

Emotional Stability of Senior Secondary School Students In Relation To Their Home Environment

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Abstract

The objective of the present investigation is the difference between high and low scores of dimensions of home environment on their emotional stability. Sampling were selected through random sampling techniques. Data was collected with the help of Mishra's home environment inventory (HEI) and Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh from 100 high school students from in and around of Delhi. By the application of mean, standard deviation, and t-test indicated is no significant difference between high and low score of dimensions of home environment in their emotional stability.

I. Introduction

Man is seen as a multi-layered being composed of the physical, vital and emotional, mental, psychic and spiritual personalities. Each of these is further sub-divided, and each has a counterpart on subtle planes surrounding the body. There is within man a spark of the transcendent divine, and the aim of human existence, is to become conscious of this reality and unite with it. Each human being has his/her unique path to arrive at this union, and this can be done in life, in matter itself, and not by removing oneself from life as advocated by traditional spiritual practices. So far, man has developed mainly the physical, mental and vital parts of his being, but now there is an evolutionary thrust to develop still higher parts, which are contained within man and known as the supramental personality. By the use of mind, man has now created a complex structure of society using stupendous advances in technology which have gone out of control. Only a move to higher levels of consciousness can save the human race.

‘Motion is life and rest is death’ in this perspective, life is always in motion. Growth and development are essential and natural features of human being. Reformation and

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innovation are the only truth, which are occurred in the nature. The process of reconstruction is constant either in a slow motion or in a fast motion. There are some variables, which existed and affect to the process of development. Teacher is known as a 'Shining star'. No one is able to do as the teacher can work for the benefits of the society and human being. It is said that Hitler and Mussolini were felt the fear of their nation's teachers in compare of other nation's power. Still the teacher's position could not get the ideal place in the country like India. Teacher felt deficiency of enthusiasm and despair towards duties are found in teacher's behavior. For this, it is necessary that teacher's problems should be understood to create the awareness.

Emotional Stability

Emotional stability is the capacity to maintain ones emotional balance under stressful circumstances. It is the opposite of emotional instability and neuroticism State of an individual that enables him or her to have appropriate feelings about common experiences and act in a rational manner.

Home Environment

It refers to the psycho-social climate of the family as perceived by the children. It includes the quality and quantity of the social, cognitive and emotional support that has been available to the children during their family life in terms of parent-siblings –child interactions.

II. Objectives

- To study the difference between high and low scores of dimensions of home environment on their emotional stability.

III. HYPOTHESIS

- Students having high and low score of dimensions of home environment do not differ on their emotional stability.

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Method

The present study was used descriptive survey method .

Sample

The sample of the study was consisted of 100 school (1x and x class) students affiliated to C B S E of Delhi , randomly selected.

Tools

1. Dr. Karuna Shankar Mishra's home environment inventory (HEI).
2. Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh

Statistical Techniques : Mean, Standard Deviation, and t-test

Table 4.1

Comparison of Emotional Stability of Senior Secondary School Students having high and low score of Control (Dimension of Home Environment)

Sr.No.	Dimensions	N	Mean	S.D.	SED.	'T'Ratio
1	Control	50	5.69	2.61	0.57	3.66**
		50	7.97	3.02		
2	Protectiveness	50	6.95	2.33	0.59	2.79**
		50	8.86	3.65		
3	Punishment	50	4.13	1.67	0.38	6.12**
		50	6.91	2.61		
4	Conformity	50	7.10	4.07	0.78	3.06**
		50	9.71	3.92		
5	Social Isolation	50	5.39	4.83	0.69	2.59**
		50	7.54	3.07		
6	Reward	50	5.11	3.11	0.69	3.77**

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		50	7.28	2.81		
7	Deprivation of privileges	50	7.49	5.09	0.76	2.69**
		50	9.27	3.62		
8	Nurturance	50	7.25	4.63	0.59	3.31**
		50	9.56	3.41		
9	Rejection	50	5.39	4.12	0.63	2.87**
		50	7.08	2.43		
10	Permissiveness	50	5.13	4.27	0.68	5.38**
		50	9.23	3.19		

* Significant at 0.05 level

**Significant at 0.01 level

IV. Major Findings

The important findings that have emerged out after analysis and interpretation of data are given below:

1. Significant difference was found in emotional stability of senior secondary school students having high and low score on control dimension of home environment. Calculated mean shows that Emotional stability of low control dimension of home environment is greater than that emotional stability of high control dimension of home environment
2. Significant difference was found in emotional stability of senior secondary school students having high and low score on protectiveness dimension of home environment. Calculated mean shows that Emotional stability of low protectiveness dimension of home environment is greater than that emotional stability of high protectiveness dimension of home environment.
3. Significant difference was found in emotional stability of senior secondary school students having high and low score on punishment dimension of home environment. Calculated mean shows that Emotional stability of low punishment

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- dimension of home environment is greater than that emotional stability of high punishment dimension of home environment.
4. Significant difference was found in emotional stability of senior secondary school students having high and low score on conformity dimension of home environment. Calculated mean shows that Emotional stability of low conformity dimension of home environment is greater than that emotional stability of high conformity dimension of home environment.
 5. Significant difference was found in emotional stability of senior secondary school students having high and low score on social isolation dimension of home environment. Calculated mean shows that Emotional stability of low social isolation dimension of home environment is greater than that emotional stability of high social isolation dimension of home environment.
 6. Significant difference was found in emotional stability of senior secondary school students having high and low score on reward dimension of home environment. Calculated mean shows that Emotional stability of low reward dimension of home environment is greater than that emotional stability of high reward dimension of home environment.
 7. Significant difference was found in emotional stability of senior secondary school students having high and low score on deprivation of privileges dimension of home environment. Calculated mean shows that Emotional stability of low deprivation of privileges dimension of home environment is greater than that emotional stability of high deprivation of privileges dimension of home environment.
 8. Significant difference was found in emotional stability of senior secondary school students having high and low score on nurturance dimension of home environment. Calculated mean shows that Emotional stability of low nurturance dimension of home environment is greater than that emotional stability of high nurturance dimension of home environment.
 9. Significant difference was found in emotional stability of senior secondary school students having high and low score on rejection dimension of home environment. Calculated mean shows that Emotional stability of low rejection dimension of home environment is greater than that emotional stability of high rejection dimension of home environment.

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10. Significant difference was found in emotional stability of senior secondary school students having high and low score on permissiveness dimension of home environment. Calculated mean shows that Emotional stability of low permissiveness dimension of home environment is greater than that emotional stability of high permissiveness dimension of home environment.

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