A Comparative Study of Emotional Stability of Girls and Boys of Private and Government Schools

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Abstract:
The general objective of carrying out this study was to study the emotional stability of students in relation to the type of school the study was carried on one hundred students studying in secondary schools selected from Bhopal. Entire classes of ix and x were taken from the two schools. The sample were taken who falls on the age group of 14-16 years. For the aggregation of essential information the researcher used statistical calculations. To find the significance of difference between the various groups ‘t’ test was applied resulted indicated that govt and private school students differ significantly on emotional stability.

Keywords: emotional stability, school, age group.

Introduction:
Now days we live in highly aspirational and competitive society where each one of us wants to show better than others. As a result most of us dissemble to have higher position than our peers. This can be seen easily in the field of education where most of the parents opt to have their ward in private school rather than in government school. Even though 20 years before, there were only few public schools operating in any city but now a day’s trend have been changed and people do prefer private schools even though they are very pricy. Now a day’s children in India are growing in more competitive and demanding environment. The rate of change in every sphere is fast with the increase in knowledge exchange and technology development, the world is going blandish. 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 conveyance skills that would develop mental ability in individuals to confidently interact and work in diverse surroundings or situations. The school curriculum should be oriented to students embody self confidence and ‘out of the box’ thought process. Therefore, the focus is to strengthen competencies needed to be autonomous, lifelong learners, and for a holistic development of the students who enter the school portals, a wide
range of multi-dimensional activities should be organized which go a long way in propelling a self-belief, confidence in decision making and problem solving. The school curriculum should be oriented to bolster the physical, emotional, social and cultural needs of the students. A strong requirement today is to simultaneously weave a firm moral fiber 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. According to Cole (1944) Emotional stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation.

**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 behavior 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. neutralizes environmental instability and helps us to face pressures or facilities with equal poise 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.
Need of the study:

Emotional stability is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional stability the life of the individual will be a sorrowful affair. in the present circumstances, children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Therefore, the emotionally stable is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigator to conduct a comparative study on Emotional stability of Secondary School Students of Bhopal District. The purpose of the study: the main objective of the study was to compare the emotional stability of girls and boys of private and government school.

Objectives of the study:

• To compare the Girls and Boys of Govt. School on the basis of emotional stability.
• To compare the Boys and Girls of private School on the basis of emotional stability.
• To compare the Private school Girls and Govt. school Girls on the basis of emotional stability.
• To compare the Private school Boys and Govt. School boys on the basis of emotional stability.
• To compare the Students of Government school and Students of Private school on the basis of emotional stability

Hypothesis:

• There is no significant difference between the Girls and Boys of Govt. School on the basis of emotional stability.
• There is no significant difference between the Girls and Boys of Private School on the basis of emotional stability.
• There is no significant difference between the Girls of Govt. School and Girls of private school on the basis of emotional stability.
• There is no significant difference between the Boys of Govt. School and Boys of Private School on the basis of emotional stability.

• There is no significant difference between the students of Private school and Government school on the basis of emotional stability.

**Delimitations of the study:**

• The study is confined to the district Bhopal of Madhya Pradesh

• Only schools of district Bhopal are included in the present study.

• The study is confined to secondary school students only.

• The study is confined to the ix and x class students only.

**Methodology:**

In order to collect data the survey method was used. The sample of the study consisted of 100 students of district Bhopal. Intact classes of ix and x were taken from the two schools in which 50 male students and 50 female students.

The tools used by researcher have been described with indices involved, method, scoring, reliability, Validity and items analysis norms etc Standardized tool is used in this research work called “Emotional Intelligence Scale” of Vedant Publications- Balaji House, Flat No.B4, 2 Pyagpur House, Birbalsahanimarg, Lucknow- 226007.

Tool is made by Anukool Hyde, Sanjyotpethe, UpinderDhar (Estd- 2001) “Emotional Intelligence scale” consists of 34 questions which measures 10 aspects of Emotional Intelligence Standardized tool is used in this research work called “Emotional Intelligence
Analysis and interpretation:

Analysis of data is a process of inspecting, and modeling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making.

This chapter represents the statistical analysis of data, which were collected as a sample of 100 students i.e., 50 students (25 boys and 25 girls) from “Shashakiya uchatarmadhyamikvidyalaya” Chandbad, Bhopal (Government school). 50 students (25 boys and 25 girls) from “Hind convent higher secondary school” Naveen nagar (Private school). The sample of 100 students were taken who falls on the age group of 14-16 years.

Hypothesis – 1

HO- There is no significant difference between the Govt. school girls and Private school girls on the basis of the emotional stability.

Table – 1

<table>
<thead>
<tr>
<th>S.No</th>
<th>Group</th>
<th>Samp</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Calculated ‘t’- value</th>
<th>Table ‘t’- value</th>
<th>df</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. school Girls</td>
<td>25</td>
<td>18.24</td>
<td>1.38</td>
<td>4.12</td>
<td>2.403</td>
<td>48</td>
<td>2.403**</td>
</tr>
<tr>
<td>2.</td>
<td>Private school Girls</td>
<td>25</td>
<td>16.88</td>
<td>1.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At 0.01 level of significance
At 0.01 level of significance

Interpretation – 1

As calculated value of ‘t’ was 4.12. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “There is no significant difference between the Govt. school girls and Private school girls on the basis of the emotional stability” Is rejected. This shows that the Govt. school girls are more emotionally stable than the Private school Girls.
Hypothesis – 2

HO- There is no significant difference between the Govt. school boys and Private school boys on the basis of the emotional stability.

Table – 2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Calculated ‘t’- value</th>
<th>Table 't' value</th>
<th>df</th>
<th>Level significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. school Boys</td>
<td>25</td>
<td>18.36</td>
<td>1.19</td>
<td>9.33</td>
<td>2.403</td>
<td>48</td>
<td>2.403**</td>
</tr>
<tr>
<td>2.</td>
<td>Private school Boys</td>
<td>25</td>
<td>15</td>
<td>2.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At 0.01 level of significance

Graph-2
Interpretation - 2

As calculated value of ‘t’ was 9.33. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “There is no significant difference between the Govt. school boys and Private school boys on the basis of the emotional stability” is rejected.

This shows that the Govt. School Boys are more emotionally stable than the Private school Boys.

Hypothesis – 3

HO- There is no significant difference between the Girls and boys of Govt. school on the basis of the emotional stability.

Table – 3

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Calculated ‘t’- value</th>
<th>Table ‘t’ Value</th>
<th>Df</th>
<th>Level significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. School Girls</td>
<td>25</td>
<td>18.24</td>
<td>6.95</td>
<td>0.21</td>
<td>1.676</td>
<td>48</td>
<td>1.676*</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. School Boys</td>
<td>25</td>
<td>18.36</td>
<td>1.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As calculated value of ‘t’ was 0.21. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very low than the Table value.

So, the Null hypothesis “There is no significant difference between the Girls and boys of Govt. school on the basis of the emotional stability” Is not rejected.

This shows that Govt. schools Boys are more emotionally stable than the Govt. school Girls.
Hypothesis – 4

HO- There is no significant difference between the Girls and Boys of Private school Emotional-stability.

Table – 4

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Calculated ‘t’-value</th>
<th>Table value</th>
<th>df</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Private school Girls</td>
<td>25</td>
<td>16.88</td>
<td>1.63</td>
<td>4.94</td>
<td>2.403</td>
<td>48</td>
<td>2.403**</td>
</tr>
<tr>
<td>2.</td>
<td>Private school Boys</td>
<td>25</td>
<td>15</td>
<td>2.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At 0.01 level of significance

Graph - 4
Interpretation - 4

As calculated value of ‘t’ was 4.94. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “There is no significant difference between the Girls and Boys of Private school on the basis of emotional-stability.” Is rejected.

This shows that the Private school Girls are more emotionally stable than the Private school Boys.

Hypothesis –5

HO- There is no significant difference between the Private school students and Private school students on the basis of Emotional stability.

Table – 5

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Calculated ‘t’- value</th>
<th>Table ‘t’ value</th>
<th>df</th>
<th>Level significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. school students</td>
<td>50</td>
<td>18.3</td>
<td>12.74</td>
<td>3.47</td>
<td>2.364</td>
<td>98</td>
<td>2.364**</td>
</tr>
<tr>
<td>2.</td>
<td>Private school students</td>
<td>50</td>
<td>15.94</td>
<td>11.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At 0.01 level of significance
Graph-5

Interpretation – 5

As calculated value of ‘t’ was 3.47. Table values were 1.660 at 0.05 level of significance of df = 98 and 2.364 at 0.01 level of significance of df = 98. The calculated value was very high than the Table value.

So, the Null Hypothesis “There is no significant difference between the Govt. school students and Private school students on the basis of Emotional stability is rejected. This shows that the Govt. school students are more emotionally stable than the Private school students.

Major findings:

This research reveals that there is significance difference in emotional stability of Boys and Girls of Govt School and Private school. Some another important finding has also been done in this research:

School students are more emotionally stable than the Private school students.
Private school Girls are more emotionally stable than the Private school Boys.
Govt. school Boys is more emotionally stable than the Govt. school Girls.

Govt. School Boys are more emotionally stable than the Private school Boys.

Govt. School girls are more emotionally stable than the private school girls.

**Suggestions & Recommendations:**

In this Research, the comparison of Emotional-stability among Government school students and Private school students has been done. In the field of Emotional stability some another research can be done in the future by taking another aspects of Emotional stability like Self-Awareness, Empathy, Managing relations, Integrity, Self-development, Value-orientation, Commitment, Altruistic-behavior. This research can also be done to compare the Emotional intelligence of Special students, Teachers, Rural people, urban people, Senior citizens, Adults, Adolescents etc., A researcher may also do his research on another field like, in the field of corporate sectors and Public sectors.

- The researcher came across many interesting ideas during the course of research. In this regard the following recommendations have been put forward for further study:

- The present study was limited to only English medium schools. Further study can be done on Hindi medium schools.

- The present study was limited to only M.P Board schools. Further study can be done on CBSE board schools and ICSE board schools.

- The present study was limited to only age group 14-16 years. Further study can be done on different stages of age group.

- The present study was limited to only normal students. Further study can be done on special students of different age group and different disabilities.

- The present study was limited to only school. Further study can be done on different areas like in the College, Govt. offices, Private offices,

- The present study was limited to only towns. Further study can be done on Urban areas and Village areas.

- The present study was limited to only children. Further study can be done on literate parents and illiterate parents.
**Conclusion:**

The research reveals that there is a significant difference in emotional stability, of Boys and Girls of Govt. School students and Private school students. The reasons behind these significant differences are may be due to social atmosphere, Family background, different cultures, Friend circle and their upbringing. To conduct the research sample of 100 students (50 students of Govt. School and 50 students of Private school) including boys and girls. Standardized tool made by ‘Anukool Hyde’ of ‘Vedant publication’ is used for this research. Statistical methods like ‘t’ test, standard deviation and Mean has been used, by plotting bar graphs and table of significance. Emotional stability is crucial for success in all walks of life. It is necessary to create a congenial atmosphere to working and also for a peaceful life. The adolescents should be prepared to take the challenges of life when they step out of the school.

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