



A Comparative Study on Mental Health Between CBSE Board School Teachers and UP Board School Teachers in Western Uttar Pradesh

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ABSTRACT

According to Table II, the *t*-value for CBSE board school teachers is 32.609 and for UP board school teachers is 54.778. The *t*-value for UP board school teachers is higher than for CBSE board school teachers. The mean difference for CBSE board school teachers is 68.53, and for UP board school teachers is 88.83. The mean difference for UP board school teachers is higher than for CBSE board school teachers. Therefore, the mental health of UP board school teachers is higher than that of CBSE board school teachers. This study was conducted to compare the mental health of CBSE board school teachers and UP board school teachers. The independent variable is mental health, and the dependent variables are CBSE board school teachers and UP board school teachers. A total of 15 CBSE board school teachers and 15 UP board school teachers were sampled. Therefore, a total of 30 teachers were examined. The study concluded that teachers at UP Board schools have better mental health. Consequently, teachers at CBSE Board schools also have better mental health. The reason for UP Board teachers' good mental health is their balanced diet and socialization. This study aimed to educate CBSE and UP Board school teachers about mental health.

Key word: Mental health, C.B.S.E. Board School Teacher and U.P. Board School Teacher

INRODUCTION

Mental health is far more than just the absence of a clinical diagnosis or a psychological disorder; it is the fundamental state of our emotional, psychological, and social well-being that determines how we navigate the complexities of life. At its core, it influences every thought we process, every emotion we feel, and every action we take, serving as the lens through which we view ourselves and the world around us. Think of it as the internal operating system of the human experience.

When this system is functioning well, we are able to realize our own potential, cope with the inevitable stresses of daily life, work productively, and contribute meaningfully to our communities. However, mental health is not a static point on a map but rather a fluid continuum that shifts in response to various factors, including our genetics, our brain chemistry, and our lived experiences. It dictates how we handle pressure, how we relate to the people in our lives, and the choices we make when faced with adversity. For instance, someone with robust mental health might still experience profound sadness or intense anger, but they generally possess the resilience and coping mechanisms to process those feelings without becoming paralyzed by them. Conversely, when mental health is strained, even small tasks can feel monumental, and our ability to maintain healthy boundaries or perspective can falter. It is also deeply intertwined with our physical health; chronic stress and untreated mental struggles can manifest as physical ailments, just as physical illness can take a significant toll on our mental state. Understanding mental health requires us to move away from the stigma that often surrounds it and recognize it as a vital component of overall wellness that requires consistent care and attention. Just as we might exercise to keep our hearts strong or eat well to fuel our bodies, we must also nurture our mental well-being through social connection, self-reflection, and, when necessary, professional support. In a world that is increasingly fast-paced and demanding, prioritizing mental health is not a luxury or a sign of weakness, but a courageous act of self-preservation that allows us to live more authentically and connect more deeply with others. By acknowledging that everyone has mental health—just as everyone has physical health—we can create a culture that values empathy and support over judgment, ensuring that no one has to navigate their internal struggles in isolation.

Mental health is much more than just the absence of a mental illness; it is the overall state of your emotional, psychological, and social well-being. It influences every single aspect of how you navigate the world, from the way you handle stress and relate to others to the way you make choices and perceive your own value. Think of it as the internal "operating system" that dictates how you process life's ups and downs. When your mental health is in a good place, you feel capable of meeting the demands of daily life, productive in your work, and connected to the people around you. However, mental health is also fluid. Just as your physical health can fluctuate from a common cold to peak fitness, your mental state shifts based on your environment, biological factors, and life experiences. It is a deeply human experience that requires maintenance, self-awareness, and often, the support of a community to stay balanced. In the context of a school environment, the relationship between a student's mental health and their teacher is incredibly significant, as teachers are often the first line of defense in a young person's emotional development. A teacher isn't just someone who delivers a curriculum; they are a constant adult presence who can spot the subtle shifts in a student's behavior—such as a sudden withdrawal from friends, a drop in grades, or an unusual irritability—that might signal an underlying mental health struggle. When a teacher fosters a safe, supportive classroom, they provide a "secure base"

that allows students to take risks and learn effectively. Conversely, if a student is struggling with anxiety or trauma, their brain's "fight or flight" response is often activated, making it scientifically difficult for them to absorb new information or sit still. The teacher-student dynamic is a two-way street of emotional regulation. A teacher who prioritizes their own mental health is better equipped to remain calm and empathetic when a student acts out, preventing a cycle of conflict that can damage a child's self-esteem. By modelling healthy boundaries and emotional expression, teachers show students how to navigate their own feelings. Furthermore, when a teacher validates a student's emotions rather than simply disciplining their behaviour, it builds trust. This trust is the foundation upon which a student can feel safe enough to ask for help, potentially catching mental health issues early before they escalate. Ultimately, the school is not just a place for academic growth, but a primary environment.

OBJECTIVES OF THE STUDY

1. To study that the Teachers have knowledge about Mental Health.
2. To study status of Mental Health in the Teachers.
3. To know and reveal the health status of Teachers.

HYPOTHESIS

1. There will be a significant difference in Mental Health between C.B.S.E. Board School Teacher and U.P. Board School Teacher.
2. There will be no significant difference in Mental Health between C.B.S.E. Board School Teacher and U.P. Board School Teacher.

DELIMITATIONS

1. This study will be limited to male teachers, CBSE board school teachers and UP board school teachers.
2. The study will be delimited to the 30 male teachers, CBSE board school teachers and UP board school teachers.
3. This study will be limited to male teachers aged 21 to 60 years, CBSE board school teachers and UP board school teachers.

LIMITATIONS

If any Teachers before the Bone Mass tests, changes his normal diet with unhealthy diet than the result come out will be imbalance.

REVIEW OF RELATED LITERATURE

Thiagarajan and Jeyalatha (2023) conducted a study on teachers teaching competence as perceived by students and correlated it with the achievement of students at the higher secondary level of education. It was revealed from the study that teaching competence and the achievement of boys were correlated with achievement of boys and girls are differed significantly.

Jani and Jani (2023) conducted a study to develop a scale to gauge teacher's commitment and investigate the effect of language and science teacher's abilities and commitment on student's achievement. Teacher smiling and students of the regional medium (Gujarati) high school of

Jamnagar district Gujarat were taken as a sample 57 of the present study. The researcher used a self-constructed scale to measure the Teacher's commitment and ability. 24 statements with five point scale were included in their scale to measure the commitment and ability of selected teachers it was revealed that the language teachers were higher than science teacher on their commitment and ability, students of language subject were more achiever than students of language subjects were more achiever than students of science subject it was concluded that achievement of students positively impacted by the commitment and ability of the teachers.

Sridhar and Resave (2022) conducted a study on teachers' efficacy in relation to students' achievement and teacher effectiveness. Findings of the present study revealed that teacher's sense of efficacy positively correlated to their judgments about their abilities to promote the students' learning. Researchers suggested that teaching sense of efficacy affected to process of teaching and learning and teacher educators, administrator and policy makers can take the interest in the study of various dimensions of teacher's efficacy

METHODOLOGY

This study part describes the procedures followed for selecting subjects, selecting variables, criteria measures, collecting data, and the statistical techniques used.

SELECTION OF SUBJECTS

The study selected 30 teachers, including 15 CBSE board school teachers and 15 UP board school teachers, to measure mental health. Male teachers aged 21 to 60 were selected for this study.

Independent Variable:

1. Mental Health

Dependent Variables:

1. CBSE board school teachers
2. UP board school teachers.

SELECTION OF SAMPLING TECHNIQUE

A simple random sampling technique was used to collect reliable data from the respondents. Player was sampled according to a random number table.

CRITERION MEASURES OF VARIABLES

1. Mental Health was evaluated using the Adult Suicidal Ideation Questionnaire (ASIQ)

TOOL

Mental Health	Adult Suicidal Ideation Questionnaire (ASIQ)
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STATISTICAL ANALYSIS OF DATA

For this study, the mean and standard deviation were examined. An independent t-test ('t' test) was also used to determine the significance of differences between the selected teachers. SPSS software was used to determine the mean differences between CBSE board school teachers and UP board school teachers. To determine significance, the level of significance was set at 0.05.

Table: 1

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
CBSE board school teachers	15	68.53	8.14	2.10
UP board school teachers	15	88.83	6.28	1.62

Table : I showed that CBSE board school teachers Mean and Std. Deviation is 68.53 ± 8.14 and Std. Error Mean is 2.10

UP board school teachers_Mean and Std. Deviation is 88.83 ± 6.28 and Std Error Mean is 1.62

One-Sample Test

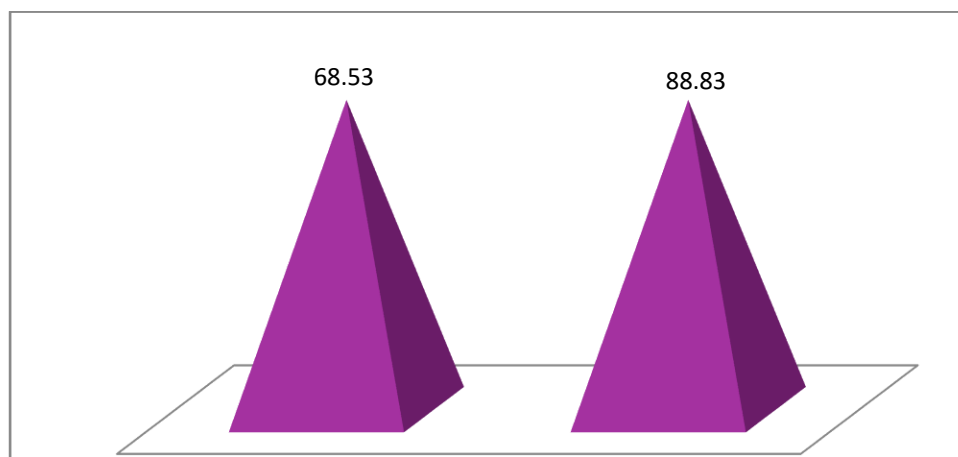
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CBSE board school teachers	32.609	14	.000	68.53	64.03	73.04
UP board school teachers	54.778	14	.000	88.83	85.35	92.31

***Significant at 0.05 level of significant $t(14)(0.05)=2.145$**

Table: II results show that the CBSE board school teachers Mental Health received 't'-value is 32.609 and this value is significantly higher than the tabulated 't' value 2.145 at 0.05 level of significance

UP board school teachers Mental Health received 't'-value is 54.778 and this value is significantly higher than the tabulated 't' value 2.145 at 0.05 level of significance

GRAPHICAL REPRESENTATION



Result:

According to table II CBSE board school teachers 't' value is 32.609 and UP board school teachers is 54.778. The 't' value of UP board school teachers is greater than CBSE board school teachers. Mean difference of CBSE board school teachers 68.53 and mean difference of UP board school teachers is 88.83. The mean difference of UP board school teachers is higher than CBSE board school teachers. That's why the Mental Health of UP board school teachers is more than that of CBSE board school teachers.

Conclusion

This study was done to compare the Mental Health of CBSE board school teachers and UP board school teachers. Independent variable is Mental Health and dependent variables are CBSE board school teachers and UP board school teachers. Total 15 Teachers of CBSE board school teachers and 15 Teachers of UP board school teachers were taken. Hence total 30 Teachers were examined. The conclusion of the study is that the Teachers of UP board school teachers are good at Mental Health. Hence Teachers of CBSE board school teachers. The reason behind the good Mental Health of UP board school teachers is their balance diet and socialization. The motive of the study is to provide awareness about Mental Health to CBSE board school teachers and UP board school teachers.

Reference:

1. **Thiagarajan and Jeyalatha (2023)** conducted a study on teachers teaching competence as perceived by students
2. **Jani and Jani (2023)** conducted a study to develop a scale to gauge teacher's commitment and investigate the effect of language and science teacher's abilities and commitment on student's achievement.
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