



EMOTIONAL STABILITY OF NORMAL AND DIFFERENTLY ABLED STUDENTS OF ELEMENTARY SCHOOLS

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ABSTRACT

The present paper attempt to study the problem named as emotional stability of normal and differently abled students of elementary schools. The sample constituted 100 normal (55 boys 45 girls) and 100 differently abled (68 boys 32 girls) students from elementary schools of west Tripura. The sample was selected through simple random sampling. Data was collected with the help of Emotional stability test for children by Dr. (Mrs.) A. Sen Gupta, Dr. A.K. Singh. By the measures of mean, SD, and t-test revealed that emotional stability of normal and differently abled students are same. The researcher also revealed no significant difference between normal and differently abled girls emotional stability. On the other hand the researcher found the significant difference between differently abled boys and girls' emotional stability and all boy's and girl's emotional stability also shown there is significant difference between the emotional stability.

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INTRODUCTION

In this world God has created so many creatures. Out of there human being is the most unique creature. The human being can express their thought and feeling unlike other creature. For example when men get something he or she likes, he or she feels happy and when they lose something or someone whom he or she loves they feel sad. The feelings are shown itself in their facial expressions and other body language. When an individual setting in a group, if a person is not cheerful as usual it is said that he or she might be having some thought that is disturbing them. Education aims at development of human. It prevails over our life from cradle to grave. The aim of education is to generally prepare an individual to lead life intelligently and successfully. Education should enable us to overcome those obstacles and problems which we might face in life. Modern society has become more complex and competitive. This is an age of space, rapid industrialization and technical advancement. So, educational aims and objectives change their dimensions priorities and objectives. These changes are general as well as specific in nature. Present time expects from students to have high sensitivity, general ability and superior nobility through education. Education trains him to become emotionally more stable. Emotional stability is one of the significant aspects of human. All most of the behaviors of man are guided in some

degree by emotions. Emotions are presents in every activity of human being. These emotions are prime movers of thought and conduct which influenced physical health, mental health, social life, character, leaning process, and area of adjustment. Emotions are sort of feelings or effective experience which are characterized by some psychological changes that generally lead individual to perform some or the other types of behavior (Crow and crow 1973).

Elementary school is the main point of delivery of primary education for children between the ages of 5-12 and before secondary educations. Elementary school is usually a part of compulsory education. Elementary school encompasses a wide range of grade levels. In some regions, it includes kindergarten through eighth grade. In other areas, it goes through the fifth grade, sixth, seventh and eighth grades are considered middle school. Elementary schools teachers interact with students of vastly different ages groups, from the early ages of 5or 6-11or12. In this levels schools all the different phases of development and their emotional needs are very greatly. The elementary schools curriculum is usually structured around the fundamental subjects of mathematics, science, social studies, language art, music, art and reading. Differently abled were first proposing (1980s) as an alternative to disabled, handicapped, etc. on the grounds that is gave a more positive message and avoided discrimination towards people with disabilities. The term has gained little currency, however, and has been criticized as both over – euphemistic and condescending. The accepted term is generally use still disabled. Differently able are often

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described in term of lack of normal functioning of physical, mental or psychological process.

Emotional stability is considered as one the important and vital aspect of human's life. Sighted or normal children as well as elementary students must be able to control his or her emotions in a proper way and also try to express them appropriately. While pupils have no or very little emotional control, it may lead to anxiety, inferiority feelings and guilt (Frandsen, 1961). Our education policy emphasizes on 'Education for all', education children with different disabilities are of great concern. National policy on Education(1986), plan of action (1992) for be disabled seeks to achieve universal enrolment of handicapped children by the end 9th plan, in general schools whenever possible and in special sections of general schools of children who require special education.

The Government of India is assisting states (UTs) to implement the SarvaShikshaAbhiyan (SSA) as a program for universities elementary education for all children in 6-14 year age group. SSA provides Rs. 3000/- per child per annum for all interventions relation to education of children with special needs (CWSNs). The major interventions under SSA for the education of CWSNs are identification, functional and formal assessment, appropriate educational placement, preparation of individualize educational plan, provision of pre aides and appliances, transport or escort support, teachers training, appointment of resource teachers, therapeutically support and barrier free access.

Significance of the study

In present days where people live with highly determined and competitive society to work hard for successful life they do lot for the development of life but on another side emotional pressure is increasing also in students who has a tough competition from their class till getting job, they lose their control over their emotions which results imbalanced and maladjusted personality. Also our students who have no control on their emotions misbehave with their classmates, roommates, teachers etc. thus they became dangerous for the society. Thus emotional stability is important for educational growth and development; teachers should taught students how to make control, maintain, and develop emotions as emotions are present in every activity and they are major movers of thought and conduct. That is why researchers conduct huge number of researches to draw attention to the consequence and various aspects of emotions.

Emotions are a feeling and its distinctive thoughts, psychological and biological states and range of propensity to act. Stability in emotions means well established or fixed, not easily upset or disturbed firmly balanced and capable to remain in same status. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of children's development. The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development. The person, who is able to maintain his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Scott (1968) expresses that, emotional stability as one of the seven important indicators of superior mental health. Emotional stability 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.

Emotional stability is defined an individual's ability to successfully adapt to life tasks in the face social disadvantage or highly adverse. Adversity and stress can come in the shape of family or relationship problems, health problems or worries among others. Emotional stability is one's ability to back from negative experience with "competent functioning" emotional stability is not rare ability; in reality, it is found in the every individual normal as well as differently able and it can be learned and developed by virtually anyone. Emotions are is the most powerful energy that influences action. Emotional stability refers to a person's ability to remain cool or even relax when faced with pressure or stress. Someone who is emotionally unstable is more essential, which means the person faces an increased risk of reacting with violent or harmful behaviors when developed stability is the quality of being maintaining a constant character despite forces that threaten to disturb it. Emotional stability is important because it is not improves our life but also the lives of our friends.

One of the most amazing developments live seen in education over the past 15 years is the way that technology has created a revolution in possibilities for disabled learners. But the rapid development and application of computer-based technology, however, has created as great change in available options for disabled students. For years, differently, abled students have struggled with their assignments or been shut out of different classes or subject because schools had accessibilities or instructional problems. Ending the isolation and limited opportunities disabled students have long faced. Computer programs have been designed to make it easier for disabled students to access material communicate with their ideas, emotional ability, work and participate in educational experience. All these changes have direct effects on differently able student's emotions. Considering two several different kinds of challenges including physical and motor skill challenges faced by the differently able children's, the Tripura government will provide a home based education for the differently abled and to other who face similar challenges.

Emotional stable person to endure minor stress and strains of day to day living without becoming emotionally upset, anxious, nervous, tense, or angry. They are able to maintain composure, under minor emotional. The unstable person is subject to fairly wide, common and often volatile mood shifts that may move backward and forward from limit to limit. There are many areas of improvement, which institutions of higher education can adopt for enhancing the education experience for students. For instance, the provision of digitized reading materials, access to computers with assistive devices, choice of examination methods, maintaining accessible web sites, promoting open access and open educational resources will go a long way in furthering education amongst students who have disabilities. Institutions could explore new models of imparting education which are proving successful in other parts of the world. But yet these improvements didn't touch elementary level school, only limited elementary schools are receiving the enhancement and improvements of technologies.

Objectives

1. To estimate the emotional stability of normal and differently able students of elementary schools.

2. To compare the emotional stability of normal and differently able boys students of elementary schools.
3. To compare the emotional stability of normal differently able girls students of elementary schools.
4. To compare the emotional stability of differently able boys and girls students of elementary schools.
5. To compare the emotional stability of normal boy and girl students of elementary schools.
6. To estimate the emotional stability of boys and girls students of elementary schools.

Hypotheses

- Ho1, There is no significant difference between the emotional stability of normal and differently able boys students of elementary schools.
- Ho2, There is no significant difference between emotional stability of normal and differently able girl students of elementary schools.
- Ho3, There is no significant difference between emotional stability of differently able boys and girls students of elementary schools.
- Ho4. There is no significant difference between the emotional stability of normal boys and girls students of elementary schools.
- Ho5, There is no significant difference between the emotional stability of boys and girls students of elementary schools.
- Ho6, There is no significant difference between the emotional stability of boys and girls students of elementary schools.

Analysis and interpretation

Objective 1

To estimate the emotional stability of normal and differently able students of elementary schools.

Hypotheses: there is no significant difference between the emotional stability of normal and differently able students of elementary schools.

Table 1 Showing the significant difference between two means of emotional stability of normal and differently able students

Sl.no	Category	N	Mean	SD	Df	"t value"	Level of significant
1	Normal students	100	5.93	2.32	198	1.58	0.05
2	Differently able students	100	6.11	1.49			Not significant

Interpretation: - it is clear from the table No 1 and found that the critical value of t with degree of freedom at 5% level of significance is 1.97. Our computed value of t i.e. is quite smaller than the critical table value 1.97 and hence is not significant. Therefore, the null hypotheses i.e. "there is no significant difference between the emotional stability of normal and differently able students of elementary schools" cannot be rejected and as a result our null hypotheses is accepted. So it can safely conclude that normal and differently abled are not differ significantly in the emotional stability.

Objective 2

To compare the emotional stability of normal and differently ale boys students of elementary schools

Hypotheses: There is no significant difference between the emotional stability of normal and differently able boys students of elementary schools.

Table 2 Showing the significant difference between two means of emotional stability of normal and differently abled boy's students from elementary schools.

Sl. no	Category	N	Mean	SD	Df	t value	Level of significant
1	Normal boys	55	6.32	2.55	121	1.85	0.05
2	Differently able boys	68	5.60	1.35			Not significant

Interpretation: -Table No. 2 and found that the critical value of t with degree of freedom at 5% level of significance is 1.98. Our computed value of t i.e. is quite smaller than the critical table value 1.98 and hence it is not significant. Therefore, the null hypotheses "there is no significant difference between the emotional stability of normal boy and differently abled boy students of elementary schools" cannot be rejected and as a result our null hypotheses is accepted. So it can be safely concluded that the emotional stability of normal boy and differently able boy students are same.

Objective 3

To compare the emotional stability of normal and differently able girl students of elementary schools.

Hypotheses: There is no significant difference between the emotional stability of normal and differently able girl students of elementary schools.

Table 3 Showing the significant difference between two means of emotional stability of normal and differently abled girl's students of elementary schools.

Sl.no	Category	N	Mean	SD	Df	t value	Level of significant
1	Normal Girls	45	6.77	2.02	75	1.17	0.05
2	Differently able girls	32	6.81	1.53			Not significant

Interpretation: -Table No. 3 found that the critical value of t with degree of freedom at 5% level significance is 1.99. Our computed value of t i.e. is quite smaller than the critical table value 1.99 and hence it is not significant. Therefore, the null hypotheses i.e. "there is no significant difference between the emotional stability of normal girls and differently abled girls of elementary schools" cannot be rejected and as a result our null hypotheses is accepted. So it can safely concluded that normal girls and differently abled girls students emotional stability is same.

Objective 4

To compare the emotional stability of differently able boys and girls students of elementary schools.

Hypotheses: There is no significant difference between the emotional stability of differently able boys and girls students of elementary schools.

Table 4 Showing the significant difference between two means of emotional stability of differently able boy and girl students of elementary schools.

Sl. no	Category	N	Mean	Mean	Df	t value	Level of significant
1	Differently able boys	68	5.60	1.53	98	3.78	0.05
2	Differently able girls	32	6.25	1.67			Significant

Interpretation: - Here it has been found that the critical table value of t with degree of freedom at 5% level of significance is 1.98. Our computed value of t i.e. is greater than the critical table value 1.98, and hence it is significant. Therefore, the null hypotheses i.e. “there is no significant difference between the emotional stability of differently abled boy and girls students of elementary schools” can be rejected and as a result our null hypotheses is not accepted. So it can safely conclude that differently abled boy and girl student’s emotional stability is significantly different from each other.

Objective 5

To compare the emotional stability of normal boy and girl students of elementary schools.

Hypotheses, there is no significant difference between the emotional stability of normal boy and girl students of elementary schools.

Table 5 Showing the significant difference between two means of emotional stability of normal boy and girl students of elementary schools.

Sl. no	Category	N	Mean	SD	Df	t value	Level of significant
1	Normal boys	55	6.32	2.55	98	0.98	0.05
2	Normal girls	45	6.77	2.02			Not significant

Interpretation: -Table No. 5 found that the critical table value t with degree of freedom at 5% level of significance is 1.98. Our computed value of t i.e. is smaller than the critical value 1.98, and hence it is not significant. Therefore, the null hypotheses “there is no significant difference between the emotional stability of normal boy and girl students of elementary schools” cannot be rejected and as a result our null hypotheses is accepted. So it can safely conclude that normal boy and girl student’s emotional stability is same.

Objective 6

To estimate the emotional stability of boys and girls students of elementary schools

Hypotheses, there is no significant difference between the emotional stability boy and girl students of elementary schools.

Table 6 Showing the significant difference between two means of emotional stability boy and girl students of elementary schools.

Sl. no	Category	N	Mean	SD	Df	t value	Level of significant
1	Boys	123	5.95	2	198	1.58	0.05
2	Girls	77	6.78	1.83			Significant

Interpretation: -Table No.6 found that the critical table value of t with degree of freedom at 5% level of significance is 1.58. Our computed value of t i.e. is greater than the critical table value 1.58, and hence it is significant. Therefore, the null hypotheses i.e. “there is no significant difference between the emotional stability of boy and girls students of elementary schools” can be rejected and as a result our null hypotheses is not accepted. So it can safely conclude that boy and girl student’s emotional stability is significantly different from each other.

CONCLUSION

Children today face a dual set of obstacles to their healthy improvement. Many parents struggle to make ends meet as they work unstable jobs, live in unstable housing, have unstable relationships, and deal with unstable child care arrangements. Rapid changes in families’ lives often result in inconsistencies both in the home and out-of-home settings. So it is very important that parents of elementary school students they should maintain their family situation and always keep eyes on their child. Parents of differently abled students need to remain special management for their child and they should make available special education for their child.

Elementary school level is the most important part of education. These elementary schools include primary section. This is the section where students being ready for secondary education. Normal students and students with disabilities or differently abled all are covered by the elementary schools. Elementary education is compulsory education for children under 6-14 year age group; they may be normal and may be differently abled.

The research reviewed that emotional stability of normal students and differently abled students mean scores values are not significantly differ from another. The mean value of normal boys and differently abled boys is also equivalent, and normal girls and normal boys means score value are also equal to each other. The study also reviewed that the mean values of normal girls and differently abled girls are not dissimilar from one and another, but the emotional stability of differently abled boys and girls students are significantly different. And the mean value of all boys and girls students of elementary schools is also significant different from each other.

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