



A Comparative Study Of Mental Health At The Senior Secondary School Level

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Abstract -In the presented research paper, the mental health of students studying at secondary level has been studied. Research hypotheses have been formulated to fulfill the objective of the study. In the presented research paper, 200 students of class 11th have been from Kashipur city of Udham Singh Nagar district have been included in the sample. The present study concerns with finding out the A Comparative study of mental health at the senior secondary level researcher has used descriptive survey method. The instrument developed by Dr. Sushma Talesara and Dr. Akhtar Bano has been used to measure mental health. known from the result that there is no significant correlation between family environment with the mental health of students studying at the government school. There is no significant difference between the mental health of students studying in government and non-government schools. there is no significant difference between the mental health of students studying in government and non-government schools.

Key words : Mental Health, Senior Secondary

Introduction - Human development is based on education. It advances, civilizes, and makes life meaningful for man. In fact, education is the light that enables people to progress by developing and disciplining their inner powers, bringing desired changes in behavior, removing the darkness of ignorance in their conscience and life, and spreading knowledge. Man acquires knowledge and discernment about right and wrong through education. A child's physical, mental, intellectual, moral, and spiritual development as well as their ability to fit in with society are all facilitated by the educational process. His character is developed, and via education, the empirical knowledge, traditions, customs, and cultural legacy that that community and country have accumulated over the years are passed on to the following generation. Education is the growth of a person's intellect, character, and mental abilities. The purpose of education is to educate the skill of life as well as to acquire knowledge from books. It serves as the cornerstone of each community and is crucial to both social and personal growth. The goal of education is to instill moral principles in pupils and help them become financially independent, not to force our desires or expectations

on others. The family is where education starts. Children's education is greatly influenced by both parents and instructors. Parents play a role in achieving the goal of the child's education and after getting admission in school, the child receives education from his school books, teachers and school environment. Parents are too busy trying to make money to take the time or be patient enough to listen to their children's questions and concerns. Under such conditions, who will pay attention to the children? Children don't always get to spend time with their parents because of time constraints or ignorance. This causes the child to become agitated and mentally sick, which hinders his academic progress and performance. To put it simply, mental health refers to the state of being associated with the mind or psyche. In this sense, physical health refers to the appropriate growth and development of the body's components as well as their appropriate functioning, maintenance, and well-being. In the same context, mental health also talks about the proper development of mental powers and all kinds of care, measures and behavior necessary to make the mind healthy and happy. Mental health is defined as "Healthiness, completeness or wholeness of the mind" in the Education Dictionary edited by Carter V. Good (1959, p. 236). In this context, the goal of mental health is to make the mind complete and healthy so that a person can live a happy and joyful life by avoiding mental afflictions. It might be helpful to cite some well-known definitions provided by academics here in order to provide additional insight into the nature of mental health and its objectives.

Objectives of the study-

1. To do a comparative study of the mental health of students studying in government and non-government schools at the secondary level.
2. To do a comparative study of the mental health of boys students studying in government and non-government schools at the secondary level.
3. To do a comparative study of the mental health of girls students studying in government and non-government schools at the secondary level.

Hypotheses of the study-

1. There is no significant difference between the mental health of students studying in government and non-government schools at the secondary level.
2. There is no significant difference between the mental health of boys students studying in government and non-government schools at the secondary level.
3. There is no significant difference between the mental health of girls students studying in government and non-government schools at the secondary level.

Study Methodology - The present research work concerns with finding out the A Comparative study of mental health at the senior secondary level researcher has used descriptive survey method.

Population – In the presented research work, students in senior secondary level schools of Udham Singh Nagar district have been included in the population.

Sample - Under the sampling process, the researcher selected 200 students (100 Boys or 100 Girls) senior secondary levels schools.

Research Tool - The instrument developed by Dr. Sushma Talesara and Dr. Akhtar Bano has been used to measure mental health.

Table 1

comparative study of government and non-government schools students at secondary level

Variables	N	M	S.D.	t-test (df=198)	result
Govt	100	178.98	14.53	1.07	no significant
Non-govt	100	180.83	13.89		

It is clear from the above table that govt students mean=178.98, s.d.=14.53 and non-govt mean =180.83, s.d.= 13.89. The t value between the two groups is 1.07 which was found to be a non-significant difference at the significance level of 0.05. Hence, the hypothesis that there is no significant difference between the mental health of students studying in government and non-government schools at the higher secondary level is completely accepted.

Table – 2

comparative study of government boys and non-government boys schools students at secondary level

Variables	N	M	S.D.	t-test (df=48)	result
Govt boys	50	176.86	14.70	1.62	no significant
Non-govt boys	50	181.28	12.58		

It is clear from the above table that govt boys mean =176.86, s.d.=14.70 and non-govt boys mean = 181.28, s.d. =12.58. The T value between the two groups is 1.62 which was found to be a significant difference at the significance level of 0.05. Hence, the hypothesis that there is no significant difference between the

mental health of girl students studying in government and non-government schools at the higher secondary level is completely accepted.

Table – 3

comparative study of government girls and non-government girls schools students at secondary level

Variables	N	M	S.D.	t-test (df=48)	result
Govt girls	50	180.52	14.66	0.046	no significant
Non-govt girls	50	180.38	15.21		

It is clear from the above table that govt girls mean =180.52, s.d.=14.66 and non-govt mean = 180.38, s.d. =15.21. The T value between the two groups is 0.046 which is a significant difference at the significance level of 0.05. Hence, the hypothesis that there is no significant difference between the mental health of students studying in government and non-government schools at the higher secondary level is completely accepted.

Conclusion -

It is clear from the above table that the t value between the two groups was 1.07 which was found to be a non-significant difference at the significance level of 0.05. Hence, the hypothesis that there is no significant difference between the mental health of students studying in government and non-government schools at the higher secondary level is completely accepted.

- It is clear from the t value between the two groups was 1.62 which was found to be a significant difference at the significance level of 0.05. Hence, that there is no significant difference between the mental health of girl students studying in government and non-government schools at the higher secondary level.
- It is clear from the t value between the two groups was 0.046 which is a significant difference at the significance level of 0.05 Hence, that there is no significant difference between the mental health of students studying in government and non-government schools.
- It is clear from the govt girls mean =180.52, s.d.=14.66 and non-govt mean = 180.38, S.d. =15.21. The T value between the two groups is 0.046 which is a significant difference at the significance level of 0.05. Hence, that there is no significant difference between the mental health of students studying in government and non-government schools.

Educational Implications

- Students can invest in their personal health and give their peers more understanding and support by putting more emphasis on mental health through education.
- Counseling services and mental health awareness should be promoted in schools.
- Rather than focusing just on academic pressure, parents and educators should provide emotional support.
- Stress can be decreased by promoting hobbies, physical activity, and constructive social relationships. Students can effectively manage pressure by learning coping mechanisms and time management techniques.
- Education aids in comprehending the issues surrounding mental health issues that impact individuals both directly and indirectly.

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