Prediction of school students' mental health based on the variables of attitude toward school, social support and educational-career planning

Ahmad Yadegari[1], Maboud Omidi[2]

[1]Holder of Master's Degree in Personality Psychology, Consulting center, Hamedan, Iran
[2]Holder of a Doctoral Degree in Psychometrics, Consulting center, Hamedan, Iran
Email:maboud_omidi@yahoo.com

Abstract

Background and Purpose: the present study aims to predict school students' mental health based on the variables of attitude toward school, social support and educational- career planning of Second high school first grade students in Hamedan province.

Materials and Methods: the present study is of descriptive- correlational type which was conducted in 2015. Data was collected from 20195 students in a census method. The data was collected through Anbari mental health questionnaire (2012). The data was examined using stepwise multiple regression analysis using software 22.

Findings: there was a significant relation between the variables of attitude toward school, social support, educational- career planning and mental health (0.653, 0.428, and 0.355 respectively). The university students' mental health can be predicted based on attitude toward school (0.607), social support (0.268), and educational- career planning (0.141). Meanwhile, the proportion of the attitude toward school variable was more with the regression coefficient of (0.607).

Conclusion: totally, this study showed the students in good mental health. The findings indicated that increasing positive attitude toward school, social support and educational-career planning can promote school students' mental health.

Keywords: social support, mental health, educational- career planning, attitude toward school

Introduction

The school education system or, in other words, school, is one hundred percent human. Human factor of none of organizations like factory or hospital is not like school. Teenage period is considered as one of the most important and critical steps of the growth and evolution of human. This period is mentioned as a time of crisis, storm, stress, rebirth, the quest for identity, etc. (Austin, 2015). However, teenage period is known as health period, and this group of society has been deprived of preventive care services (Bizzber and Marshal, 2014). As spiritual resources of community and future makers of the country, students are the selected force in terms of talent,

creativity and perseverance. The requisite of educational development and successful life of them is having peace and security in all aspects as well as attention to other interventions affecting the learning environment. High school schooling is usually associated with pressures, anxieties and special excitements due to various factors.

Maintenance of students' mental health or mental sanitation is a fundamental task at school. School is a place of human development and health development of humans. Each community expects its schools to train personable, balanced, compatible, emotive, social, confident, responsible, reasonable and fair people. It all depends on relations, organized conditions and environment through appropriate management and leadership at the school. School must be able to prepare an environment to achieve its goal, increasing students' mental health, through increasing the positive attitude of students toward school (Samadani, Ibitian, 2015).

Social support is one of the prominent and influential factors in students' mental health. Social support is considered as a bilateral assistance that makes a positive image of self, self- acceptance, love and being worthy and they all help mental health of students. Some researchers such as Gentiliti et al (2014) introduced two concepts in social health: 1- support reception, 2- support comprehension. Support reception means having clear emotion support such as help and assistance of family and friends which can be determined with measuring the number of supporters or the availability of a variety of supports. Receipted support means the person's comprehension of capability, availability and adequacy of various types of support. Perceived support is often known equivalent with the term of satisfaction. Musavi et al (2015), in their study, showed the positive relation between social support and mental health. In addition, Erica et al (2015) and Rajabi et al (2012) examined the important role of social support on mental health.

Teacher must collaborate with the principal and counselor in order to achieve educational- career planning, prepares the maximum use of facilities for students, represents accurate and comprehensible educational and career information to students, gains a great range of information about strengths, interests, behaviors and objectives of Students. Teacher must assist the counselor to solve the problems of students, refers students with problems to the counselor, and encourages the students to use the counseling services. Therefore, expanding educational- career planning at all levels of education from elementary to high school seems an absolute necessity. Being aware of the close relationship of academic– work problems with the field of mental health of students, School counselor helps students using guidance and counseling texts and methods through various personal, group and family methods. Therefore, they can select one or some solutions and plan to conduct them. Finally, mental health of students will be improved in different dimensions (Khojasteh Mehr, 2012).

Visor et al (2014) have shown in their research that in term of mental health, students of 25.8 percent of units have good mental health, 49.3 percent have medium mental health and 24.8 percent have unsuitable mental health.

Janani (2001) in a study titled" relations of Interaction within the family and mental health of third grade students in city of Boroujerd", which was conducted with a sample of 478 students in Tehran Shahid Beheshti university, concluded that there was a significant relation between family contradiction (r=0/417), family correlation(r=0.761), family support(r=0.767) and mental health of people. (Kheirolah pour, 2004).

According to aforementioned points and the important role of positive attitude toward school, family support and educational- career planning in mental health of students, now there is this question that whether positive attitude toward school, family support and educational- career planning in mental health of students can predict mental health of students? The present study has been conducted to respond to this question and its results can be effective in promoting teenagers' mental health.

Method

The present study is a descriptive- correlational study. The research was conducted on all 2712 students of the first grade of high school in Hamedan in the schooling year of 2014-15 in a census procedure. Anbari mental health questionnaire which was made to assess the mental health of high school students in the first year of the second period in 2010 was used to gather data. Anbari mental health questionnaire includes six sub- scales that evaluate personal factors, attitudes toward school, family support, leisure and problems of students. Numbers of questions were 153 for personal factors, 76 for attitude toward school, 23 for family, 18 for support, 24 for leisure time and 30 for problems of students. In this study sub- scale of attitude toward school includes 6 questions about total satisfaction of school, 5 questions of attitude and emotion to school, 5 questions of attitude toward teachers and coaches, 8 questions for adaption to school, six questions about "school, an opportunity to progress", 4 questions for motivation for achievement in school activities, and 42 questions for quality of life in school. The support sub- scale includes 6 Questions about the support of friends, 6 questions about family support and 6 questions about school support .the sum is 18 questions in total. Educational- career planning has 14 questions that places in sub- scale of personal factors. To assess reliability and validity of the above mentioned tools, the questionnaire was performed on 850 female and male students for the first time in Alborz province. Reliability of the whole questionnaire was calculated by Cronbach's alpha and 0/93 was the result. In addition, reliability for educational- career planning was 0/91, school support 0/87, friends' support 0/86, family support 0/85. In sub- scale of attitude toward school, reliability is a following: the total satisfaction of school 0/89, attitude and emotion toward school 0/88, attitude toward teachers and coaches 0/78, adaption to school 0/91, School an opportunity for advancement 0.9, achievement motivation 0/ 89 and quality of life in school activities 0/93. The questionnaire data were entered into the computer after conduction and scoring. The data was analyzed using SPSS and multiple regression tests considering 95 percent of confidence coefficient for all the variables.

Findings

The correlation coefficient between the variables is shown in table 1.

Table 1: correlation coefficient matrix

variables	Educational-career planning	Attitude toward school	support	Mental health
Educational-career planning	1	0/237	0/173	-0/355
Attitude toward school	0/237	1	0/256	-0/653
support	0/173	0/256	1	-0/428
Mental health	-0/355	-0/653	-0/428	1

The correlation coefficient between mental health and predictor variables (educational- career planning, Attitude toward school and support) was 0/75 and Adjusted coefficient of determination was 0/73. Therefore, it can be said that almost 73% of the predictor variables explain students' variance of mental health.

Table2: regression coefficients

Variables	Non- Standardized coefficients		Standard coefficient	t	sig
	coefficient b	error	Beta		
Attitude toward school	0/86	1/75	-0/607	-373/91	0/001
Support	-1	0/065	-0/268	-161/89	0/001
Educational-career planning	-1/5	0/14	-/141	-82/46	0/001

According to ($P \leq 0/05$), there is correlation between attitudes to school, support and educational-career planning and mental health, 65/0, 42/0 and 35/0 respectively. Therefore, it can be expected that the sources and mental health of students will improve when the scores of attitudes toward school, support and educational- career planning increase and the research hypothesis is approved. According to table 2, With each standard deviation rise in attitude toward school, the score of mental health will be reduced in amount of (b= 0/607). With each standard deviation increase in support, the score of mental health will be reduced in amount of (b= 0/268). With each standard deviation increase in educational- career planning, the score of mental health will be reduced in amount of (b= 0/141).

Discussion

In this study, the relationship between the variables of attitude toward school, support and educational- career planning and, also, the prediction of the students' mental health by the mentioned variables are examined. In this section, in addition to reviewing the results of the study, there will be discussion and conclusion. The results showed that there is a significant and positive relation between attitude toward school, support and educational- career planning. This finding is compatible with the findings of Mousavi et al. (2015), Jinan (2001), Khairallah Poor (2004) and Erika et al. (2015), Khojastehmehr (2012), Beiglari (2014) and Rajabi (2012). Social support is one of the most important factors in personality development, mental health and flourishing human talent. As the amount of social support has a significant role in mental health, clinic and social psychologists emphasize on this significance. So that social support availability reduces mental disorders in people. In addition, as nowadays many teenagers spend most of their times at school officially, attitude toward school and life quality at school play a role and have an important position in mental health of students. Mental health promotion at schools is very essential to improve educational development and behavioral consequences and mental health of students. One the most fundamental characteristics of each human is the belonging emotion to the group and the community in which he is living. When a student feels belonging to his school, classroom and friends, in fact, he has adapted himself with them. He also feels trust and confidence of heart about them (principal, principal assistant, teacher...). A student can express his different problems and issues with this positive intellectual support and tries to solve them through making healthy relations with the peers. Studies show that the higher the quality of life is, the more positive the students' attitude will be, therefore, the higher their mental health will be. In addition, another important factor in mental health of students is having an educational and career plan that must come true to help counselors. A balanced curriculum and sufficient recreation as well as supervision and control of this plan by the counselor can control and adjust the problems and issues of the teenager. Besides, the student will lead to good mental health during this period.

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