped by the family environment in which he or she grows up, and this effect is long-lasting. It takes time for the bonds between family members to form since each one is still evolving as an individual. Changing the dynamics of a family is inevitable when there is a change in the structure of the family. Modern society is concerned about the need of better understanding the special bond that exists between parents and their children. As the definition of family evolves, so does the need for good parenting. Both parents have continued to play an important role in their children's growth and development. A child's upbringing has a huge impact

on his or her life. Families with a strong sense of community tend to produce children who are more likely to succeed in school, become high achievers in life, and adapt well to the outside world. As a result, the family is responsible for helping shape a child's views about other people and society, as well as supporting the child's intellectual development and goals. Children's intellectual development and academic success are influenced by the qualities of their home milieu, as has long been known. Many studies have been done since the beginning of this century on the association between home background and academic ability. School success is linked to families that support and expand their children's education at home.

It's possible that a person's family structure has an impact on his or her health habits, mental health, and academic performance. Understanding health inequalities may be improved by examining the connection between family structure, health behaviour, mental health, and academic success. Adolescents might face varying degrees of disadvantage depending on the structure of their families. Health habits of teenagers in single-parent and two-parent homes have been studied in previous research. But there was no special investigation on the health behaviour, mental health, and academic success of adolescents in single mother, single-father, and restructured family households. Adults' lives may be improved by recognising and comprehending the lifestyles of teenagers in diverse family configurations.

Personal development and adjustment, tranquilly, success, and happiness are all factors in a person's mental health. Having a healthy mental state impacts our physical health as well. As a result, it has an impact on how we see ourselves and our surroundings, as well as our ability to deal with the ups and downs of daily life. It is easier for mentally healthy children to deal with life's hardships. They get along better with their peers and are more receptive to new experiences. Children who have a positive outlook on life are more likely to enjoy their experiences and react positively to their family, friends, and the wider community. It is difficult to overstate the importance of one's upbringing in shaping one's personality and ensuring one's own survival and well-being. Children's psychological well-being is influenced by the quality and amount of the emotional, cognitive, and social

support they get at home. Mental health and academic performance are enhanced when kids have a supportive family environment. For this examination, the investigator plans to focus on secondary students' family environments and mental health.

II. REVIEW OF LITERATURE

Francis Vergunst and Helen L. Berry (2021) In the face of climate change, human psychological health and well-being would be adversely affected. As the brain grows and develops at a quick rate, children and teenagers are particularly vulnerable. They also have a limited capability for avoiding or adapting to dangers. "They are also the most concerned about climate change of any age group." A life-course perspective on development shows that climate change-related hazards might raise the likelihood of mental illness from conception forward. These consequences are already taking place, and they pose a significant danger to healthy human development across the globe, according to our research. After that, we make the case for the need of investing in developmental and mental health sciences as a long-term strategy for monitoring, assessing, and socializing these risks. After a discussion of conceptual and measurement issues, we lay out research goals for the future. Mental health is essential for society's long-term financial stability, as well as its ability to adapt rapidly and wisely. This wealth is being eroded by global warming. Prenatal and developmental risks are already being seen and are expected to rise over the next few decades. These problems can't be addressed by most governments since they are unprepared and underfunded. Climate change will fall disproportionately on today's youth, although they are the ones least to blame for its onset. Therefore, it is both a question of international and intergenerational fairness and an urgent practical need to take early and effective action to ease this burden. Much more has to be done in terms of theoretical and empirical research on how climate change impacts psychological health and well-being from conception through maturity. An investment in the mental well-being of children, society, and future generations is crucial for successful adaptive planning and mitigation strategies.

Hanul Park and Kang-Sook Lee (2020) Teenage years are a time of tremendous growth and development in many areas of a person's life, but especially in their

physical, social, and mental capacities. It's possible that a person's family structure has an impact on his or her health habits, mental health, and academic performance. We wanted to find out how family structure affects Korean teenagers' health habits, mental health, and academic performance. Web-based survey results were evaluated from the 2018 Korean Youth Risk Behavior Web-based Survey. A total of 59,096 teenagers were included in the research. T-tests and variance analysis of a complex sample general linear model were used to assess the relationship between family structure and health habits, mental health, and academic success in a large sample. The P 0.05 significance threshold was used. Tobacco, alcohol, internet, physical activity, and sexual experience were all significantly more common in non-intact families than in intact ones, as were mental health issues like depression and suicidal ideation as well as feelings of stress and a low health status among those in non-intact families (including single mothers, single fathers, and restructured families) (two-parent families). As a result, non-intact families were shown to be associated with worse academic success than those that were intact. Adolescent health behaviour, mental health, and perceived academic accomplishment are all influenced by the structure of the family, according to this research. Transitioning families may put adolescents at greater risk for health issues and worse academic success than those who remain in a stable family structure.

Amrita Sahney (2015) One of the most important, but divisive, issues in education is the relationship between students' mental health and the school atmosphere. It is influenced by a variety of variables. The purpose of this inquiry is to examine the school atmosphere and its influence on the mental health of pupils. There may be some validity to the idea that a pleasant atmosphere helps pupils acclimate more easily. As part of this study, researchers looked at the relationship between school environment and student mental health. The years spent in secondary school are among the most critical in a person's life. Most of them are going through their adolescent years at this point. This is a time of rapid expansion and change in almost every facet of life. This includes all aspects of one's health and well-being. Because every kid is born into a family, every family constitutes a societal unit. A child's first lesson in socialization and what society expects of him or her as an individual in

society is taught at school. This study examined the impact of school atmosphere on students' mental health.

D. Mahalakshmi and Dr. N. Pugalenty (2015) A sample of 80 high school students, 46 of whom were women and 34 of whom were men, were studied to determine the effect of the family environment on mental health. "As part of our inquiry, we sought to understand how students' home environments affect their mental health." A descriptive survey was used to get the data. The research was carried out in the Tamil Nadu state district of Coimbatore. Eighty children were chosen from a pool of applicants after factors such as gender, geographic location, and the number of schools in a family were taken into account. Researchers employed the Jadish and A.K. Srivas-validated Mental Health Inventory and the Karuna Shankar Misra-standardized Home Environment Inventory (1983) to compile their findings. The findings of this research show that students' mental health is strongly influenced by their living conditions at home. It is clear from the study's results that the home environment has a significant impact on mental health. That the home environment can be a strong source of support for developing adolescents, fostering close relationships and strong parenting skills along with excellent communication and modelling positive behaviour, means that changes can be made to improve children's mental health in the home environment. It is important for counsellors, educators, and parents to recognise the importance of providing adolescents with a high-quality home environment that is both supportive and communicative.

Nikhata and Aliya (2015) Secondary school pupils in both public and private schools were studied for their academic performance and home atmosphere. Students from eight Aligarh secondary schools (4 public and 4 private) were randomly selected as the study's sample (150 boys and 150 girls). Academic success and family climate were measured using the Family Climate Scale developed by Dr. Beena Shah (1990) and the outcomes of the students' IX class examinations. The researcher used a t-test to measure the impact of the kind of family environment (favourable or unfavourable) on the academic success of the pupils while testing the hypotheses using the product moment coefficient of correlation. The study found that kids' academic success is not influenced by

their family's socioeconomic status or parental support. The survey also found that private students outperform government pupils in terms of academic performance.

Kalaiyaran, M and M. Daniel Solomon (2014) There are many developmental changes that occur during the adolescent years such as physical growth, new peer relationships, emotional independence from parents, intellectual skills and civil competence and socially responsible behaviour patterns, and so on. Adolescence is considered a transitional period between childhood and adulthood. The importance of good mental health and mental maturity cannot be overstated throughout the era of adolescence, since mental health is intimately tied to one's physical health, social health, emotional well-being, and ability to function in public areas like schools and workplaces. Around 20 percent of the world's adolescents suffer from mental health or behavioural issues, according to a UNICEF (2011) study. In light of the results, the researcher provided advice to social workers, non-governmental organisations, and the government as a result of this study, which aims to understand mental health and associated problems among teenagers. Socialized secondary data. Teenager mental health is critical in any setting, and without it, an adolescent is unable to succeed at any level in his or her life.. Because of this, every adolescent should be required to gain social and emotional skills such as self-awareness and empathy, a positive outlook and sense of worth, good judgement, and the ability to communicate with others. Additionally, prevention programming requires the development of research-based, comprehensive school reform models to improve social, health, and academic outcomes; educational policies that demand accountability for fostering children's and adolescent full development when academic performance increases, their mental health also increases..

Bandhana, Dr. Darshana and P. Sharma (2012) In a sample of 300 12th grade high school students, 150 of whom were girls and 150 of whom were males, the influence of family environment and academic success on mental health was examined. Home Environment Inventory, developed and validated by Dr. Karuna Shankar Misra, professor and head of the department of education at Allahabad University in Allahabad, and the Mental Health Battery, developed and validated by Arun Kumar Singh and Alpana Sen

Gupta, were used to collect the data, which were analysed with the help of mean, standard deviation, and a three-way analysis of variance (ANOVA) (2x2x2 Factorial Experiment). The average mental health score for females is 74.76, whereas the average mental health score for boys is 70.76. In other words, research shows that females have a higher mean value for mental health than boys.

Dilip Shivane (2011) In terms of family cohesion, there was no significant difference ($t(299)=1.06$ N.S.) between urban students and tribal pupils. "For urban kids, the average score was 57.08, while the average score was 32.75 for the pupils with tribal children." He also discovered a group of urban and tribal pupils on Autonomy, with a mean score of 56.00 for the former and a mean score of 57.00 for the latter. $T(299)=2.72$ $p=0.01$ revealed that urban students' group had a mean score of 72.00, but the mean score of tribal students' group had a score of 79.00, indicating a statistically significant difference. Intelligence was determined to be the area where urban students and tribal students differed significantly ($t(299)=1.78$ $p.001$) based on the mean score of 46 for urban students compared to 53 for tribal students.

Harris, A., & Goodall, J (2008) Children's scholastic success has been shown to be significantly correlated with the quality of their family environments, particularly among males, according to a recent study on the topic.

Ahuja and Goyal (2005) Most people's lives and personality characteristics may be traced back to their upbringing in their home environment. Children thrive in homes where parents show genuine interest in and love for their children, provide ample opportunities for them to express their views, and use minimal restraints on their authority in disciplining them. Parents should also refrain from using excessive physical and emotional punishment, as well as refrain from coercing their children into acting in a certain way. Studies have shown that children who have a high level of parental participation do better academically than those who have a low level of parental involvement. A child's existence is defined by his or her family, which is the primary source of socialization. Since most successful and happy kids come from households with healthy connections between parents and kids, we may conclude that this is the case. When parents are involved in their teenage children's education, they are more likely to help them

succeed in school. Academic performance and competency are strongly correlated with parental acceptance and support.

III. OBJECTIVE OF THE STUDY

The main objective of the Research study is to analyse the effect of guidance and family environment on mental health of secondary school students.

IV. RESEARCH METHODOLOGY

The total sample is consisted of 300 secondary school students of both sex from different public schools The age range of the student was 14 to 16 years.

Tools: The following tool was used to obtain relevant data for the present study: -

- Family Climate Scale: The Shah and Beena Family Climate Scale (1990). It has a total of 90 pieces. When faced with a situation, you have an option of how to react (always, sometime and never). Respondents are required to check the option they believe is the most suitable. Positive and negative elements are added individually to arrive at a final score. Choices for always, sometimes, and never are 0 and 2, respectively, for negative things, while the converse is true for positive ones.
- Mental Health Scale: It was Bhatia and Sharma who came up with this Mental Health Scale (1998). It has a total of fifty things. When faced with a situation, you have an option of how to react (Strongly Agree, agree, Uncertain, Disagree and Strongly Disagree). The responder is required to choose the option that best fits their preferences. Positive and negative elements are added together to get a score. Positive options like 'strongly agree,' 'agree,' 'uncertain,' 'disagree,' and 'strongly disagree' get a 5,4,3,2,1-point scale, whereas negative choices receive the inverse rating scale: 5,4,3,2,1.

Data Analysis

The responses to test were scores according to the directions set in the manuals of the test and with the help of scoring keys. Means were computed for the difference sets of data. The t-test was applied to test of the significance of mean difference between male and female students.

Hypothesis of the Study

Ho₁: There would be significant difference between male and female students on mental health after guidance.

Ho₂: There would be significant effect of gender on mental health before guidance.

Ho₃: There would be significant difference between male and female students on family environment.

Ho₄: There would be significant effect of family environment on mental health.

V. ANALYSIS AND INTERPRETATIONS

When it comes to mental health, there is a direct correlation between gender and mental health. According to the current null hypothesis, there would be a considerable impact of gender prior to guidance on the mental health of students According to students, there is no statistical significance in the male-to-female mean difference of 178.83 and 178.12.

Table 1: Effect of Gender on Mental Health before Guidance

| Gender | N | Mental Health | | t-value |
|--------|-----|---------------|--------|---------|
| | | SD | Mean | |
| Female | 150 | 14.24 | 178.12 | .42# |
| Male | 150 | 14.88 | 178.83 | |
| Total | 300 | 14.55 | 178.48 | |

Not Significant (.05=1.97, .01=2.60) (df= 298)

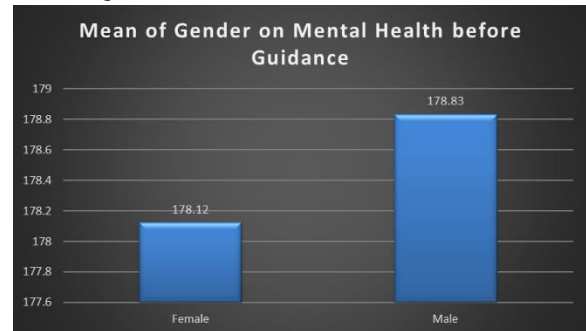


Figure 1: Effect of Gender on Mental Health before Guidance

Table 2: Comparisons between Male and Female Students on Mental Health after Guidance

| Respondents | N | Mental Health | | t-value |
|-------------|-----|---------------|--------|---------|
| | | SD | Mean | |
| Female | 100 | 13.59 | 180.72 | 1.58# |
| Male | 100 | 14.10 | 183.81 | |
| Total | 200 | 13.85 | 182.27 | |

Not Significant (.05=1.98, .01=2.61) (df= 198)

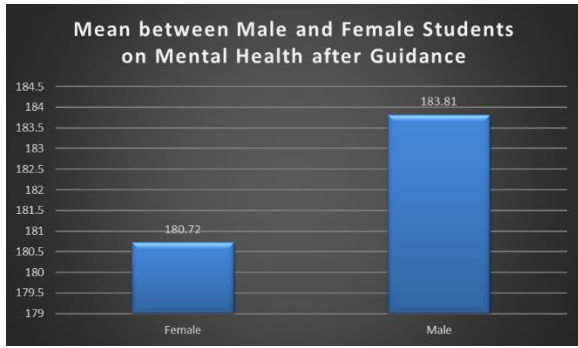


Figure 2: Comparisons between Male and Female Students on Mental Health after Guidance

In Table No. 2, male and female students vary in their mental health after counselling. Both male and female students have an average score of 181.81 on a scale of 100. The difference between the male and female students' mean scores indicates considerable variation, but statistically speaking, it is not significant ($t=1.58$), which is lower than the .05 threshold. As a result, it is reasonable to believe that there is no substantial difference in mental health between male and female students after counselling. This study rejects the null hypothesis that there is a difference in mental health between male and female pupils after supervision.

Table 3: Effect of Family Environment on Mental Health

| Family Environment | N | Mental Health | | t-value |
|--------------------|-----|---------------|--------|---------|
| | | SD | Mean | |
| Unfavorable | 138 | 14.53 | 180.07 | 2.11* |
| Favorable | 151 | 13.79 | 176.54 | |
| Total | 289 | 14.16 | 178.31 | |

*Significant (.05=1.97, .01=2.60) (df= 287)

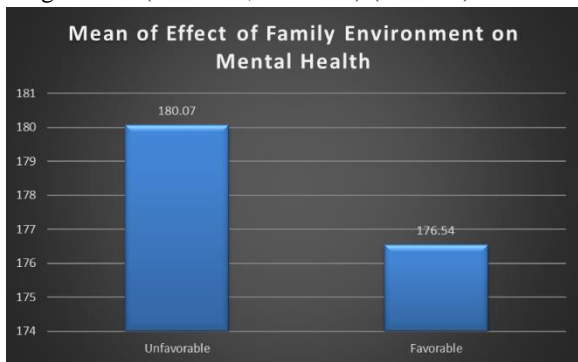


Figure 3: Effect of Family Environment on Mental Health

Table No. 3 shows the data connected to the premise that students' mental health is influenced by their familial environment. So, on the basis of this statistical treatment in which the $t=2.11^*$ statistical significance level is .05, the mean value for favourable climate is

176.54 and the mean value for unfavourable climate is 180.07. Hypothesis accepted. We may thus draw the conclusion that pupils' mental health is influenced by their familial environment.

Table 4: Comparisons between Male and Female Students on Family Environment

| Respondents | N | Mental Health | | t-value |
|-------------|-----|---------------|-------|---------|
| | | SD | Mean | |
| Female | 150 | 8.52 | 63.87 | 1.09# |
| Male | 150 | 7.31 | 62.87 | |
| Total | 300 | 7.92 | 63.37 | |

Not Significant (.05=1.97, .01=2.60) (df= 298)

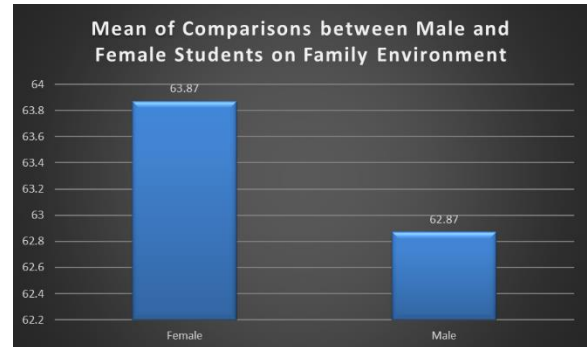


Figure 4: Comparisons between Male and Female Students on Family Environment

Table 4 depicts the wide range of student experiences based on their living arrangements. Male students report a mean of 62.87, while female students report a mean of 63.87. "The t-value of 1.09 indicates that there is no significance in the difference between the means. In other words, there is no discernible gender gap when it comes to home life between male and female college students." The current null hypothesis is rejected as a result of this investigation.

Individuals and groups are helped in the process of self-assessment and self-awareness via guidance. It is undeniable that gender has a part in it, but that involvement may vary depending on the circumstances.

Family Environment and Mental Health: Students' mental health is also influenced by their familial environment, according to this research. On the basis of the students' families' favourable and unfavourable climate, the family environment is assessed. It is clear from the third table that kids' mental health will be influenced by their household environment. Male and female gender differences (table 4) have little effect on family environments. In other words, the results of this study show that family environment has a substantial

influence on students' mental health, however despite the apparent gender difference, gender has no part in the family environment.

Guidance, Gender and Mental Health: The goal of the present research is to determine the impact of gender and guidance on secondary school pupils' mental health. Table no. 1 clearly shows the influence of gender in the absence of direction. Because of this, the difference in mental health ratings between students implies that gender plays a role in mental health. Students' mental health does not seem to be affected by their gender, according to the results of this study. So, this idea has been disproved by our findings. In light of the above, it is clear that gender has no effect on mental health before to guidance. A student's mental health doesn't seem to be affected by his or her gender. Table 2 demonstrates, on the other hand, that even after three months of student assistance, no substantial impact on students' mental health has been identified. As a result, pupils' mental health is unaffected by their gender or the supervision they get.

VI. CONCLUSION

As a result, it may be argued that pupils' mental health does not improve as a result of supervision. A small but significant improvement in student well-being was seen in the wake of advice ($t = 0.42$ and $t = 1.58$ following guidance). There may be other reasons for this difference, but as a result of the study design, we may conclude that advice has a greater influence on it. Other research on the effect of family climate on mental health in students demonstrates clearly that the family climate plays a vital part in their mental health. The difference between male and female in a familial context has no bearing on the outcome of the experiment. As a result, we may conclude that the home environment has a significant impact on students' mental health, while advice had no discernible effect.

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