Research Article

Investigating The Relationships Between Family Poverty And Mental Health Of Girls

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Abstract:

Background: In the present study, we intend to examine the relationship between poverty and mental health of high school students. Also in the present study, the definition of poverty and its types and dimensions and the factors affecting poverty on human life and its adverse effects on human personality and psyche have been briefly explained.

Methods: In this study, the statistical population includes all female high school students in Tabriz; And the general health questionnaire (28-question form) should be implemented for them. In this study, random sampling is simple and, in this method, each member of the defined community has an equal and independent chance to be a member of the sample and the selection of one member will not affect the selection of another member.

Results: There is a relationship between family poverty and physical functioning of students. There is a relationship between the poverty of the family in the middle of students' anxiety. There is a relationship between family poverty and students' social functioning.

Conclusion: According to the final result, poor students have poorer physical performance than the normal sample of society. Students who suffer from financial distress also have higher levels of anxiety than their peers.

Keywords: Poverty, Mental Health, Personality, Prosperity.

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Background:

One of the main preoccupations of humanity of all time has been to enable the next generation to manage its affairs and entrust the cultural legacy. Much of this task was initially done by the family. Along with the expansion of societies and the division of social and economic work, the task of education and training was assigned to the institution of education. Although the individual himself should try to expand his or her abilities, education plays a significant role in this matter. Therefore, strategies and policies to focus on the student institution are the number one strategy for pupil education (1).

Education is also a long-term investment in many societies, which comes at the cost of ignoring and ignoring the short-term growth of other facilities of society, so if education fails to train its human resources in the form of a variety of complementary and necessary expertise and skills of society, and thus fails to fulfill its role in the field of society's prosperity, in fact, it should. He said that these resources and forces had been wasted, so wise thinking decreed that the funds and forces employed in education should be planned and organized in such a way that they could achieve their desired goals (2). Children and adolescents gain a positive or negative attitude toward themselves and the surrounding environment during their education, depending largely on the successful or unsuccessful experiences of students during their education. In addition to all of these, how a person adapts to the environment is one of the most important factors in people's mental health. In other words, one should be able to balance what he or she is doing or wants to do, on the one hand, and what environment he

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expects him to do, on the other. In other words, a person's adaptability requires meeting their personal needs in accordance with environmental realities (3).

Students with mental health in school are on the path to growth and well-being, in fact, during the best years of their life, they engage in reciprocal action with various factors affecting cognitive, emotional and social transformation, psychological empowerment, inherent motivation, active participation in students (4). Children belonging to families with an exceptionally low economic and social base and face economic and cultural poverty, have very low academic motivations, on the other hand, along with cultural poverty and environmental deprivations, socio-economic conditions governing society also play a role in crystallizing the motivations for students' growth and development or academic failure. The economic, social and cultural status of the family in the values system, especially in the way of children's education, affects. In some families, children's progress in education is regarded as one of the most important values. such families care a great deal about the progress of their children.

The expression of the problem

The Balancing Act governs the entire world, including human beings. This law seeks to bring a person to balance with his soul and soul and to give him what is necessary for life, but since poverty, i.e., the lack of necessities of life and livelihood, destroys this equilibrium and harms a person and endangers one's mental health, we obviously need to pay more attention to it. Today, the number of the poor is not only reduced in the world, but according to the statistics provided, it is increasing day by day and is the source of many basic human problems, including: disruption of individual and social personality, impaired thinking, physical weakness, collapse of mental and emotional forces, illiteracy, delinquency resulting from lack of proper education. ... And dozens of other issues that remain out of sight (5).

"The subject of mental health is an offshoot of the broader science of mental health. Despite the studies, it has been found that it deals with issues such as prevention of mental disorders and the protection of optimal lifestyles and emotional health, and it is a permanent process that continues from birth to death and with goals such as potential flourishing, happiness, coordinated growth and transformation and effective and efficient life, tries to have a way to prevent mental disorders and can have an effective environment. The prevalence and severity of mental health problems among students has increased and these issues pose a threat to their health and academic performance, and studying the main components in this area can lead to this issue (6). Poverty is now considered as one of the main factors in global mental health. "This is not just an American phenomenon, it's a global issue, global competition to lower workers' wages creates an economic pressure that is being passed on to families, we speak of a world in which parents are forced to work long hours because of financial pressure, in which case they have to leave their children alone or use television as a nanny; When more children grow up in poverty than ever before."

Research Hypotheses

1. There is a relationship between family poverty and mental health of high school students.
2. There is a significant difference between mental health of poor and adi-class families in high school students.

Mental Health: Mental health is a branch of the broader science of mental health. The global health expert defines mental and mental health as: mental health is the ability to communicate harmoniously with others, change and modify the individual and social environment, and solve conflicts and personal desires logically, justly and appropriately (3). Levinson and his colleagues defined mental health as this in 1962: mental health is how a person feels about himself, the world around him, where he lives and those around him, especially given the responsibility he has in front of others, of course, how he or she adapts to his income and recognizes his or her own location and time.

Poverty: Poverty is misery and bitterness, a poor and underdeveloped society is told to be deficient in living equipment, there is not enough food, clothing, housing, health and

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education, so the person is in a crisis of economic problems and problems. And in such a society, valuable and fruitful activities are not thriving, people suffer greatly from lack of welfare equipment and lack of food. The mobility of the power of defense and human personality is lost, and in better performance, life fails, his physical health is compromised and he suffers from a variety of mental and psychological disturbances.

Family: Family is an important social unit. And the main building of each society and the main center of preservation of the traditions and customs of high values, the strong foundation of sustainable social relations and kinship relations, the origin and emergence of human emotions and the center of the most intimate relationships between individuals and the development of thought, thought and ethics (7).

Types of poverty

Absolute poverty: Statistics show that in 1980, more than a fifth of central America's urban population; nearly 25 percent of the urban population in Africa and the Middle East; two-fifths of Latin America's population; and half of the urban population in the Caribbean were in absolute poverty. Although the above-mentioned statistics do not mention two issues, namely absolute poverty in some parts of Asia and rural areas of the Third World, the same amount also uncovers the unsafe and unpleasant situation of many human beings. In defining this type of poverty, which some have interpreted as primitive poverty, it refers to a situation in which people's incomes do not meet the basic needs of their lives (8).

Relative poverty: Relative or secondary poverty refers to cases where if people do not spend part of their income on unnecessary (or necessary but unnecessary) expenses, it will be enough for them. The World Bank has set the desired income at more than $50 (based on the 1969 price). Unlike absolute poverty, which meant a lack of assets to meet the necessary requirements, in relative poverty low-income people measure their living conditions with other people, and if they have a minimum life, then poverty is a relative type to measure, usually the method of comparing incomes and examining the income distribution system in the community is used. It can be studied in a time process to investigate poverty. Accordingly, one can regard a society – however hypothetical – as the absolute poor in which all human activities are carried out to preserve life. In fact, in such a society, trying for a purpose other than survival is considered impossible or futile. Over time, with the emergence of new variables and more amenities, absolute poverty becomes relative poverty (9).

General poverty: This type of poverty, which is a feature of the Third World, encompasses most people in society. The living level of most people in developing countries remains an Uncultivable desert, with Abad units inside them indicating the status of the wealthy minority of these countries. If we follow in the footsteps of the "greatest human catastrophe", the location of its density in the villages, which makes up most of the population of third world countries, we will find that the density of general poverty in the villages not only turns any hope for improvement in life into despair, but also transports poverty to cities through the movement and migration of the poor population (10).

In 2003, the United Nations and the Organization for Management and Planning (EPA) estimated the population below the severe poverty line in Iran at about 3 percent, i.e. a population of about 720,000 and 16 percent of the population, which is equal to 9 million and 600,000 people. The poverty line is relative (11).

"In the report of the National Poverty alleviation plan of the Islamic Republic of Iran prepared by the Planning and Budget Organization in 1996, the list of the main reasons for creating poverty in societies is as follows:

1- Low per capita income
2- Limited job opportunities
3- Low work and low labor productivity
4- Lack of human resource development
5- Limitation of access to production factors
6- Slow circulation of income transfers
7. Rapid population growth
8- Unfair distribution of income due to lack of proper tax system
9. Limited social security coverage

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In fact, poverty occurs in a society when a person or persons do not have a certain level of well-being, which according to the criteria of that society is considered the least reasonable. Thus, in a developing country, poverty may mean deprivation of facilities that are only necessary for life, while in a developed country, this phenomenon means deprivation of the conditions and facilities of a normal and special life of that country. "(11).

Poverty Indicators

Life is a multidimensional phenomenon that makes it impossible to measure it by single criteria, this life (in poverty or enjoyment) has signs and characteristics that can only be described and explained in the shadow of people's lives. Society, by eliminating social, economic discrimination and inequalities and providing appropriate livelihoods, for everyone in society, many psychological problems of society arise (12). To understand the lives of underdeveloped individuals and societies, using indicators such as: production system, consumption, nutrition, housing, employment, security, education, supportive and supportive programs, health and life expectancy, population, beliefs and traditions, income distribution, political freedom, economic rupture, low per capita income, etc. Needed (8).

The Relationship between Poverty and Human Personality

Human personality includes the physical, mental and behavioral characteristics of each individual that distinguishes him from other people. It also has a variety of aspects that must be matched and harmonious, otherwise weakness and weakness in one component affects other components. Therefore, it can be found that each person's personality is the result of interaction and interaction of environmental factors on the one hand, which includes: facilities, physiological constraints and hereditary structure, and on the other hand, potential abilities that are mainly the product of inheritance and flourish when there is a suitable environment for their growth and perfection, constraints also have a correlation with the individual's personality class, poverty and shortcomings can be weak. in a person to feel depressed (10).

Factors affecting mental health

All experts agree that mental health plays a fundamental role in the development of a single personality. It is impossible to imagine the rhythmic evolution of man without mental health. Undoubtedly, there are several factors that affect mental health, all of which are difficult to list. According to Chahan, some important models that examine the cause of mental disorders from different angles are: (13):

• The "medical model" emphasizes the role of various organ conditions that can affect brain action, lead to mental disorder.

• The "psychoanalysis model" in the first place focuses on stressful situations that, by causing anxiety, pose a threat to the individual. If a person is effectively compromised by an anxious situation, anxiety is eliminated, and if anxiety and tension persist, the person typically resorts to various defense mechanisms that affect mental health. This pattern gives great importance to the early experiences of a child in the family, suppressed by parental incorrect guidance.

• "Behavioral pattern" considers defective learning as a fundamental factor of mental disorder. Mental health – widely – is successfully influenced by failure to learn essential adaptive behaviors or failure to master social situations, it is undeniable that uncompromising behaviors such as most skills are learned from the environment.

• "Ontological-humanistic patterns" emphasize stopping or distorting a person's development as a fundamental factor that affects mental health. These patterns emphasize the reinforcement of motivation and formation (self)) in the individual. If one denies opportunities for individual growth and self-realization, he or she will experience anxiety, frustration and frustration, which will ultimately lead to his incompatibility. This pattern indicates that deviation from human nature, which is essentially facing monotheism and construction, causes uncompromising by unpleasant environmental conditions.

• The "interpersonal model" considers dissatisfaction with interpersonal relationships as the root of uncompromising behavior.

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(14) The Intercultural-Social Perspective emphasizes the pathological role of social conditions such as poverty, discrimination of different sects and violence, as important factors affecting the mental health of individuals in society.(14)

• **Ideal mental health criteria**

In the ideal criteria, a kind of commitment is made for tomorrow, the absence of some of these criteria in person is not a symptom of mental illness, but their existence complements mental and mental health. These criteria are more considered because it helps us to educate the individual, family and healthy society and educational affairs at the level of family, school and society.

Psychological Evolution: Professor Arasteh considers the ideal standard in psychological development as psychological development and considers perfect man as ideal and believes that the perfect man is a person who has the unity of action and opinion and brings the forces together and from the outside aspect his interests are uniform with the interests of society and his kind. Elsewhere, it adds that two conditions are required in the healthy living plan (8).

1. Providing material comfort

2-Providing psychological comfort

Society and Research Sample

In this study, the statistical population consists of all female high school students in Tabriz city and general health questionnaire (form 28 questions) is administered to them. In this study, random sampling is simple and, in this method, each member of the defined society has an equal and independent chance of being a member of the sample and selecting one member will not affect the selection of another member. In this research, because the issue of poverty is a sensitive subject and people usually have a deficiency in life, they are less likely to not cooperate and be damaged in the test results, so the questionnaires are distributed among students. And after the completeness of the questionnaires by the students, which lasts about 15 to 20 minutes, the questionnaires will be collected and in the next step, a list of school officials was asked in which the students were identified and in addition to the general health questionnaire, an option was included to include the students at that level of income and then interviewed the officials of the Relief Committee. In the field of income level of individuals and criteria of this center is done to determine poor families (and to determine the limits of absolute and relative poverty) and according to the mentioned criteria, students are divided into two groups of "poor" students (some covered and Some were selected based on income level, with incomes between 40 and 80 being considered as poor households by household) and "normal" (those who are economically relative in welfare) and finally divided into poor households. Surveys are performed.

The Method of Truth Card

The aim of this study was to investigate the relationship between family poverty and mental health of high school students by the following method: First, general health questionnaire 28 (GHQ) is distributed in eight high schools in the city and after completion, the questionnaire will be collected. Students are then divided into two groups: normal (students who are in relative well-being in terms of family economics) and poor students (people covered by the Relief committee and low income.). In the next step, the questionnaires will be scored based on the "Likert" scale (which will be described in the scoring section). And as will be mentioned: The general health questionnaire has four scales (physical dysfunction, anxiety, social dysfunction and depression) that: each of these four scales is scored separately for each individual. Then, the scores of each student in each group are obtained separately, then the mean of these scores is calculated from the following formula:

$\frac{\sum X}{N}$=X

In fact, the average of a central index or arithmetic average depends on the numerical value of each observation in the frequency distribution, in case of number change, the average value also changes.

Sample average = X

Total scores =∑X

Number of grades =N

√((∑X)/) = S

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Then, the standard deviation (a valid statistical index, called the second root or root, the squared mean deviation of the scores)) of each group is calculated separately from the opposite formula.

Standard deviation of sample = S

The total scores were 2 after they were separated. = ∑X^2

Variables

In the present study, poverty is considered as an independent variable that already exists and it is assumed that it will affect the dependent variable, i.e., mental health, which is measured by general health questionnaire 28 (GHQ).

Data collection tools: In this research, a 28-item form was used to collect information about public health journals. The General Health Questionnaire (G.H.Q-28) examines the mental state of the individual in the last month and includes symptoms such as abnormal thoughts and feelings and aspects of visible behaviors.

Results:

First hypothesis: There is a relationship between family poverty and physical functioning of students. In this study, the t-student test was used for two independent groups and according to the significant level (5%) for the tests of two domains, t has been calculated. Calculations about the comparison of visual dysfunction showed that the calculated t (4.04) was greater than the t table at the level of 05% (i.e., 1.96). (In addition, at alpha level (01%), it is also separate (2.57), so it is also meaningful at this level.)

Therefore, it can be said that the assumption of zero (HO) is rejected and the research (HI) is confirmed, so the difference between the averages compared is not due to the meeting and the difference between them is meaningful, so there is a significant difference between the individual functioning of "poor" (covered) and "normal" families.

Second hypothesis: There is a relationship between the poverty of the family in the middle of students' anxiety. Calculations of anxiety scale showed that the calculated t (6.49) was greater than the t table at the level of 05% (i.e., 1.96). (In addition, the alpha level (01%) is also t table (2.57), so the calculated t at this level also has a meaningful level.)

Therefore, it can be said that the zero assumption (HO) is rejected and the research assumption (HI) is confirmed, and as a result, the difference between the compared averages is not due to the meeting and the difference between them means that there is a significant difference between the anxiety level of the "poor" and "normal" families.

Third hypothesis: There is a relationship between family poverty and students' social functioning. Calculations of social functioning scale showed that the calculated t (6.16) was greater than the table t at the level of 05% (i.e., 1.96). Therefore, there was a significant difference between the compared averages. (In addition, at alpha level (01%) there is also table t (2.57), so the calculated t at this level is also significant.)

So, it can be said that the zero assumption (HO) is rejected. And the research assumption (HI) is confirmed and as a result, the difference between the compared averages is not due to luck and the difference between them is significant. As a result, there was a statistically significant difference between the level of social functioning of "poor" and "normal" families.

Hypothesis 4: There is a relationship between family poverty and depression level of students. Calculations of depression scale showed that the calculated t (9.54) was greater than the table t at the level of 05% (i.e. 1.96). Therefore, there was a significant difference between the averages. (In addition, at the alpha level (01%) it is also t table (2.57), so the calculated t at this level is also meaningful.)

So, it can be said that the zero assumption (HO) is rejected. And the research assumption (HI) is confirmed and as a result, the difference between the compared averages is not due to luck and the difference between them is significant. As a result, there was a statistically significant difference between depression levels in "poor" (covered) and "normal" families.

Discussion

The present study consists of 6 hypotheses in which the results are as follows:

First hypothesis: There is a significant relationship between family poverty and mental health of high school female students

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in Tabriz. Scores calculated for the poorer students group showed that about (0.07) had mental health, and the rest of the group, i.e., about (0.93) did not have mental health. So, it can be said that there is a positive relationship between family poverty and lack of mental health.

Table 1. analysis of hypotheses

hypothesis	group	mean	standard deviation	t calculated	Freedom degree	t in significance level (5%)
1	Poor students	6.47	6.7	4.04	174	1.96
	Normal students	3.95	2.48			
2	Poor students	8.4	4.18	6.49	174	1.96
	Normal students	4.68	3.03			
3	Poor students	8.44	3.47	6.16	174	1.96
	Normal students	5.9	2.53			
4	Poor students	9.7	5.55	9.54	174	1.96
	Normal students	3.18	3.65			

Second hypothesis: There is a difference between mental health of students in "poor" (covered and low-income) and "normal" families (who are economically relative in well-being). When overall mental health scores were calculated for both groups, it was observed that about (0.93) of the students in the normal group had mental health and a small percentage of them lacked mental health, which could be said to have a significant difference between the mental health of the two groups. So, most students from poor families suffer from a lack of mental health.

Third hypothesis: There is a relationship between family poverty and physical symptoms of high school students. After performing the calculations, when the physical function of the two groups of "normal" (economically relative welfare) and "poor" (covered and low-income) students were compared, the calculated t was greater than t table at the alpha level (0.05), so the research hypothesis is confirmed and the zero assumption, which indicates the randomness of the test results, is rejected and it can be said that there is a significant difference between the averages. There are two groups in terms of physical functioning. (As most of the scores of poor students group showed a high level of physical dysfunction.)

Hypothesis 4: There is a relationship between family poverty and anxiety level in high school female students. With the initial calculations about the anxiety level of the two groups, it seemed that there was no difference between the averages of the two groups, because the scores obtained for each member of the group showed a high level of anxiety. However, in the final survey (despite the low difference between the calculated scores) it was proved that there was a relationship between the level of anxiety of ordinary students (those who are economically well-off) and poor (covered and low-income) students. Because the calculated t is greater than the table t at the alpha level of 0.05. Therefore, the zero-rejection hypothesis

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and the research hypothesis are proved, and it can be said that the difference between the two groups in terms of anxiety level indicates a significant relationship, these results are consistent with Dashti Research (2020) (10) and Mohammad Salehi et al. (2017) (12).

Hypothesis 5: There is a relationship between family poverty and social functioning of female high school students. At the stage where the initial scores of social functioning of the two groups were calculated, approximately 50% of the normal students had a weakness in social functioning, but when the final calculations were performed, the difference between the comparison averages was significant. It can be said that since the calculated t is greater than the table t at the alpha level of 0.05, the research hypothesis is confirmed and as a result, the difference between the social functioning of poor and normal students is statistically significant (but this difference is less than the level of anxiety) and the poor group students on this scale have achieved high scores that indicate that their social functioning is poor (1).

Hypothesis 6: There is a relationship between family poverty and depression level of female high school students. The calculations also showed that most of the students in the poor (covered and low-income) group achieved high scores of this scale, while only 20% of the students in the normal group had depression (with low scores). And the statistics showed that the difference between the compared averages is significant, because the calculated t is greater than the table t at the alpha level (0.05), so the research hypothesis is confirmed and it can be said that there is a significant relationship between family poverty and students' depression level. And the difference between the averages obtained from this scale is greater than other scales. And the rate of depression in poor students is higher than Eddie's group, these results are consistent with emotional research (2020) (8) and Kerdegar (2017) (15).

Conclusion

The results showed that components such as limitations and poverty affect the mental health of students and play a role in depression, taste and creativity of students. Also, according to the findings of the study, poor students have poorer physical function than the normal sample of the society. As well as students suffering from financial shortages have higher levels of anxiety than their peers.

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