

Social health Needs in High School Female Students: Phenomenological Study

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Abstract

BACKGROUND: In countries like Iran in that most of the population consists of young people, designing and implementing comprehensive health programs targeted at young people must become a priority in national programs. More than half of high school students in Isfahan are female. Because of their more vulnerability, and their role in health of future generations, it is essential for health community to be aware of what they are experiencing about their health needs, and based on this awareness, designing and implementing accurate programs should be done in order to improve their health. This study was carried out with the aim to describe experienced health needs of female high school students.

METHODS: A phenomenological qualitative approach was used with participants chosen amongst the female high school students from five districts of Ministry of Education – in Isfahan. Purposeful sampling was adopted in the study and sample size was composed of a total of 15 participants selected and went until data saturation. Deep interviews were used through Straubert method.

RESULTS: From the findings of the interviews, 77 codes expressing participants' experiences were emerged. At the end these codes were categorized in 3 themes. As 1) school and school performance 2) social security 3) interactions with opposite sex.

CONCLUSIONS: Social interactions are crucial during adolescence and have great impact on students' health. In fact, female adolescents express and define their health according to their interactions and communications with the environment.

KEY WORDS: Social Health, adolescents, social interactions

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Human beings as a social creatures rely on others in some extent and the need to others is vital such as food and shelter ⁽¹⁾. Humans provide their necessities by group or society and they remove obstacles ⁽²⁾. Human is a member of one or more groups that are in every where. In fact, the main indicator of the society consists of social correlation among individuals ⁽³⁾. In other words, the necessity of social correlations is a part of human nature and these relations affect physical and spiritual health and life satisfaction in every age. The researches have also shown that the mortality in persons having less social correlations is 2-4 times more than others ⁽⁴⁾.

In adolescence period to achieve a complete perfection, it is necessary to come out adolescent from parents' authority and define an independent character for him/herself. Achieving such a progress needs a social correlation outside the family ⁽⁵⁾. Adolescents in healthy societies participate in organized activities, they undertake to their learning and are satisfied from school more than others ⁽⁶⁾. They seek suitable chances to examine new roles and the society provides this possibility for them till they could learn how to act in their world and affect environment ⁽⁷⁾. In fact, the quality of social correlations predicts the public health, mortality, psychological disorders and stress adaptation ⁽⁸⁾.

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As adults believe that adolescents are not interested in their qualified spent time and organized activities, the findings have shown the opposite (7). Researches showed that understanding him/herself, adolescents' values and skills would be affected by their social correlations. In this case, females are more affected by networks and social correlations than males (8). The number of students and the complexity of their health needs are increasing, so getting more information about their issues and special problems, identifying their needs and desires is fundamental. For this reason, nowadays focus is on identification of students needs and presentation of cares in schools of developed Countries (9,10).

Adolescents often have different health views and priorities, and the identified plans for them will be accepted by them only when their views and desires are considered in these plans (11). Therefore, noticing the importance of adolescents participation in needs identification purpose and their health, we carried out a study with the purpose of "Description of experienced social health needs in high school female students" and tried to achieve the answer of this question that "How do high school female students describe their social health needs"?

Methods

This study was carried out by using a qualitative approach. Qualitative studies are based on this assumption that getting knowledge about humans without describing the life experiences as they have been experienced is something impossible (12). Qualitative research methods based on deductive philosophy and inductive reasoning (13) provide a rich description and deep perception of phenomenon and human experiences (14). Therefore, in present research, qualitative and phenomenological methods have been used, because the purposes of these studies are clarification and precise description of the structure and the essence of the experienced phenomenon through analysis of participants' life experiences (12,13,15). Data sources in this research

were female students studying in high schools of Isfahan city. The criteria of accepting data sources were: educating occupancy at female high schools of Isfahan city, interesting to participate in the research and the ability to cite the data and be healthy during data collection. To select better persons from data sight to study the phenomenon, purposeful sampling method was used. Sample size was composed of a total of 15 participants selected and went until data saturation, studied units have been certified that their secrets would be hidden and recorded tape would be erased after writing on the paper. Data were collected through deep interview and open-unorganized questions. The duration of each interview was 25-85 minutes which was changeable based on the time of the classes and participants' patience and tolerance. The continuations of some interviews were postponed to another session for limited time at schools. All interviews were recorded and transferred on the paper. After analyzing the findings, the texts of the interviews were shown to the participants to determine the accuracy of the research, and after confirming the interpretations and doing necessary changes, we referred to another participant. Besides referring to participants, findings analysis process was carried out in our group to determine the accuracy and resistance of the research. Moreover, to increase transferring capacity of findings to similar situations and groups, participants of the five domains of different courses and grades were used. Findings analysis was carried out by ten stages of "straw Bert" methods.

The research findings were classified in 77 codes, 7 groups and 3 themes as following; 1) school and school performance, 2) social security, 3) interactions with opposite sex. School and school performance theme included of interaction with teachers, advisers, school responsible, friends, classmates and school performance.

Results

15 high school female students participated in this study. Participants were from the fire

domains of education. 9 persons from domain 1, 2 and 3 persons from each domain 2 and 4 persons from domain 4 and 5 respectively participated in this study. The participants were in age ranges of 15-18 years. 4 persons from grade 1 at high school, 3 persons from grade 3 of experimental course, 2 persons from grade 2 of mathematic course, 2 persons from pre-university level, 1 person from grade 2 of literature course, 1 person from grade 3 of literature course, 1 person from grade 3 of mathematic of course and 1 from grade 2 of experimental course participated. In view of birth order, 2 students were the first child, 3 were the second, 4 were the third, 3 were the forth and 3 were the sixth child.

The research participants in the subject of school performance have mentioned some experiences such as non-concentration of senses, having no interest in studying, falling in school performance, worrying resulted from no understanding of some lessons, falling in school performance for sickness, no learning resulted from fatigue of exams, sense of disability in promoting school situation, sense of need to promote school situation, no satisfaction of school situation, disability in precise lesson planning.

In case of interaction with the persons in charge of school, they have mentioned some experiences such as the sincerity of school responsible persons with students especially the disgust of the school responsible persons, characters, dissatisfaction of school responsible persons, contact, rending and dishonoring guilty students by assistant superintendent of school in front of other students, bad contact with guilty students, giving no opportunity to compensate the mistakes, dissatisfaction of quick expelling of guilty students, severity of assistant superintendent and persuading doubtful students out of the school, detecting students, instruments by assist and superintendent. In the case of the interaction with adviser some experiences could be mentioned like distrust of school advisors, considering a person in special group and speak to her in that level, no perception of words by advisor,

the necessity of using informed advisors in adolescents psychology, tendency to be reinforced spiritually by advisor, listening to advisor's word after affected by her behavior, unreliability and decertification of school advisor. In the theme of interaction with teachers, the participants' experiences involved stress of the teacher, creating no interest in studying by the teacher in students, no consideration of students' problems by the teacher, swear of teacher at students, debasing students and considering no values for them.

In case of the interaction with friends and classmates, they have mentioned such experiences; severe dependence on friend, intemperance in citing internal feelings to friend, despised by coeval group for simple wearing, bad feelings for cursing of classmates, instability and profitability of friendship, pessimism to friendship at high school, the need to be liked by classmates, affecting by friends' humor behaviors, consulting with friends and giving the better solution from her.

Some examples of the participants' talks are: participant number 9: "I have had falling in my studying from grade 3 at guidance school ... it affected greatly on my mind ... I tried to release myself but it was impossible ... I studied more and tried hard but nothing ..." participant number 8: "The teacher despise the students, if a student did not study, she would despise her. The teachers do not consider all the students equally, it should not be so. I pity for despised student, I go and console her ..."; Participant number 15: "I do not use to intimate with somebody- intimate friends try to stroke in some how - even the best friends may be the worst one ... I think that friendships at high school is not resistant" ...

The other group was extracted from the participants' experiences of social security. In this field, the participants have cited some experiences such as worrying of existing street obtrude, do not speak about street obtrude with family for fearing of the struggle by the brother, feeling fear of street obtrude and confronting women having moral problems in society. As an example, participant 7 cites:

"because my brother is a mischief person and struggle with others, I said nothing about street obtrude but I fear much. He offends me but I could not say anything to my parents." The last extracted category of participants' experiences involves interaction with opposite sex. In this field, they have mentioned some experiences such as, distrust on opposite sex, fall in love with opposite sex very soon, a great tendency to make friendship with opposite sex, disability of the same sex to provide emotional needs, avoid making a contact with opposite sex. For example, participant 2 states that "sometimes I want to have a contact with opposite sex ... I feel a need that my homo-sex can not provide it ... I feel an emotional shortage that my friend can not remove it".

Discussion

According to the findings of the research, high school female students experience social health needs in three category; a category named school performance. Bowen and Patton state that school is one of the social units in which adolescents spend a great deal of their useful times there and they discover their interests and skills via interaction with adults and coeval and they will prepare for their adult roles ^(16,17). Wilson has also cited that some school duties are emphasis on school success, positive communication between students and teachers, respect to all members of school society ⁽¹⁸⁾. The obtained results of the research showed that the participants have experienced some level of inefficiency and falling in school performance. In this field, walker brings up that the low school performance is a main problem in many developing countries ⁽¹⁹⁾. Bear have also propounded that synchronization of adolescence with puberty results in some problems in this period such as decrease in school motivation, decrease in school interest and the sense of self negativism ⁽²⁰⁾.

The findings of this study illustrated some experiences based on existing difficulties in interaction with the teachers. In this case, Bear has also carried out a research on adolescents

and reported that the students did not consider the teachers as their supporters and intimate friends ⁽²⁰⁾. Save also said that the support of the teachers has a strong relation with the spiritual health of the students and it promotes their self-confidence and self-evaluation, as the lack of it has negative effects on positive progress of "self - concept". It may be followed by some behaviors in students like despising banishing, sever authorizing, speaking ironically and some disciplinary devices based on threat and fear such as emotional misbehaviors that have psychological effects like fear, stress, shame and isolation in students ⁽²¹⁾. Another result obtained from this research was the interaction with friends and classmates as it was mentioned. About this subject Ueno writes: "During adolescence, the persons depart from their family gradually and communicate with their family gradually and communicate with their intimate and coeval friends, so they connect to a bigger society ⁽²²⁾."

Gembeck has also stated that close communications with coevals especially homogeneous is vital to reach independence and create characteristic, because via these communications people can learn how to compare their ideas and decisions with their coevals. Positive correlations with coevals in adolescence period have a direct relation with positive performances in adult period and lack of it will be followed by serious social and emotional problems. Especially, having no friend and banishing by friends will be accompanied with corresponding problems such as school falling, irregular behaviors and psychological disorders ⁽²³⁾. In Graetz's and his colleagues view, the supportive manner of family members differs from friends. The family supports concentrate on different aspects of adolescent's daily life but friend's supports focus on cooperation of experiences related to growth ⁽²⁴⁾. Another field of discussion in this research is interaction with opposite sex. Wong propound that the interest making relationship with opposite sex has a new importance during adolescence ⁽⁵⁾.

Zimmer Gembeck has also reported that adolescents spend most of their free times

with opposite sex in 13 years old, 75 percent in 15 years and 100 percent in 18 years old. Qualitative studies on adolescents have shown that these correlations are stressful; moreover failure will be experienced repeatedly in these correlations that can stimulate depressive disorder ⁽²³⁾.

In fact, female adolescents interpret their health in form of their interactions and correlations with environment. After parents, school personnel have an important role for adolescent and the quality of interaction between students and school personnel affects students' health as insufficient support and correlation result in disorder in school performance that this problem will be followed by sense of incapability and these schools provide the interactive problems affect on adolescent health. School provides the interactive opportunities with teachers, in charge

persons and coevals. These interactions prepare the social interaction need of the person and cause achieving the sense of value. Gained experiences at school greatly affect persons' health and life. Therefore it is suggested that to obtain such a positive occurrence and preventing adolescents' suffering, school personnel acknowledge necessary information, face adolescents' problems with open sight and accept to make friendly communication with them. It is essential for school personnel, families and society to gain sufficient training about changes in this period and how to face with them and the students special needs.

So, according to the research findings and other performed studies we can conclude that social interactions have a special importance during adolescent and have a close relation with adolescents' health.

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