COMPARATIVE STUDY OF EMOTIONAL STABILITY AND ACADEMIC ACHIEVEMENT OF DEPRIVED STUDENT OF HIGHER SECONDARY SCHOOL

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Abstract: The present study is a comparative study of emotional stability and academic achievement of deprived student of higher secondary school. The data was collected from a sample of 1200 student, in which 600 boys and 600 girls of higher secondary School by using random sampling technique. The descriptive survey method was used for data collection using (1) deprivation scale- is standardized by Dr. C.P. Jain, (2) Emotional stability test standardized by Dr. A.Sengupta and Dr. A. K. Singh (3) Academic Achievement from record of obtain marks in board of high school of M.P.. The study reported that the emotional stability of deprived student was found different in all types (low and high level deprived students) of deprived student. It also revealed that there existed relationship between (a) emotional stability and academic achievement (b) emotional stability and deprivation.

Keyword: - deprivation, emotional stability and academic achievement.

Introduction :

Deprivation indicates to take away or to withdraw action previledges or advantages available. A deprived child suffers hardship, he is preveted not to use or enjoy the facilities and pleasure commonly used by other children. There are different types of obstacles-Physical social and psychological which deny the basic needs of child. The child does not get free opportunities to react and drive pleasure out of them. Certain hinderances and pressure do not allow him to drive maximum advantages. The deprived child has bad experiences. His life is full of stress and strain. The affects his physical and mental health. Prevention of pleasure and basic need also affects the hormonoris development of his personality.

Deprivation may be either temporary or prolonged. Temporary deprivation is overcome by the time but prolonged deprivation hampers proper development of the child.

Deprivation greatly effect personality and achievements. It is harmful for person himself and for country too, because contribution of each individual is needed in the progress of the nation.

Altitude of deprived students was found to be unfavorable towards their school and its personnel, that greatly affects academic achievements and developing higher rules, mediating variables deprivation must be known.

Adolescence is a period of emotion, the Individual is very touchy during their period, the further course of life is decided during their period. It is the deprivation which may be them on wrong paths, so reasons of deprivation must be known.

Present era is scientific era, so the growth of an individual should also be on scientific lines. For proper growth of an individual balanced mixture of physical, social and psychological factors of needs, lack or deficiency of any of these factors results in hampering of proper development.

Statement of the problem :

A comparative study of emotional stability and academic achievement in between deprived students of higher secondary school of Jabalpur (M.P.) city.

Objective of the study :

The objective of the study were :

(1)   To find out the significant difference in emotional stability exists between low and high deprived students.
(2)   To find out the significant difference in academic achievement exists between low and high deprived students.
(3)   To find out the relationship between emotional stability and academic achievement of highly deprived students.

Hypothesis of the study :

The study is designed to achieve the following hypothesis :

(1)   There is no significant difference in emotional stability exists between low and high deprived students.
(2)   There is no significant difference in academic achievement exists between low and high deprived students.
(3)   There is no significant relationship between emotional stability and academic achievement highly deprived students.

Materials and Methods :
Methods-

The descriptive survey method is used in the present study.

Population-

The population of the present study comprised of all the student of class XI studying in government higher secondary school (pass out the high school exam. of M.P. board) existing in Jabalpur (M.P.).

Sample-

For the present study, the sample is comprised of 1200 students 600 boys and 600 girls who are studying class XI in different government higher secondary school of Jabalpur (M.P.). The sample is selected by simple random technique out of all the ten higher secondary school of government of Jabalpur (M.P.).

Tools Used-

The following tools are used for the present study :
(1)   Deprivation scale- standardized by Dr. C.P. Jain.
(2)   Emotional stability- Test standardized by Dr. A.Sengupta & Dr. A. K. Singh.
(3)   M.P. Board of high school examination marks for academic Achievement.

Result :

In this study we find result by data collection. It can be explained in one by one objective 1.

Objective 1

To find out the significant difference in emotional stability exists between low and high deprived students.

Group	N	M	S.D.	C.R.
High Deprived student	300	10.22	1.17	
Low Deprived student	260	9.85	1.30	3.70**

** Significant.

M= Mean

S.D. = Standard Division

C.R. = Correlation

By this result, we can say the C.R. value is 3.70 which is significant deference in 0.01 and 0.05 level, so the hypothesis (1) is now rejected and we can say there are significant deference in emotional stability academic achievement exists between low and high deprived student.

Objective 2

To find out the significant difference in academic achievement exists between low and high deprived students.

Group	N	M	S.D.	C.R.
High Deprived student	300	407.83	41.83	
Low Deprived student	260	391.89	52.24	3.95**

** Significant.

By this table, the value of C.R. is 3.95, which is significant in both level 0.01 and 0.05. By this result we can say that the hypothesis (2) is now rejected so there are significant Iteration in academic achievement exists between low and high deprived students.

Objective 3

To find out the relationship between emotional stability and academic achievement of highly deprived students.

For this objective we find out the relation between academic achievement and emotional stability by product moment correlation coefficient method. The value of correlation coefficient is 0.90, which denotes high positive correlation. By this result hypothesis (3) in now selected. So we can say that, there are significant relationship between emotional stability and academic achievements of highly deprived students.

Conclusion :

All the study designed for arrival a conclusion, so our study also make a conclusion for further study. We can clear the conclusion by step my step which we have objective of the study.

First objective of the study is that to find out the significant difference in emotional stability exists between low and high deprived student, in which by the result we find the significant difference in emotional stability exists between low and high deprived student. So hypothesis (1) is rejected and we can say that there are differ in the level of emotional stability in low and high deprived student. Deprivation is the factor which effect on the bahavior and emotion of person.

Second objective is that to find out the difference in academic achievement exists between low and high deprived student in which by the result I found that hypothesis (2) is now rejected, so we can say that there are significant difference in academic achievement exists between low and high deprived student. So we can say that deprivation is the factor which influence on the academic life of the person.

Third objective of the study is that find out the relation between emotional stability and academic achievement of high deprived student. In which I found that there is significant relationship in academic achievement and emotional stability of high deprived student. So I can say that deprivation of student influence her academic life, behaviour and her emotional development. So deprivation as called her social, psychological and economic factor plays a important role on her academic life, behavior and emotional development.

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