

A Study Of Government And Private Educational Institutions Student's Mental Health And Academic Stress

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Cite this paper as: Rambabu P, Dr. J. M. Asgarali Patel, (2025) A Study Of Government And Private Educational Institutions Student's Mental Health And Academic Stress. *Journal of Neonatal Surgery*, 14 (8s), 384-388.

ABSTRACT

This study investigates the mental health and academic stress of students from government and private educational institutions. A total of 257 students participated in the research, providing a robust sample size for analysis. An independent samples t-test was employed to compare the mental health outcomes between the two groups. Mental health is a pressing concern among students, with institutions playing a crucial role in shaping their well-being. Findings indicate that government institute students have low mental health and high academic stress, and it is also found that private college students have high mental health and low academic stress. and some extraneous variables can play a role in their mental health, but in this study, the focus is just on the mental health and academic stress of the educational institutes which they study.

Keywords: Mental health, educational institutes, well-being and academic stress

1. INTRODUCTION

Mental health constitutes a fundamental human right. Moreover, it is invaluable for socioeconomic development. It is essential for communal cohesion and crucial for personal growth. Furthermore, mental health indicates more than just the absence of mental illness. (P R. , 2024). Mental health refers to the state of an individual's psychological, emotional, and social well-being, an aspect that is crucial for the general health of people, especially those in school. In the last few years, teachers, legislators and mental health specialists have increasingly begun to attend to their emotional needs. It is true there are certain pressures and demands that learners attending all kinds of learning institutions face and these have destructive impacts on one's psychological well-being. Over the years, private education institutions have been characterized by big resource endowment, Stiff competition, high integrity and quality standards. Yet, these factors are effective for fostering people and support accomplishment while learning, the very same elements might also enhance students' stress and anxiety levels. Cohort being pressured by parents and instructors to perform well academically, and, besides, participate in various activities, stress is inherent in many learners. Autonomous institutions, as far as education is concerned, are different in as much as they face different problems and often have a more diverse students' population. The present study aims to distinguish the experiences of students with regard to their mental health according to the type of educational establishment they attend – government or private. For precise development of the kind of intercession and support structures required in both types of establishments to meet the particular requirements of students, these divergences must be understood. Thus, the negative impacts of academic stress could be minimized and a positive approach towards the students and their achievements could be installed by the legislative bodies and the educators by simply spreading awareness about the mental health issues and providing enough Facilities to deal with it.

As noted earlier, academic stress is a typical theme observed among students regardless of the type and level of education coupled with the fact that the impact of academic stress possibly might vary depending on the type of educational institution: public or private. This defines the stress that students go through physically, mentally and emotionally due to the conditions created by the academic environment. These are some of the things that cause this stress such as high grades, competitiveness

and the demands of having to balance between school work, other activities and family. A number of students often find themselves in systems with high academic expectations and high value placed on achievement in private schools. Some of the features are; small class sizes, so much availability of resources, co-curricular activities that promote learning and achievements among others. However, as students try to be compatible to the goal in their quest to be what the society want, this place comes with a lot of pressure, which is definitely stressful at times. Students in the government educational institutions on the other hand, struggle with different issues that compound academic pressure. Some of the disadvantages include; the schools accommodate larger classes thus increasing the number of students in each class, lack of one on one teaching, and inadequate allocation of funds, all of which has impacts on students' performance and levels of stress. Further, learners attending public schools are under pressure due to several factors such as inequality in socioeconomic status, inability to access mental health services, and external pressures such stress coming from their neighbourhoods because of violence. These aspects come together to create an aggravating learning environment in which students are faced with pressures from the outside world that immune on the performances as well as responsibility of academics. The following should be understood since developing specific solutions to the causes of academic stress requires understanding the numerous triggers in public and private educational institutions. Practical ways of caring and separating school stress from healthy childhood may be implemented by educators and legislators together with paying attention to specific needs of children in every environment. This strategy is required to ensure that every learner, regardless of the manner of schooling that he or she receives, can achieve his or her educational potential to the utmost while protecting his or her sanity.

Objectives

1. To assess the Mental Health of college students in relation to their educational institution
2. To investigate the Academic stress of college students in relation to their educational institution
3. To explore the relationship between Mental health and academic stress

Hypotheses

1. There will be no significant difference in mental health among college students based on their educational institute.
2. There will be no significant difference in academic stress among college students based on their educational institute.
3. There will be no significant relationship between mental health among college students concerning their educational institute.

Procedure

The survey method was used in this investigation. Self-reported questionnaires were used in conjunction with the personal data sheet to collect information for two of the study's variables. Under close observation, the standardised questionnaire was administered to the chosen college students (N=257).

Sample

257 students from Cuddalore district colleges in Tamil Nadu made up the sample size for this study. The technique of random sampling was used. Students in college who were at least eighteen (19) years old were chosen. For this study, a total of 257 people were surveyed (126 private and 131 government). To choose the sample for this investigation, the purposive random sampling approach was modified.

Tools Used

Two standardised questionnaires were employed as psychological instruments in this study: one for Mental health and the other for academic stress. These questionnaires were selected after a careful and comprehensive review of relevant research.

Mental Health Inventory

Sharma (2012) developed a self-report questionnaire with 60 statements in order to assess mental wellness. There are two alternatives for answering the questionnaire: "Yes" and "No."

There are two ways you can respond to the questionnaire: "Yes" and "No." A person's The sum of the scores on all 60 elements yields the 17 mental health score. The split-half reliability coefficient and test-four retest (two-month interval) were determined to be 0.88 and 11, respectively. By comparing the scale to Pramod Kumar's mental health check list, the validity coefficient was computed and determined to be 0.93.

Academic stress

Test decisional stress questionnaire scale is a 10-item self-report scale used to assess the academic stress. It was devised by Radford et al. in the year of 1993. It was re adapted to find out the academic stress which arises with students. The Cronbach alpha coefficient of this scale was found to be 0.82 the scale possesses good reliability. The scale consists of both content and constructs validity.

2. RESULTS AND DISCUSSION

Table 1: Showing the mean, SD, and t value for mental health on the basis of educational institution.

Variable	Educational Institute	N	Mean	Std. Deviation	t- value
Mental Health	Private	126	70.78	17.69	13.447 (S)
	Government	131	34.99	24.31	

S- Significant

The study found a significant difference in mental health scores between the private and public sectors. The private sector had a mean of 70.78, while the public sector had a mean of 34.99. The t-test indicated the existence of a statistically significant difference, $t = 13.447$; $p < 0.001$ this indicates that mental health scores in both sectors are statistically different. The private sector has less variability ($SD = 17.69$), whereas the public sector has more variability ($SD = 24.31$). Hence hypotheses rejected

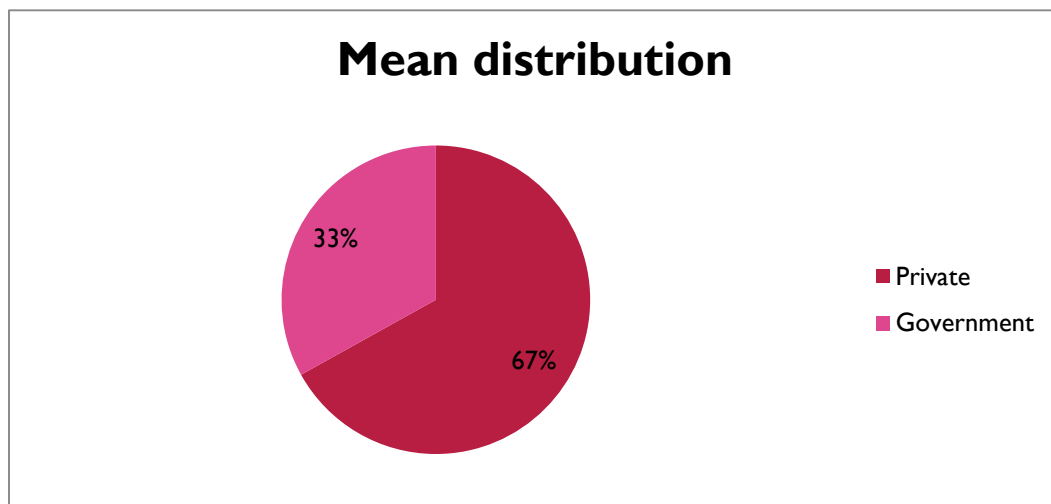


Fig 1 shows the mean value of mental health on the basis of educational institution

Table 2: Showing the mean, SD, and t value for Academic stress on the basis of educational institution.

Variable	Educational Institute	N	Mean	Std. Deviation	t- value
Academic Stress	Private	126	20.21	15.19	10.562(S)
	Government	131	48.27	25.83	

S- Significant

There was a significant difference in stress levels between students from the private sector and those in the government sector. Mean stress scores were higher for government students ($M = 48.27$, $SD = 25.830$) compared to private-sector students ($M = 20.21$, $SD = 15.193$). The Independent Samples t-test results indicated the t-value as -10.562 at $p < 0.001$, reflecting a statistically significant difference in stress levels between the two groups. This indicates that the variation in stress levels is not due to chance, suggesting that the type of sector students are associated with may have a profound impact on their stress experiences. Consequently, further investigation into the factors contributing to these differences could provide valuable insights for supporting student well-being. Hence hypotheses rejected

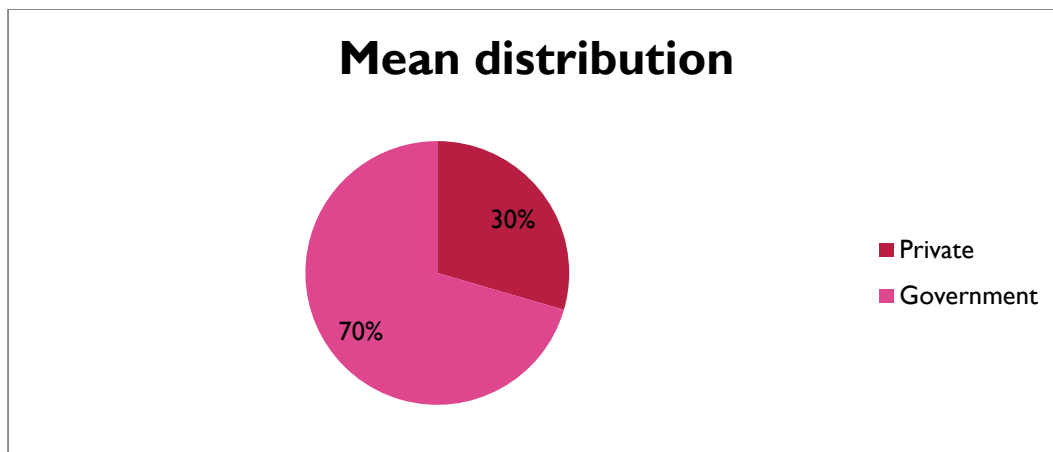


Fig 2 shows the mean value of academic stress on educational institute

Table 3 shows the correlation between Mental health and academic stress

Variable	Academic stress
Mental Health	-.801**

The correlation between Mental Health and Academic Stress, revealing a strong negative correlation ($r = -0.801$, $p < 0.001$), indicating that as academic stress increases, mental health deteriorates among college students. The high negative correlation suggests that students experiencing greater academic stress are more likely to report higher levels of anxiety, depression, and emotional exhaustion. The statistically significant p-value ($p < 0.001$) confirms that this relationship is not due to chance, highlighting the critical impact of academic stress on students' psychological well-being. Hence hypothesis is rejected

3. CONCLUSIONS

The study showed significant differences in both mental health and stress levels between students in both public and private sectors. Students in private sectors had reported their mental health to be better than that of those studying in public sectors, thereby exhibiting less variability in their scores. On the other hand, students of public sectors had reported higher stress levels and had greater variability regarding their experiences of stress and the relationship between mental health and academic stress r value indicates strong degree of association. The outcome suggests sector affiliation is a significant determinant of the mental health and stress levels of students. This research rejects the initial hypotheses and confirms that the type of educational institute significantly affects students' mental health. The findings highlight that differences in academic environments contribute to varying levels of mental health and academic stress among students. This emphasizes the importance of tailored mental health support and stress management strategies in different educational settings. The results also call for further research to explore additional factors influencing these differences and to develop effective interventions that promote student well-being across all institutions.

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