



A COMPARATIVE STUDY OF EMOTIONAL STABILITY AND SOCIO-ECONOMIC STATUS OF SECONDARY STUDENTS STUDYING IN GOVERNMENT AND PUBLIC SCHOOL

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ABSTRACT

The aim of the present study was to investigate a comparison between Emotional study and Socio Economic status of secondary students studying in Government school(K.V) and Public school of Greater Noida. Study was Conducted on one Hundred secondary students (both boys and girls) selected by adopting random sampling technique. Data was collected by using (1) Emotional Stability Test for children by Dr.A Sen Gupta and Dr.A.K.Singh..This test has been developed for school going students for secondary classes. (2)Socio Economic Status Index by Prof R.K. Verma and Prof P. C. Saxena. This test measures the Socio economic Status in terms of following dimensions: Family status, parent education., occupation ,income, cast dwelling area ,possession of few prestigious commodities ,member of family clubs , political affiliation.Statistical analysis was done by computing t test .Findings indicate that there is no significant difference in Emotional stability between the students studying in Government school(K.V) and Public schools of Greater Noida. and there is significant difference in Socio Economic Status of students studying in government school (K.V) and public school in Greater Noida.

KEYWORDS: Emotional stability, Socio economic status, Government school and Public school.

INTRODUCTION:

Emotions are the drama of your life. Life without emotions would be dull and boring like an empty canvass. Emotions are at the heart of both good and bad relationships. They bring people together and also tear them apart.

People express opinions about emotions, but know little about them and much less how to deal with them, live with them and keep them under control. When we are under their influence, it is as if we are different people living in a different world. We have stories of gods and goddesses and saints and seers becoming emotional and making mistakes.

Many would not like to admit that they have difficulty in coping with their emotions. But it is necessary that we understand our emotions and know how to live with them without destroying our zest for life and impairing our lives and mental stability. Emotions are defined as an acutely disturbed affective process or state which Originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behaviour. An emotion then is a disturbance, the departure from the normal state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited.

EMOTIONAL STABILITY

In this age of industrialization, competition, stress and tension, both young and old face difficulties. These difficulties give rise to many psychosomatic problems such as anxiety, tensions, frustrations and mental upsets. Therefore, the study of emotional stability that deals with the interplay of forces with intensities and quantities is now gaining recognition. 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 behaviour 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. 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 in the school, society and culture. 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 feel-

ing of self respect, security and confidence which can be achieve only after a good sense of emotional stability emerges. 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. Sumal et al.,(1998) examined the relationship between emotional stability and morality. It was observed that emotional stability was positively and significantly related to morality. Subjects who were emotionally stable obtained higher scores on morality compared to those who were emotionally unstable. It was concluded that morality depend on emotional stability.

Qureshi et al., (1998) assessed the emotional stability of male and female student leaders of 3 types – union, sport and cultural. Lebedinskaya et al., (1980) investigated the effect of psychological instability on the intellect and personality of 76, 13-16 years old, 52 of whom were classified as difficult on the basis of their disruptive behaviour. The signs of an emotional stability are calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections; these subjects look boldly ahead for facts and situations and do not give into occasional fluctuations in their mood..." (Pavlenko, Chernyi and Goubkina, 2009: p. 39)

SOCIO-ECONOMIC STATUS

In today scenario socio-economic status of an individual is his place of honour and power (economic, political, academic etc) among the people of his society. It connotes his competence to command to ,respect of the people around him and also his capacity to originate others i.e. to make other to do what he likes them to do. It denotes his standard of living and thinking. 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.

Socio-Economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation. When analyzing a family's SES, the household income earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socio-Economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre academic skills. The school systems in low-SES communities are often underresourced, negatively affecting students' academic progress (Aikens & Barbarin, 2008). Inadequate education and

increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community.

Children from lower SES households are about twice as likely as those from high-SES households to display learning-related behaviour problems. A mother's SES was also related to her child's inattention, disinterest, and lack of cooperation in school (Morgan et al., 2009).

Identifying as part of a lower/working class in college has been associated with feelings of not belonging in school and intentions to drop out of school before graduation (Langhout, Drake, & Rosselli, 2009).

Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009).

Objectives and Hypothesis:

- To compare the Emotional stability of Secondary school students studying in Government school (K.V) and Public schools of Greater Noida.
- To compare the overall socio-economic status of Secondary school students studying in Government school (K.V) and Public school of Greater Noida.

Null Hypothesis H₀: There is no significant difference in Emotional stability between the students studying in Government School (K.V) and Public school of Greater Noida

Null Hypothesis H₁: There is no significant difference in Socio-economic status between the students studying in Government school (K.V) and Public school of Greater Noida

METHODOLOGY:

Descriptive survey method of research is used.

ANALYSIS AND INTERPRETATION OF DATA

Data has been analyzed with the help of following techniques

- Calculation of Mean
- Calculation of standard deviation
- Calculation of t Value

TOOLS USED:

In order to achieve the objectives of the study, a Standardized test has been obtained from National Psychological Co-operation (Agra) in the form of questionnaire that was administered upon the students of Government school and Public Schools are listed as below.

- Emotional stability Test for children by Dr A.Sen Gupta and Dr A.K. Singh: This test has been developed for the school going students of class VI-VIII. The preliminary form of the present test for children had 25 items. After carry out item analysis based upon Kelly technique only 15 items were retained.
- Socio-economic Status index by Prof. R.P. Verma, Prof. P.C. Saxena and Dr (smt) Usha Mishra. This test measures the Socio-Economic status of the subject in terms of family status, parent education, occupation, Income, caste, dwelling area, possession of few prestigious commodities, members of famous clubs, political affiliation etc. It also gives weights to income tax as well as wealth payers.

FINDINGS:

There is no significant difference in the average Emotional stability of students studying in Government School (K.V) and Public schools in Greater Noida.

There is a significant difference in the overall average Socio-Economic status of students studying in Government school and Public schools in Greater Noida.

Emotional Stability Index		
	KV	Public School
Mean	6.64	6.46
S.D	2.36	2.19
Size	50	50
t Value	0.48	

Emotional stability index scores

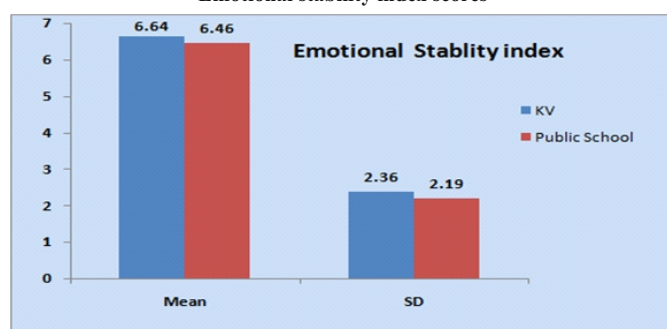
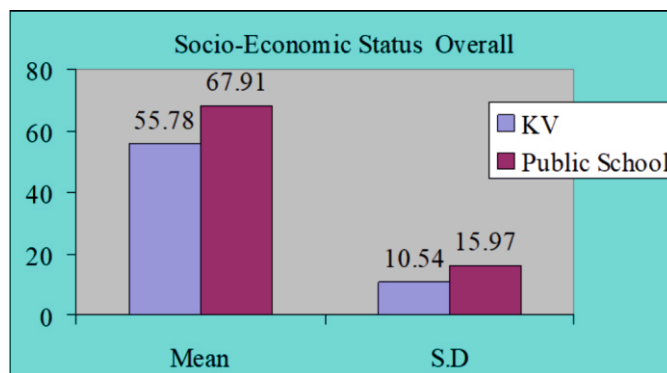


Table 4.1 Overall Socio-economic status scores

SES Overall		
	KV	Public School
Mean	55.78	67.91
S.D	10.54	15.97
Size	50	50
t Value	-6.12	



CONCLUSION:

The above analysis suggests that the students studying in government school and public school are almost equally emotionally stable. Therefore null hypothesis for Emotional stability is accepted. However students of public school have higher Socio Economic Status as compared to Government school. Therefore null Hypothesis for Socio Economic Status is rejected both at 99% and 95% confidence level.

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