COMPARISION OF EMOTIONAL STABILITY

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ABSTRACT

A study to compare the emotional stability of middle school students studying in government schools with those studying in non government schools was done by Ms. Shiney M Zachariah under the guidance of Dr. Sonia Popli (St. Thomas College, Bhilai)

The emotional stability test constructed by Dr.(Mrs) A. Sengupta and Dr. A.K Singh (2005) was used to measure emotional stability. The scores were subjected to statistical analysis and the result were interpreted. The study revealed that emotional maturity of both government and non government schools is developed to the same extent.

KEYWORDS

Emotional stability, government schools, non government schools, equally emotional stable, type of school

RESEARCH PAPER

INTRODUCTION:

After years of pounding over on intelligence, intelligence quotient, intellectual development etc, educationists have now made a paradigm shift and have started giving due importance to emotional aspects of human resources involved at various levels of educational system. The present trend in educational researches reveal an inclination towards variables related to emotional aspects of students. Still the efforts made in this direction are very few and scattered. The present study is a step in this direction.

OBJECTIVE:

The objective of the present study was 'To compare the Emotional Stability of students studying in Government schools with those studying in Non-Government schools.'

HYPOTHESIS:

There will be no significant difference between the mean emotional stability of students studying in Government schools and the mean emotional stability of students studying in Non-Government schools.

SAMPLE:

Multistage Sampling technique was employed to select the sample for conducting the present study. Random sampling technique was used to select two schools, from which one school was government and the other was a non-government school. From these two schools three sections each from classes VI, VII & VIII were selected randomly. The distribution of the sample has been provided in Table 1.

Table 1: Class, Gender and School-wise distribution of the Sample

School	Class	Male Students	Female Students	Total
Non-Government School	VI	43	55	98
	VII	46	52	98
	VIII	49	49	98
	Total	**138**	**156**	**294**
Government School	VI	36	43	79
	VII	30	43	73
	VIII	30	39	69
	Total	**96**	**125**	**221**
Grand Total		*234*	*281*	*515*

TOOL:

The data was collected with respect of emotional stability. The details of the tool used for measurement of emotional stability have been provided under the caption emotional stability.

EMOTIONAL STABILITY:

Emotional Stability Test for Children constructed by Dr. (Mrs.) A. Sen Gupta and Dr. A. K. Singh (2005) was used to measure the emotional stability. The test was standardized on five hundred school students of VI& VII classes, both male and female, belonging to urban and rural areas. The test-retest reliability is 0.70 while split-half reliability coefficient is 0.72. The test has high content validity.

PROCEDURE OF DATA COLLECTION:

The Emotional Stability test was administered as per the instructions provided in the test manual. The test administration started with Class VI of private school followed by classes VII and VIII. Thereafter, the same procedure was adopted to collect the data from government school. After administration of the test on the entire sample, the emotional stability test was scored as per the instructions provided in the test manual. The data thus obtained was subjected to statistical analysis.

ANALYSIS & INTERPRETATION:

The data collected with respect of this objective were analysed employing t-test. The results of the analysis have been presented in Table 2

Table 2 : School-wise Mean, S.D. and t-value.

Type of Schools	M	S,D	N	df	t-value
Government School	6.24	2.20	220	513	0.72
Non-Government School	6.10	2.67	295		

From Table 2, it can be observed that the t-value of 0.72 with df = 513 for Emotional Stability is not significant. This helps in concluding that there is no significant difference between the mean scores of emotional stability of the students studying in the different schools. Therefore, the mean scores of emotional stability of the students studying in government schools do not differ significantly from the mean scores of emotional stability of the students studying in non- government schools. Thus, the hypothesis stated as 'The mean score of emotional stability of students studying in government schools will not differ significantly from the mean scores of emotional stability of the students studying in non-

government schools.' is not rejected. It can hence be said that the students of both the schools, i.e. in government and non-government schools are equally emotionally stable.

Finding: The study revealed that irrespective of the type of the school in which the students are enrolled, all the students are equally emotionally stable.