



## STUDY OF EMOTIONAL STABILITY OF VIII<sup>TH</sup> GRADE SCHOOL STUDENTS

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### *Abstract*

*The aim of this study was to study the emotional stability of VIII<sup>th</sup> grade school students. In this present study sample consisted of total 200 students from private and govt. schools only consisting 100 boys and 100 girls. Emotional Stability Test for Children developed by Dr.(Km.) A. Sen Gupta and Dr. A.K. Singh was used for the study. The study revealed that there that there is no significant difference in emotional stability of VIII<sup>th</sup> grade students with respect to their type of school and in relation to their gender as well .*

*Key words: Emotional Stability, VIII<sup>th</sup> Grade School Students.*



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### INTRODUCTION

Today, we live in highly ambitious and competitive society where each one of us wants to show better than others. As a result most of us pretend to have higher status than our peers. This can be seen easily in the field of education where most of the parents prefer to have their ward in private school rather than in government school. Even though many years before, there were very few private schools operating in any city and govt. schools contribute most of the education but now a day's trend have been changed and people do prefer private schools even though they are very expensive. Today, children in India are growing in a more challenging and demanding environment. The rate of change in every sphere is rapid with the enhanced knowledge exchange and technology development, the world is going flatter. Globalization demands a new dimension to our approach to education. We, thus have to recognize the need for a globally relevant education. Such an education would mean imparting skills that would develop mental agility in individuals to confidently interact and work in diverse environs or situations. A strong requirement today is to simultaneously weave a firm moral fibre in the students' personality. The key to this goal is to pursue a value based education process. The practice of value oriented process acts as a nucleus around which all the school activities revolve. We should be very conscious of the fact that emotional stability plays a very significant role in the healthy growth of a child. One of the important tools to achieve this is through more interaction and one to one rapport with the

children. This open and interactive approach also helps in discovering and strengthening inherent talent in the students. All the school activities should be based on a participatory spirit that reduces the inhibition levels of the students and thus assists the students in becoming aware of their potential.

### **EMOTIONAL STABILITY**

Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Therefore emotional stability is considered as one of the important aspect of human life. Pupil must be able to control his/her emotions adequately and also expressed them appropriately (Kumar, 2013).

Scott (1968) opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil have no very little emotion control. It may lead to anxiety, inferiority feeling and guild (Fandsen, 1961). It has also been found that if the people want to be mentally healthy, these unhealthy feelings must be replace by the feeling of self respect, security and confidence which can be achieve only after a good sense of emotional stability emerges. Emotional stability overcomes the fear generated by past errors; it also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralizes environmental instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. When aware of our mission on earth, we should set ourselves a goal and strive to attain it. We should neither stop nor run, but walk on firmly and steadily, never disturbing others. Our faith in the truth of everlasting life should help us to act serenely. We should ask ourselves what we expect from life, how we plan to achieve it and why we want it. According to Smitson (1974) emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. It has been emphasized that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child

has a capacity to make effective adjustments with himself, members of the family and his peers.

### **STATEMENT OF THE PROBLEM**

Study of Emotional Stability of VIII<sup>th</sup> Grade School Students.

### **OBJECTIVES OF THE STUDY**

1. To study the emotional stability of VIII<sup>th</sup> grade students of private and govt. schools.
2. To study the emotional stability of VIII<sup>th</sup> grade school students in relation to their gender.

### **HYPOTHESES**

1. There is no significant difference in emotional stability of VIII<sup>th</sup> grade students of private and govt. schools.
2. There is no significant difference in emotional stability of VIII<sup>th</sup> grade school students in relation to their gender.

### **DELIMITATIONS OF THE STUDY**

1. The present study was delimited to VIII<sup>th</sup> grade school students of Tehsil Abohar only.
2. Sample was delimited to 200 students from private and govt. schools only consisting 100 boys and 100 girls.

### **DESIGN OF THE STUDY**

Normative survey method was used to collect data.

### **SAMPLE**

In the present study stratified random sampling was used. The sample comprised of 200 VIII<sup>th</sup> grade school students of tehsil Abohar.

### **TOOL USED**

Emotional Stability Test for Children developed by Dr.(Km.) A. Sen Gupta and Dr. A.K. Singh was used for the study.

### **ANALYSIS AND CONCLUSIONS**

For the analysis of data Mean, Standard Deviation & t-ratio were calculated.

**Table 1.0: Showing t-ratio of emotional stability of VIII<sup>th</sup> grade students of private and govt. schools**

Sr.No	Variable	N	Mean	S.D	SE <sub>d</sub>	t-ratio	df	Level of significant
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1	Private School Students	100	7.78	1.74	.276	1.46	198	Not significant at .05 and .01 level
2	Govt. School Students	100	7.98	2.15				

Table 1.0 indicates that calculated t-ratio (1.46) of emotional stability of private and govt. school students is less than the table value (1.96 at .05 level and 2.58 at .01 level of significance). Therefore it may be concluded that there is no significant difference in emotional stability of private school students and govt. school students of VIII<sup>th</sup> grade.

Hence our null hypothesis that, there is no significant difference in emotional stability of VIII<sup>th</sup> grade students of private and govt. schools has been accepted.

**Table – 2.0: Showing t-ratio of emotional stability of VIII<sup>th</sup> grade students in relation to their gender**

Sr.No	Variable	N	Mean	S.D	SE <sub>d</sub>	t-ratio	df	Level of significant
1	Emotional Stability (Boys)	100	7.76	1.72	.276	1.62	198	Not significant at .05 and .01 level
2	Emotional Stability (Girls)	100	8.00	2.10				

Table 2.0 indicates that calculated t-ratio (1.62) of emotional stability of boys and girls students is less than the table value (1.96 at .05 level and 2.58 at .01 level of significance). Therefore it may be concluded that there is no significant difference in emotional stability of boys and girls students of VIII<sup>th</sup> grade.

Hence our null hypothesis that, there is no significant difference in emotional stability of VIII<sup>th</sup> grade school students in relation to their gender has been accepted.

#### 4.1 FINDINGS

1. There is no significant difference in emotional stability of VIII<sup>th</sup> grade students of private and govt. schools.

2. There is no significant difference in emotional stability of VIII<sup>th</sup> grade school students in relation to their gender.

## 4.2 CONCLUSION

The conclusions of the study is that there is no significant difference in emotional stability of VIII<sup>th</sup> grade students of private and govt. schools.

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