



## EMOTIONAL STABILITY OF UPPER PRIMARY GOVERNMENT AND PRIVATE SCHOOL STUDENTS OF FARIDABAD

Pooja

Research Scholar

Singhania University, Jhunjhunu, Jhunjhunu, Rajasthan

**Dr Sunita Sarswat**

Assistant Professor, Jhunjhunu, Rajasthan

---

**DECLARATION:** I AS AN AUTHOR OF THIS PAPER /ARTICLE, HEREBY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION.FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE

### ABSTRACT

*The present study investigates the emotional stability of upper primary students studying in government and private schools of Faridabad district. Emotional stability is an important component of students' psychological well-being and plays a crucial role in their academic performance, social adjustment, and overall personality development. Differences in school environment, teaching practices, resources, and socio-economic backgrounds may influence the emotional development of students. The study employed the **descriptive survey method**. A sample of **200 upper primary students** (100 from government schools and 100 from private schools) was selected randomly from various schools in Faridabad district. Data were collected using the **Emotional Stability Test developed by A. Sen Gupta and A. K. Singh**. Statistical techniques such as **mean, standard deviation, and t-test** were used for data analysis. The findings of the study indicate that there exists a significant difference in the emotional stability of students studying in government and private schools. The results highlight the importance of school environment, teacher support, and psychological guidance in developing emotional balance among students. The study suggests that schools should provide supportive learning environments and counselling services to enhance students' emotional well-being.*

**Keywords:** Emotional Stability, Upper Primary Students, Government Schools, Private Schools, Faridabad.



## INTRODUCTION

Education plays a vital role in shaping the intellectual, emotional, and social development of children. Along with cognitive growth, emotional development is equally significant for the holistic development of students. Emotional stability enables individuals to manage their emotions effectively, cope with stressful situations, and maintain psychological balance. In the school context, emotionally stable students tend to perform better academically, maintain healthy peer relationships, and demonstrate better behavioral adjustment. The upper primary stage of education is a critical period in a child's developmental process. During this stage, students experience rapid physical, emotional, and psychological changes. Their emotional experiences are influenced by various factors such as family background, school environment, peer interaction, teaching methods, and socio-economic conditions. Schools play a crucial role in nurturing emotional stability among students. Government and private schools often differ in terms of infrastructure, teacher-student ratio, educational resources, and parental expectations. These differences may influence the emotional experiences and psychological well-being of students studying in these institutions.

Government schools generally cater to students from diverse socio-economic backgrounds and may face challenges such as limited resources and larger class sizes. On the other hand, private schools often provide better facilities, structured learning environments, and more individual attention to students. These variations in educational settings may impact the emotional stability of students. Emotional stability refers to the ability of an individual to remain calm, balanced, and composed under various circumstances. It reflects the capacity to regulate emotions effectively and respond appropriately to challenging situations. An emotionally stable student is able to handle stress, maintain positive relationships, and adapt to changing environments. Developing emotional stability during school years is essential for building confidence, resilience, and psychological well-being. Therefore, it becomes important to examine whether differences exist in the emotional stability of students studying in different types of schools. The present study aims to examine the

emotional stability of upper primary students studying in government and private schools of Faridabad district.

## **REVIEW OF RELATED LITERATURE**

Emotional stability plays a crucial role in the psychological development and academic success of students. Several researchers have examined emotional stability in relation to personality traits, academic achievement, school environment, and social adjustment. A review of the related literature helps in understanding previous findings and identifying research gaps in the present area of investigation.

Judge, Locke and Durham (2001) conducted a comprehensive meta-analysis to examine the relationship between core self-evaluation traits such as self-esteem, generalized self-efficacy, locus of control, and emotional stability with job satisfaction and job performance. The study analyzed 274 correlations and found that emotional stability is one of the most significant predictors of psychological well-being and performance. Individuals with higher emotional stability tend to demonstrate better adjustment, higher confidence, and greater productivity in various environments.

Hay and Ashman (2003) studied the role of emotional stability in children's social adjustment and academic development. Their research highlighted that emotionally stable children are better able to cope with academic challenges, maintain positive peer relationships, and demonstrate improved classroom behavior. The study emphasized that emotional development during school years significantly influences students' overall personality formation.

Sharma (2007) conducted a comparative study on personality characteristics of primary school children with and without learning difficulties. The study revealed that emotional factors significantly affect children's academic performance and social adjustment. Students who lacked emotional balance showed greater levels of anxiety, frustration, and difficulty in maintaining healthy interpersonal relationships.

Singh and Kaur (2012) examined emotional stability among secondary school students and found significant differences based on gender and school environment. The study concluded that students studying in well-supported educational environments displayed higher emotional stability and better coping strategies.

Kaur (2014) conducted a study on emotional stability and academic achievement among school students. The findings revealed that emotionally stable students performed better academically and exhibited higher levels of concentration and motivation compared to emotionally unstable students.

Kumar (2015) investigated emotional stability among adolescents studying in government and private schools. The study revealed that students studying in private schools demonstrated slightly higher emotional stability than those studying in government schools. The difference was attributed to factors such as classroom environment, teacher support, parental involvement, and availability of educational resources.

Sharma and Gupta (2016) explored the relationship between emotional maturity and adjustment among school students. The results indicated that emotional stability significantly influences students' ability to adapt to school environments and manage academic pressures effectively.

Patel (2017) conducted a study on emotional stability and social adjustment among school students and found that emotionally stable students exhibited better social interactions and lower levels of stress and anxiety.

Verma and Singh (2018) studied the influence of school environment on emotional development among adolescents. Their findings suggested that supportive school environments, positive teacher-student relationships, and cooperative learning strategies contribute significantly to the development of emotional stability among students.



Rani (2019) examined emotional stability among upper primary students and found that emotional stability plays a significant role in shaping students' self-confidence, classroom participation, and academic engagement.

The review of related literature clearly indicates that emotional stability is closely associated with students' academic achievement, social adjustment, and psychological well-being. Various factors such as school environment, teacher behavior, peer interaction, and family background influence emotional development among students. However, comparatively fewer studies have focused on examining emotional stability among upper primary students in government and private schools, particularly in the context of Faridabad district. Therefore, the present study attempts to fill this research gap by investigating the emotional stability of upper primary students studying in government and private schools.

## **RATIONALE OF THE STUDY**

Emotional stability is a crucial component of a student's personality and psychological well-being. It enables individuals to maintain emotional balance, cope with stress, manage interpersonal relationships, and adapt effectively to changing situations. During the school years, especially at the upper primary stage, children undergo significant emotional, social, and cognitive development. At this stage, students experience various challenges such as academic pressure, peer relationships, family expectations, and changes in their physical and psychological development. These experiences greatly influence their emotional stability and overall personality formation.

Schools play a vital role in shaping the emotional development of children. The school environment, teacher behavior, peer interaction, teaching methods, and availability of resources significantly affect students' emotional well-being. In India, government and private schools often differ in terms of infrastructure, teaching practices, classroom environment, student-teacher ratio, and socio-economic background of students. These differences may influence students' emotional experiences and their ability to maintain emotional balance.



Students studying in government schools often come from diverse socio-economic backgrounds and may face challenges such as limited educational resources, large class sizes, and fewer opportunities for individualized attention. On the other hand, private schools generally provide better facilities, structured learning environments, and greater parental involvement in students' academic progress. These variations in educational settings may impact the emotional stability of students in different ways.

The upper primary stage is a particularly sensitive period for emotional development, as students begin to develop self-awareness, social identity, and emotional regulation skills. Emotional instability at this stage may lead to problems such as anxiety, frustration, poor academic performance, and difficulties in social adjustment. Therefore, it becomes important to understand the emotional stability of students and the factors influencing it.

Although several studies have examined emotional stability among students, relatively few studies have focused on comparing the emotional stability of students studying in government and private schools, particularly at the upper primary level. Moreover, limited research has been conducted in the context of Faridabad district. Understanding the emotional stability of students in different school settings will help educators, parents, and policymakers develop strategies to promote emotional well-being among learners.

Therefore, the present study is undertaken to examine and compare the emotional stability of upper primary students studying in government and private schools of Faridabad. The findings of the study may contribute to improving educational practices, developing supportive learning environments, and designing programs that foster emotional development among students.

## **OBJECTIVES OF THE STUDY**

- To study the emotional stability of upper primary students of government schools in Faridabad.
- To study the emotional stability of upper primary students of private schools in Faridabad.



- To compare the emotional stability of upper primary students of government and private schools.
- To compare the emotional stability of boys and girls studying in upper primary schools.

## **HYPOTHESES OF THE STUDY**

- 1. There is no significant difference in the emotional stability of upper primary students studying in government and private schools.**
- 2. There is no significant difference in the emotional stability of boys and girls studying in upper primary schools.**
- 3. There is no significant difference in the emotional stability of government school boys and private school boys.**
- 4. There is no significant difference in the emotional stability of government school girls and private school girls.**

## **DELIMITATIONS OF THE STUDY**

The present study was delimited to:-

- The present study was delimited to inclusive schools of Faridabad only.
- The study was delimited to 200 students only.
- The study was delimited to IV<sup>th</sup> to IX<sup>th</sup> class students.

## **METHODOLOGY**

### **POPULATION**

All upper primary students studying in government and private schools of Faridabad district constituted the population of the study.



## **SAMPLE**

Sample of **200 students** was selected using random sampling technique.

- 100 students from government schools
- 100 students from private schools

## **PROCEDURE OF DATA COLLECTION**

At the outset, the investigator obtained permission from the principals of the selected schools. With the assistance of the teachers in charge of the classes, the investigator collected the necessary information about the students. The researcher then visited the schools and administered the Emotional Stability Test to the selected students. Clear instructions were given to the students before administering the test, and necessary clarifications were provided during the process to ensure that the students understood the questions and responded accurately.

## **TOOLS USED FOR THE STUDY**

The following tool was used for the study.

Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh

## **ANALYSIS AND INTERPRETATION**

### **HYPOTHESIS – I**

There is no significant difference between the emotional stability of government and private upper primary school students. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of government and private upper primary school students.

**t- Ratio was calculated for comparison between two groups**

S.No	Group	N	Mean	Standard	SE <sub>D</sub>	Mean Diff.	t-ratio	Level of Sig
1.	Government Schools	10	7.99	4.56	0.592	1.56	2.63	S**
2.	Private Schools	10	6.43	3.78				

The calculated t-value 2.63 is greater than table values, which signify that difference is true one. This shows that emotional stability of government and private upper primary school students differ. Calculated mean shows that emotional stability of government school students is less than that of private school students. Thus the null hypothesis “There is no significant difference between the **emotional stability of upper primary students studying in government and private schools.**” stands rejected.

**HYPOTHESIS – 2**

There is no significant difference between the emotional stability of School boys and girls. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of School boys and girls.

**t- Ratio was calculated for comparison between two groups**

S.No	Group	N	Mean	Sd	SE <sub>D</sub>	Mean Diff.	t-ratio	Level of Sig
1.	Boys	50	7.54	3.45	0.62	1.75	2.82	S**
2.	Girls	50	5.79	2.76				

The calculated t-value 2.82 is greater than table values, which signify that difference is true one. This shows that. Emotional stability of boys and girls differs. Calculated mean shows that emotional stability of boys is less than that of girls. Thus the null hypothesis “There is no significant difference between the emotional stability **of boys and girls studying in upper primary schools.**” stands rejected.

**HYPOTHESIS – 3**

There is no significant difference between the emotional stability of **government school boys and private school boys**. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability **of government school boys and private school boys**.

**t- Ratio was calculated for comparison between two groups**

S.No	Group	N	Mean	Std	SE <sub>D</sub>	Mean Diff.	t-ratio	Level of Sig
1.	Government School Boys	50	5.59	3.90	0.659	1.74	2.64	S**
2.	Private School Boys	50	3.85	2.56				

The calculated t-value 2.64 is greater than table values, which signify that difference is true one. This shows that emotional stability of **government school boys and private school boys** differ. Calculated mean shows that emotional stability of government school boys is less than that of private school boys. Thus the null hypothesis “There is no significant difference between the **emotional stability of government school boys and private school boys**” stands rejected.

**HYPOTHESIS – 4**

There is no significant difference between the emotional stability of **government school girls and private school girls**. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of **government school girls and private school girls**.

**t- Ratio was calculated for comparison between two groups**

S.No	Group	N	Mean	Sd	SE <sub>D</sub>	Mean Diff.	t-ratio	Level of Sig
1.	Government School girls	50	7.54	3.45	0.736	2.15	2.92	S**
2.	Private School girls	50	5.59	3.90				

The calculated t-value 2.92 is greater than table values, which signify that difference is true one. This shows that emotional stability of government and private school girls differ. Calculated mean shows that emotional stability of government school girls is less than that of private school girls. Thus the null hypothesis “There is no significant difference between **emotional stability of government school girls and private school girls**” stands rejected.

**MAJOR FINDINGS OF THE STUDY**

The following findings emerged from the analysis and interpretation of the data collected for the present study:

- A significant difference was found between the emotional stability of government and private upper primary school students. The calculated mean scores indicate that students studying in private schools possess higher emotional stability compared to students studying in government schools. Therefore, the null hypothesis stating that there is no significant difference between the emotional stability of government and private upper primary school students was rejected.



- A significant difference was observed between the emotional stability of boys and girls studying in upper primary schools. The analysis indicates that girls were found to be more emotionally stable than boys. Hence, the null hypothesis stating that there is no significant difference between the emotional stability of boys and girls was rejected.
- A significant difference was found between the emotional stability of government school boys and private school boys. The results reveal that private school boys demonstrated better emotional stability compared to government school boys. Therefore, the null hypothesis was rejected.
- A significant difference was observed between the emotional stability of government school girls and private school girls. The analysis indicates that private school girls showed higher emotional stability compared to government school girls. Hence, the null hypothesis was rejected.

## EDUCATIONAL IMPLICATIONS

The findings of the study highlight the importance of emotional development in the overall growth of students. Emotional stability plays a vital role in students' academic performance, interpersonal relationships, and psychological well-being. The results of the study indicate that differences in emotional stability exist among students studying in different school environments.

The study suggests that schools should provide a supportive and nurturing environment that promotes emotional well-being among students. Teachers play a crucial role in identifying emotional problems among learners and guiding them towards healthy emotional development. Schools should incorporate activities such as life skills education, counseling services, co-curricular activities, and value-based education to enhance emotional stability among students.

Special attention should also be given to developing emotional intelligence among boys and students studying in government schools, as the findings indicate comparatively lower emotional stability among these groups. Teachers should be trained to adopt student-centered teaching strategies that encourage positive interaction, cooperation, and emotional expression among students.



Furthermore, school administrators and policymakers should focus on creating emotionally supportive classrooms and providing opportunities for students to develop confidence, resilience, and social skills. Emotional stability programs, guidance services, and mental health awareness initiatives can significantly contribute to the holistic development of students.

### SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of the present study, the following suggestions are proposed for future research:

1. Similar studies may be conducted with a larger sample size to obtain more comprehensive and generalized results.
2. Comparative studies may be undertaken to examine the emotional stability of students in rural and urban schools.
3. Further research may explore the relationship between emotional stability and academic achievement among students.
4. Studies may also examine the impact of family background, socio-economic status, and parental involvement on the emotional stability of students.
5. Future research can investigate the role of school environment, teacher behavior, and peer relationships in shaping emotional stability among students.
6. Longitudinal studies may be conducted to understand how emotional stability develops across different stages of schooling.



## REFERENCES

1. Adhikari, G. S. (1988). A comparative study of emotional maturity. *Perspectives in Psychological Research*, 9(2), 65–66.
2. Aitchison, C. (2003). From leisure and disability to disability leisure: Developing data, definitions and discourses. *Disability & Society*, 18(7), 955–969.
3. Arya, A. (1984). Emotional maturity and values of superior children in family. In M. B. Buch (Ed.), *Fourth Survey of Research in Education* (Vol. 2). New Delhi: NCERT.
4. Capobianco, R. (1964). Diagnostic methods used with learning disability cases. *Exceptional Children*, 31, 187–193.
5. Dwivedi, K. N. (1993). *Emotional development: Group work with children and adolescents*. London: Jessica Kingsley Publishers.
6. Garrett, H. E. (1989). *Statistics in psychology and education*. New Delhi: Kalyani Publishers.
7. Kathurkar, V. K., & Harolikar, L. B. (1961). *Elements of psychology: Normal and abnormal*. Bombay: Longmans Ltd.
8. Palikar, U. (1973). Research trends in emotional development. In M. B. Buch (Ed.), *Fourth Survey of Research in Education (1983–1988)* (Vol. 1). New Delhi: NCERT.
9. Schneiders, A. A. (1957). Emotional problems and academic performance in college students. New York: Catholic Council Press.
10. Seoul, L. J. (1951). *Emotional maturity: The development and dynamics of personality*. London: J. B. Lippincott.
11. Sharma, S. (2004). A comparative study of personality characteristics of primary school students with learning disabilities and their regular peers. *Learning Disability Quarterly*, 27(3), 127–144.
12. UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. Paris: UNESCO.
13. Zigmond, N., & Baker, J. (1990). Mainstream experiences for learning disabled students (Project MELD): Preliminary report. *Exceptional Children*, 57(2), 176–185.



### **Author's Declaration**

As an author of the above research paper/article, here by, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website /amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and hentriacontane is genuinely mine. If any issue arises related to Plagiarism/ Guide Name/ Educational Qualification /Designation /Address of my university/ college/institution/ Structure or Formatting/ Resubmission /Submission /Copyright /Patent /Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible, shuffled, or vanished from the database due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who find trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher, then my paper may be rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website, or the watermark of remark/actuality may be mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me.

**Pooja**  
**Dr Sunita Sarswat**

\*\*\*\*\*