ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

A Comparative Analysis of Selected Psychological Variables between Government and Private School Students of Almora District

***Mr. Deepak Singh Bisht**

****Dr. Usha Tiwari**

[*]Research Scholar, Department of Physical Education, Banasthali Vidyapith, Rajasthan, India.

[**] Associate Professor, Department of Physical Education, Central University of South Bihar, India.

Correspondence: sporty07deepak@gmail.com

ABSTRACT

The objective of the present investigation was to study the mental health and risk taking ability between the government and private school students of District Almora (UK). A total number of 60 school students (30 boys from government and 30 from private school) of Almora district were included as samples for the motive of the study by using stratified random sampling technique. The age group of selected samples were 14-19 years (teenagers).

All the subjects were tested on the psychological variables i.e., mental health and risk taking ability. Mental health of the subjects were measured by utilizing Mental Health Battery (MHB) by A.K Singh & A.S Gupta, (2017). To measure the Risk Taking Ability of the subjects, V Sinha & P N Arora's (1982) Risk Taking Questionnaire (RTQ) was used.

Independent 't' test was applied to find out the significant difference between the government and private school students of District Almora (UK) on mental health and risk taking ability. To test the hypothesis, the level of significance was fixed at 0.05 level.

From the findings of data, it is concluded that significant difference was found between the government and private school students on mental health and risk taking ability.

Keywords: risk taking ability, mental health, school students, boys, questionnaire and SPSS.

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

INTRODUCTION:

"Happiness is the highest form of health".

For any type of education, healthy mind is the primary need. Good mental health plays a major part in learning and understanding the dimensions of education & life. Good mental health not only enhance our learning process but also helps in all round development of the human body. Sound Mental health of adolescents is not inbuilt but acquired. Mental health or wellness is just an important for everyone.

Anyone can suffer from mental health illness. It's not a sign of weakness or ill health. Even those whom you perceive as strong are not immune from mental health problems. Its cause can differ from person to person and a lot of factors should be taken into consideration to determine the problem i.e. biological, psychological socio cultural etc. we have consistently check ourselves and others it requires effort to mentally healthy.

"Mental Health is a condition, subject to fluctuations due to biological and social factors, which enables individual to achieve a satisfactory synthesis of his own potential conflicting, instinctive drives, to form and maintain harmonious relations with others; and to participate in constructive changes in his social and physical environment" **(WHO, 1951).**

Mental health conditions of the adolescents lowers the self-esteem, lower academic performance and also lowers the economic potential of the young people. Although schools make best possible efforts to raise the abilities and capabilities of the children, but it is very difficult to achieve all round development of an individual's personality.

At this stage, established behaviour patterns of the adolescents have long lasting effects on the mental health and wellbeing that might be negative or positive. "At the global level, it is estimated that approx. 20% of youth experiences mental health problems each year. Adolescents bears a greatest risk of mental-health conditions during their transition stage i.e. from Childhood to Adulthood" **(Kessler & others, 2005).**

Mental health of individual is the major factor which influences the education products as well as it is a key for success in all spheres of the life.

Either human or animal, we all take risks in our daily life to fulfill desired demands and sometimes our actions might have undesirable and unpleasant results. In another definition when a person involves himself to a condition where he is pretty much aware of the failure or success that he can achieve is known as

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

risk taking **(Chaubey, 1974).**Our teenage students love to take risk in their students life and they least bothered about the outcome of their actions

"Risk taking is the multidimensional concept and many variables play a part to engage in risk taking behaviour. A holistic approach of risk taking behaviour should be beep in mind to understand engagement of a person in risk taking by incorporating theories of motivation, personality, emotionality, neurobiology, as well as situational, societal and evolutionary contributors" **(Yates, 1992 and Trimpop, 1994).**

A healthy individual not only requires physical healthiness but also requires mental healthiness. Present age is the age of competition, which causes mental illness and tension in the minds of the young generation. The modern concept of health requires efficient mind and controlled emotions.

Review of literature:

A number of researches have been conducted in around the world to find out the causes that effect on student's risk taking ability and mental health.

A study has conducted to analysis the relation of regular exercise with depression, personality and anxiety with respect of age and gender, and result speaks that regular exercise was effecting personality and mental health. It also revealed that regular exercise pushes to sound mental health with high extroversion personality. The differences were modest in size, but extremely constant over age and gender **(De Moor et al., 2006).**

A study has conducted to observe the mental health between the school students. He selected 400 adolescents (boys & girls) as samples from kaithal and kurukshetra district by adopting stratified random sampling method and, used mental health battery of A.K. Singh & A.S. Gupta's to test mental health status of the students.

The range of age was 15-19 years. Independent 't' test was adopted for analyzing the data. After analysis the data, it concluded that significant differences found between the boys and girls on mental health **(Kumar, 2016).**

In Another study, result indicates that, significant correlation exists between mental health and academic achievement of students (high school). Beside this, found positive correlation of mental health of students with their educational, academic achievement and parents' occupational status **(Anand, 1989).**

Study shown that there is a positive correlation between risk taking behavior and emotional intelligence of adolescent's boys of palampur, however girls refute the result. Result revealed that

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

students having average and low emotional intelligence are showing no risk taking behavior, whereas high emotional intelligence students seems to be high risk takers in learning environment **(Joshi, 2013).**

Another study shows that generally, it appears that adolescent engagement in risk taking behavior is precisely influenced by parental warmth, parenting practices, monitoring & knowledge of behaviors, openness of relationship **(Boyer, 2006).**

Objective: The objectives of the research were -

a. To compare the mental health between the government and private school students.
b. To compare the risk taking ability between the government and private school students.

Hypothesis: The hypothesis of the research were -

H_{o1}: There would be no significant difference between the government and private school students (boy) of Almora district on mental health variable.

H_{o2}: There would be no significant difference between the government and private school students (boy) of Almora district on risk taking ability variable.

METHODOLOGY:

This part consists of selection of subjects, variables and selection of tests used to assess the variables.

Selection of subjects:

In the present study, 60 school students (30 boys of government and 30 boys from private school) were selected as samples for the purpose of the study, by using stratified random sampling technique, from almora district of Uttarakhand. The samples age were ranged from 14-19 years (teenagers).

Selection of Variables:

- **Independent variable:** Government and private school students (boys).
- **Dependent variables:** Mental Health & Risk Taking Ability.

Assessment Tools: The following test items were selected to measure the psychological variables.

I. **Mental Health Battery (MHB; A.K Singh & A.S Gupta, 2017):** The MHB consists of 130 statements and evaluates six areas of mental health i.e. Emotional Stability (ES), Overall adjustment (OA), Autonomy (AY), Security-Insecurity (SI), Self-concept (SC) and Intelligence (IG).Participants need to answer either 'yes' or 'no'. If answer is correct, one point and zero score for wrong answer, as per scoring key.

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

Parts of MHB	Area	Total no test items	Test-retest reliability	Odd-even reliability	Concurrent / Construct validity
I	**ES**	15	.876	.725	.673
II	**OA**	40	.821	.871	.704
III	**AY**	15	.767	.812	.681 (Construct validity)
IV	**SI**	15	.826	.829	.821
V	**SC**	15	.786	.861	.601 (Construct validity)
VI	**IG**	30	.823	.792	.823

*P<.01

II. **Risk Taking Questionnaire (RTQ;V Sinha & P N Arora, 1982):** The RTQ consists of 40 items and evaluates 08 (eight) areas of risk taking ability i.e. Hills (A), Space (B), Sea (C), Commercial trades (D), Police and intelligence services (E), Fire (F), Professional trades (G) and Military services (H).The answering of RTQ is based on a 05 point scale. The participants are asked only to tick the learning category liked by him. Every item is to be ticked out. Reliability of a whole sample was computed to be 0.785 (P>0.01) while the reliability of adolescent group was computed to be 0.79 (P>0.01). The test has been validated. The concurrent validity of the risk taking questionnaire is (-) 0.82 for risk takers and (-) 0.542 for non-risk takers.

Procedure: before collecting the data, the subjects were assembled at one place and informed about the motive, procedure and possible risks of the research study. The requisite consent and approval was obtained from all the participants. The prescribed tests were explained to the subjects so that they would be the familiar with the tests and procedure. The study was administered and carried almost 60 minutes to accomplish.

The participants with injury, disease, sick or ill health were excluded from the study. Participants were not paid for sharing their views and we expressed our heartfelt gratitude for their sincere involvement, after accomplishment of the study.

Statistical analysis: In order to find the statistical results, SPSS version 24.0 was employed. Mean and SD (standard deviation) was computed as descriptive statistics. Independent ‘t’ test was employed to reveal the mean differentiation of mental health and risk taking ability between the groups, and for testing the hypothesis, the significance level was fixed, at 0.05 level.

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

RESULTS & DISCUSSION:

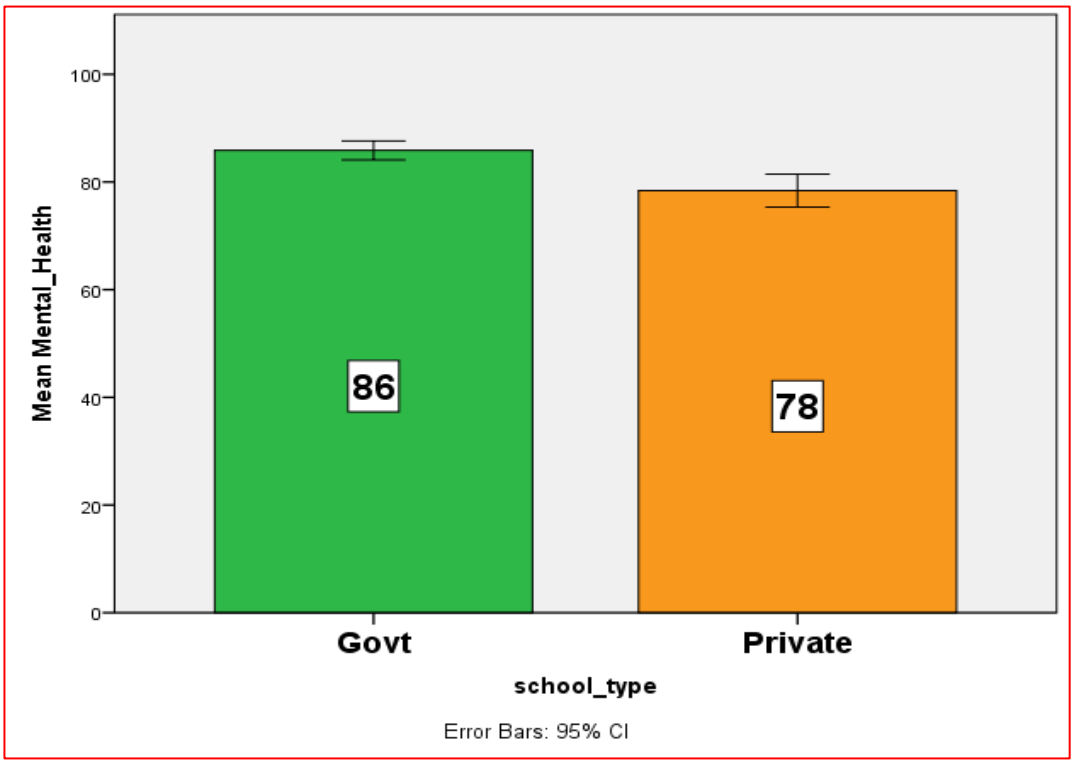
The descriptive analysis of the data shows, mean, SD, mean differences and 't' value on selected psychological variables between the Government & private school students. The outcomes of this research are displayed in the below mentioned tables.

Table-1: Descriptive statistics of mental health between the students (Boys).

S.No	Variable	Group (School type)	N	Mean Scores	S.D	M.D	t-value	p-value
1.	Mental Health	Govt.	30	85.87	4.70	7.467	4.314	0.000
		Private	30	78.40	8.23			

*** Significant at .05 level. 't' 0.05 (58) = 2.000**

Graph-1: Graphical representation of mental health between the students (Boys).



It is observed from the **Table & graph no-1** that there is a significant discrepancy appears between the boys of government and private school students on mental health variable, as the calculated "t"

 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

value i.e. 4.314 is higher than tabulated "t" value (2.000), at .05 level of confidence (4.314 > 2.000). Thus, the null hypothesis is refused in support of the alternative hypothesis.

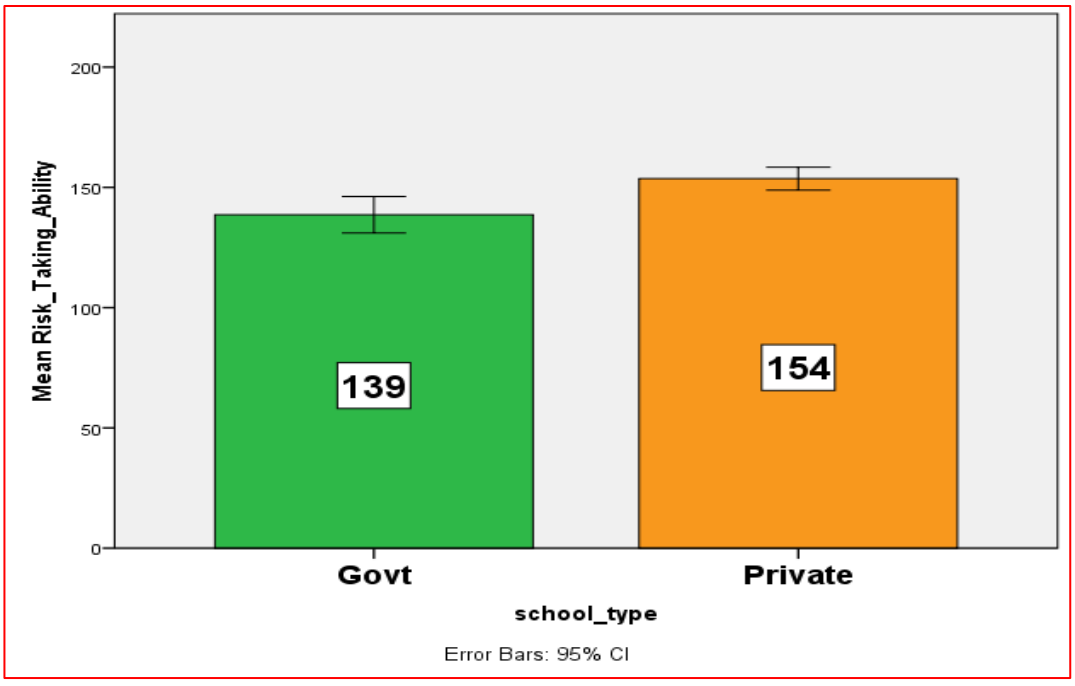
Therefore, it is confirmed that statistically significant difference exists between the boys of government and private school students on 'mental health' variable. Government school students are significantly superior in mental health as compared to private school students.

Table-2: Descriptive statistics of risk taking ability between the students (Boys).

S.No	Variable	Group (School type)	N	Mean Scores	S.D	M.D	t-value	p-value
2.	Risk Taking Ability	Govt.	30	138.63	20.36	-15.000	-3.421	0.001
		Private	30	153.63	12.73			

*** Significant at .05 level. 't' 0.05 (58) = 2.000**

Graph-2: Graphical representation of risk taking ability between the students (Boys).



 Copyright © 2020 Authors

ISSN: 2278-4632
Vol-10 Issue-6 No. 11 June 2020

It is observed from the **Table & graph no-2** that there is a significant discrepancy appears between the boys of government and private school students on risk taking ability variable, as the calculated "t" value i.e. -3.421 is higher than tabulated "t" value (2.000), at 0.05 level of confidence (-3.421 > 2.000). Thus, the null hypothesis is refused in support of the alternative hypothesis.

Therefore, it is confirmed that statistically significant difference exists between the boys of government and private school students on risk taking ability variable. Private school students are significantly better in risk taking ability (high risk takers) as compared to government school students.

CONCLUSION:

On the support of the outcomes, acquired from the present empirical investigation, it is concluded that there is a statistically significant differences exists between the boys of Government and private school students on the selected psychological variables i.e. 'mental health' and 'risk taking ability' of almora district (UK).

It shows that Government school students are mentally stronger and healthier than the private school students. On the contrary, Private school students are better and dominating in risk taking ability (preferably risk takers) than the government school students.

Furthermore, it can be said that differences in psychological variables between the boys of Government and private school students may be due to their home & educational environment, food habits, active involvement in physical activities and yogic exercises, daily lifestyle, and anthropometrical structures of students.

Therefore, the family, school and society should provide a healthy environment to the students.

REFERENCES:

- Anand, S.P. (1989). Mental Health of High School Students. *Indian Educational Review (IER)*, Vol.24 (2), pp.14-24.
- Boyer, T.W. (2006). The Development of Risk-Taking: A Multi-Perspective Review. *Development Review*, 26: pp.291-345.
- Chaubey, N.P. (1974). *Motivational Dimensions of Rural Development: A Study of Risk-Taking, Risk Avoidance and Fear of Failure in Villagers*, Allahabad: Chaitanya Publishing House.
- De Moor, M.H.M., Beem, A.L., Stubbe, J.H., Boomsma, D.I. and De Geus, E.J.C. (2006). Regular exercise, anxiety, depression and personality: A population – based study. *Prevention Medicine*, 42, 273-279.
- Chauhan, S.S. (2007). *Advanced Educational Psychology*, New Delhi: Vikas Publishing House.

 Copyright © 2020 Authors

- Joshi, S.R. (2013). A Study of Risk Taking Behavior of Adolescent Students in Relation to Emotional Intelligence. *International Journal for Research in Education*, 2(5), 33-36.
- Kessler, R., Berglund, P., Demler, O., Jin, R. and Walters, E.E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Co morbidity Survey Replication. *Archive of General Psychiatry*, 62: 593-602.
- Kumar, Sandeep. (2016). A Study of Mental Health Status of School Going Adolescents of Haryana. *International Journal of Multidisciplinary Research and Development*, Volume 3; Issue 4; Page No. 404-407.
- Singh, A.K. and Gupta, A.S. (1971) *Manual for Mental Health Battery (MHB)*, Agra: National Psychology Corporation.
- Sinha, V. and Arora, P. N. (1982) *Risk Taking Questionnaire (RTQ)*, Agra: National Psychological Corporation.
- Trimpop, R.M. (1994). *The psychology of risk taking behaviour (1st Ed.).* Netherland: Elsevier Science, B.V. Publication.
- World Health Organization (1951). Expert Committee on Mental Health. *First International Conference Report of the second session, WHO technical report series*, Geneva, Switzerland, no.31, pp.49.
- Yates, F.J. (Ed.). (1992). *Risk taking behaviour.* Chichester: John Wiley & Sons

 Copyright © 2020 Authors