

The Relationship Between Home Environment and Mental Health of Secondary School Students

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Abstract

Any country's growth and development can benefit greatly from the good mental health of its youngsters. Mental health (MH) is a very significant aspect of an individual's personality. H.E also plays a major part in personality development. Good mental health makes for balanced relationships with the mental, psychological, and emotional aspects of life. Several factors affect an individual. To conduct this study cross-sectional survey was used to measure the correlation between the H.E and the M.H of secondary school students (SSS), to explore the influence of gender on M.H of students. Data were collected randomly from 86 secondary students studying in classes 9 and 10 of English medium schools of Gandhinagar. The tool used for data collection of home environment was the Home Environment Scale (HES-AASS) developed by Akhtar and Saxena (2011), and for Mental Health, the Mental Health Scale (MHS-TSBA) developed by Talesara and Bano (2017) was used. The findings revealed that 69% of secondary school students have quite good M.H, and 31% of secondary school students (S.S.S) show moderate to poor mental health. Results also showed male and female secondary school students had almost the same level of M.H It was also found that there is a very low positive correlation between home environment and the mental health of secondary school students.

Keywords: Home Environment, Mental Health, (M.H) Secondary School Students (S.S.S)

INTRODUCTION

The first contact a child has with home. It is the earliest and most immediate contact for a child in society. The home environment of a young child plays an important role in shaping his or her chances of survival and development (UNICEF, 2023). The "home environment" is explained as elements of a person's domestic and day-to-day life that influence their living arrangements (Hooja, 2017). "Home environment is a mixture of physical and psychological surroundings within in family, not an abstract concept. It is the first institution where children learn about happiness, self-acceptance, love, and live with others. To promote their cognitive, emotional, and physical development, children require access to a stable and healthy home environment (Bronfenbrenner,2001). A favourable home environment leads to healthy mental health (Jay & Melissa, 2018). The home environment can influence positively and negatively on a child's mental health (Schmeer & Yoon, 2016).

According to the World Health Organization (WHO), mental health is "a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community". Our emotional maturity, psychological development, and social well-being describes our mental health. Mental health affects our whole life pattern; we think, we feel, and we act. Also, the most important aspect influencing a student's academic

success is their home environment (Khan et. al, 2019). The healthy development and good mental health must be outcome of the initial stages of life like childhood and adolescence (Mehra et. al, 2022). Secondary students in grades 9 and 10 are generally between the ages of 14 and 16, which suggests that they are in the adolescent stage.

Adolescence is a time in human life that signifies the transition from childhood dependence to adult independence and self-sufficiency. Adolescence teaches us how to develop our mental health, which helps us develop social and emotional habits important for mental health. Now, mental health is a big concern for counsellors and educators. The WHO report, “one in seven adolescents, i.e., 10-19-year-olds, experiences a mental disorder, accounting for 13% of the global burden of disease in this age group” (Mental Health of Adolescents, 2021). There are several factors that affect mental health. Kaur et al. (2009) have observed a significantly positive association between self-concept and elements of the home environment like nurturing, reward, and conformity. Bandhana et. al (2012) explored that the mental health of girls was found to be better than that of boys, and home environment didn't affect the mental health of adolescents. Barmola & K.C. (2013) show a significant relationship between H.M (home environment) and (mental health) M.H, mental health and academic performance. The researcher conducted this study to find a correlation between the home environment and the mental health of S.S.S.

Objectives of the Study

1. To measure the level of mental health among S.S.S (secondary school students).
2. To compare the mean scores of mental health of male and female S.S.S (secondary school students).
3. To study the correlation between the home environment and the mental health of S.S.S (secondary school students).

Hypothesis of the study

1. **H_{0:1}**: There is no significant difference in the mean scores of mental health of male and female secondary school students.
2. **H_{0:2}**: There is no significant relationship between home environment and the mental health of secondary school students.

Methodology

The present work was a cross-sectional survey study. The study was carried out on 86 secondary students studying in the 9th and 10th grades in various English-medium schools of the Gandhinagar block by employing a simple random sampling technique.

Tools:

For collecting data, the Mental Health Scale used by the researcher the scale developed by Dr. Sushma Talesara and Dr. Akhtar Bano was used. The scale consists 54 items under 4 dimensions: school, home, and Peers. Another tool, the Home Environment Scale, developed by A. Akhtar and Dr. S. B. Saxena, which consists of 50 items also used. The scoring was done as per statement. There was two type of statement that is Positive statements (4=always, 3=often, 2=sometimes, 1=rarely, 0=never) and vice versa for negative items.

Statistical Techniques Used

Statistical techniques, such as descriptive and inferential techniques, were used to analyse the collected

data. A t-test was applied to analyse the mean scores of mental health of gender that is males and females secondary the Pearson Product-moment correlation technique was applied to find the relationship between the home environment and the mental health of S.S.S.

Discussion and Findings

A. The level of M.H among secondary school students.

The descriptive statistical analysis of mental health scores (vide table 1) revealed there is slightly deviation between mean, mode, and median. That indicates the scores are normally distributed. The minimum and maximum scores of mental health of students were 82 and 213, respectively, and hence the range of the data is 56. The mean score of mental health S.S.S is 148.55, which indicates the maximum number of students having a good level of mental health.

Table 1: Descriptive statistics analysis of Mental Health scores

Statistics	
Mean	148.55
Median	152
Mode	146
Std. Deviation	26.4
Minimum	82
Maximum	213

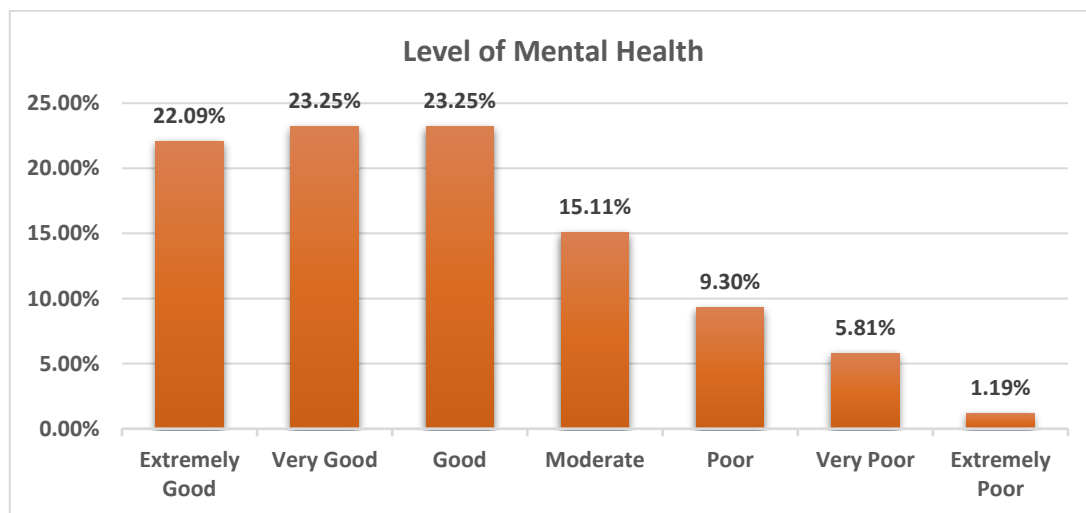


Fig 1: Percentage wise distribution S.S.S under Different Levels of M.H

Approximately 69% of secondary school students enrolled in Gandhinagar's English-medium schools have good to very good mental health, according to Figure 1. In contrast, roughly 31% of secondary school students were discovered to have mental health conditions ranging from moderate to very poor. This suggests that secondary students' mental health needs to be improved.

B. Gender- wise Comparison of the mean scores of mental health

The null hypothesis $H_0:1$ is investigated to compare the mean M.H scores of S.S.S by gender. The test results are displayed in Table 2. The t-test was used since the Z values for the skewness and kurtosis of the male and female students fall within ± 3.29 , indicating that the sample is normally distributed (Mishra

et al., 2019). The null hypothesis ($H_{0:1}$) that there is no significant difference in the mean mental health scores of male and female S.S.S is not rejected based on the test findings, which show a p-value of 0.394 with $df=84$ and students' $t = 0.857$. Therefore said that both male and female S.S.S have almost the same level of mental health.

C. Relationship between Home Environment and Mental Health

To establish the relationship between home environment and mental health of S.S.S with regard to male and female, the null hypothesis $H_{0:2}$ is tested. The results of the test are presented in table 3. The Z value of Skewness and Kurtosis of home environment and mental health lies within ± 3 . 29, this indicates that the sample is normally distributed (Mishra et al., 2019) and hence, the Pearson correlation test was applied. The Table-3, it is evident that the correlation coefficient between Home Environment and M.H of S.S.S is 0.0496, which shows a very small or negligible positive relationship. According to the values of Pearson's Scale of Correlation Coefficient it is found that, $0 < r \leq 0.19$ which indicates that there is a very low correlation, the null hypothesis ($H_{0:2}$) that there is no significant relationship between home environment and mental health of the S.S.S is not rejected. And therefore, it is noticed the less 'r' value said that home environment and M.H are showing a very negligible relationship.

Mental Health	Gender	Mean	Skewness			Kurtosis		
			Value	Std. error	Z	Value	Std. error	Z
	Male	150	-0.323	0.314	-1.02*	0.170	0.618	0.275*
	Female	145	-0.309	0.441	-0.70*	-1.08	0.858	-1.25*
Sig	0.394**							
* Normal Distribution **Not significant								

Table 2: Test of normality and influence of gender of secondary school students on their mental health

Variable	Mean	Skewness			Kurtosis		
		Value	Std. error	Z	Value	Std. error	Z
Home Environment	137	-0.795	0.260	-3.05*	1.53	0.514	2.97*
Mental Health	149	-0.287	0.260	-1.10*	-0.172	0.514	-0.33*
Pearson correlation coefficient (r)	0.04966		Sig		0.6498**		
* Normal Distribution ** Not Significant							

Table 3: Correlation between home environment and M.H of the S.S.S.

Conclusion

The study shows that there is no significance difference in M.H of male and female secondary school students. Thus, it can be concluded that both male and female of S.S.S almost have same level of mental health this finding even revealed by Rathore (2017). However, this study contradicts to the findings of Bashir (2018), Dhanda (2023). As the study reveals that there is no significant relationship between home environment and M.H. It is different from the findings of Mahalakshmi, D (2015) and Rani, M. (2020)

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