A COMPARATIVE STUDY OF EMOTIONAL STABILITY AND CONFIDENCE LEVEL OF WARDS OF CIVIL AND ARMY PERSONNEL OF SECONDARY LEVEL SCHOOLS IN DELHI AND NCR

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Abstract

Children vary in their capabilities, talents, intelligence, cognitive aspects and potentials. These variations depend on a number of factors. Some are genetic and some may be due to the environment. Does the transfer of school from one school to another within a city any effect on children? Similarly, personnel working in a number of professions have to move from one place to another due to transfer. In these circumstances, their wards have to shift to a new school or in other words change of their school. This may be due to change of place or change in the job/workplace or transfer of parent(s). Are these variations in the wards get affected by transferable jobs of the parents? Due to frequent transfers of Army personnel, the family also needs to shift, so the children. Each transfer exposes the child to different situations, conditions, school, peer group and environment. The present study is an attempt to investigate the change/ difference in Emotional Stability and Confidence Level of wards of Army personnel and also study with the wards of civil personnel in a comparative perspective.

Normative Survey Method used to collect data on students of upper elementary level i.e., classes VI to VII of Army Public Schools and Public Schools located in Delhi and NCR. The sample consisted of 264 students comprising of 134 boys and 130 girls. The investigator used following standardized tools for data collection-

(a)   Self Confidence Inventory developed by Dr. Rekha Gupta (2013)

(b)   Emotional Stability Test for Students by Singh and Sengupta (2005)

Statistical techniques used were Percentage Analysis.

Key Words- *Emotional Stability, Confidence Level*

INTRODUCTION

Defense services form the backbone of any country's security. The continuous transfers of this personnel due to their professional obligation is an integral part of any soldier's life. Transfers are faced not only by soldiers but also by their families. Most affected by such transfers are their children for whom in each station there is a separate environment, culture, different school, peer group, social pressure, etc., which in turn have an effect on their emotional stability and confidence levels.

On the other hand, the children from the civil background are mostly settled in one place, resulting in education from the same school and also in the same place.

With more than 3.5 million Army Personnel in India, the number of their wards form the significant proportion of the population in Indian schools. Today's education being child-centric, any shortcomings or strengths cannot be neglected. Such variations have to be considered to formulate or make changes in the syllabus, course content and whole education system to fill the gap of variations (if any) in terms of traits among children and bringing all of them on a higher platform.

Thus the aim of the study is to compare the emotional stability and confidence level of wards of civil and Army personnel and to see whether there is a significant difference in terms of these variables.

RATIONALE OF THE STUDY

The main purpose of the study is to assess the confidence levels and emotional stability among wards of civil and Army personnel and to access whether wards of Army personnel have an extra edge over their civil counterparts on these variables

After analyzing various researches done in past years on the related variables, it is found that not much work has been done on the confidence level and emotional stability on students. Most of the researches focused on emotional intelligence and its relationship with other variables like confidence level, academic achievement, and other areas. But not a single study has been conducted on the wards/children of Army Personnel. Thus the present study and its findings may have importance not only for the concerned persons but the findings have educational implications also.

OBJECTIVES OF THE STUDY

The present study has the following objectives:

- To study and compare the emotional stability of the wards of civil and Army personnel.

- To study and compare the Confidence Level of the wards of civil and Army personnel.
- To compare the Emotional Stability between boys of civil and Army personnel.
- To compare the Emotional Stability between girls of civil and Army personnel.
- To compare the Confidence Level between boys of civil and Army personnel.
- To compare the Confidence Level between girls of civil and Army personnel

METHODOLOGY

The researcher undertook Normative Survey Method and used following a standardized questionnaire for data collection-

(a)   Self Confidence Inventory developed by Dr. Rekha Gupta (2013)

(b)   Emotional Stability Test for Students by Singh and Sengupta (2005)

The researcher visited various Army Public Schools (APS) and Public Schools of Delhi and NCR. Both the questionnaire were used to collect data from students of upper elementary level i.e., class VI, VII, and VIII.

SAMPLE

The sample was collected from following schools: Army Public School, Shankar Vihar, Army Public School, Dhaula Kuan, Army Public School, Noida, Samsara World School, Greater Noida and Somerville School, Greater Noida.

TABLE 1

Distribution of Data: School and Gender wise

SCHOOLS	BOYS	GIRLS	TOTAL
APS	72	70	142
PUBLIC SCHOOLS	62	60	122
TOTAL	134	130	264

TOOLS AND TECHNIQUES

Tools

To collect the requisite data for the present study, the investigator used the following standardized tools:

- Self Confidence Inventory' developed by Dr. Rekha Gupta (2005).
- Emotional Stability Test for Children' developed by Singh and Sengupta (2013).

Statistical Techniques

Following statistical techniques are used

- Percentage
- Percentage Analysis

ANALYSIS BASED ON VARIABLE:

Confidence level

TABLE 2
Confidence Level Wise Distribution of Data

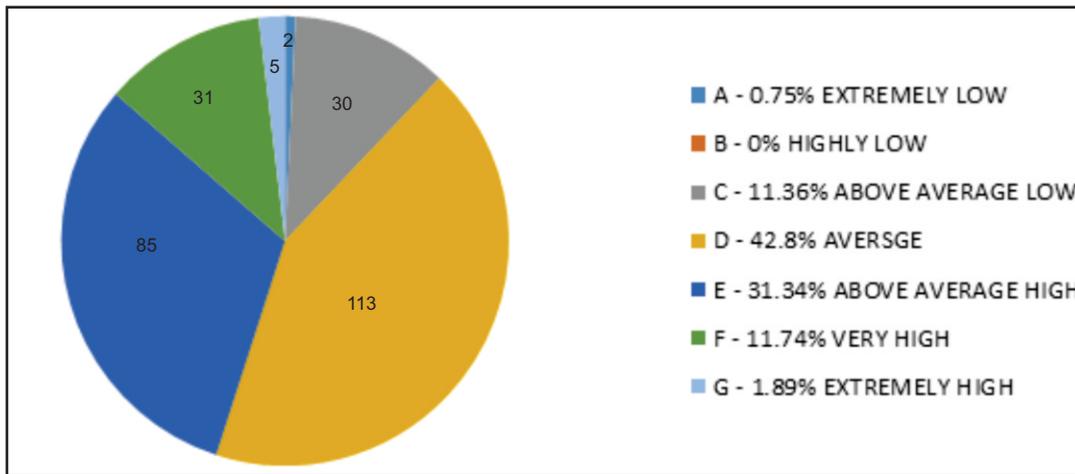| CATEGORIES OF SELF CONFIDENCE						
A	B	C	D	E	F	G
0.75% (02)	0% (0)	11.36% (30)	42.8% (113)	31.34% (83)	11.74% (31)	1.89% (5)

Fig 1: Graphical representation of data: Confidence Level wise

Table 1 shows that only 1.89% of the students are under 'Highly Self Confident' category, 11.74% as under 'Very Confident and nearing one-third (31.34%0 are in the 'Above Average High' category. Majority of the students are falling in the average group with 42.8% and no child is falling in a highly low group category.

From the above table, it may be indicated that the majority of students are in an average group of Confidence Level and followed by Above Average High group level.

TABLE-3

Showing Percentage Wise Distribution of Data in the Confidence Level

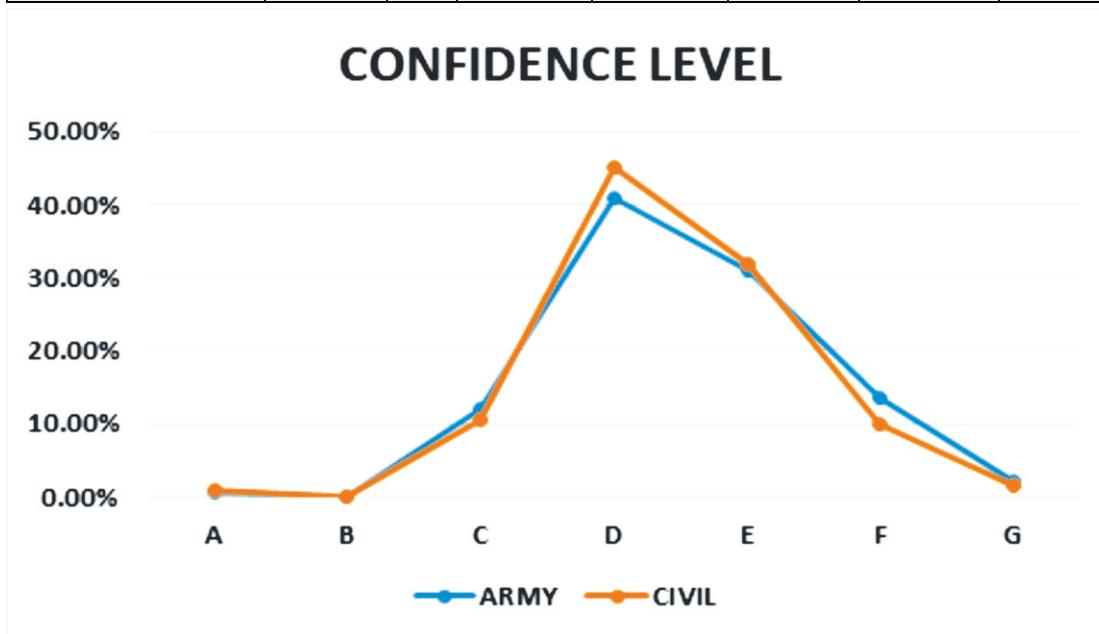| Type/category	A	B	C	D	E	F	G
ARMY (Sample size 142)	0.7% (01)	0% (0)	11.97% (17)	40.8% (58)	30.98% (44)	13.38% (19)	2.11% (03)
CIVIL (Sample Size 122)	0.81% (01)	0% (0)	10.65% (13)	45.08% (55)	31.96% (39)	9.83% (12)	1.63% (02)

**Fig 2: Graphical representation of Confidence Level of Army and Civil Wards**

Table 3 shows that among Extremely High Confident group (Group G) Army wards have scored better than their civil counterparts. Among the whole sample, 2.11% of Army wards are highly self-confident as compared to 1.63% of civil wards. Among the 'Very High, Confident' group (Group F) 13.38% of Army wards have strong standing as compared to 9.83% of civil wards. Among 'Extremely Low Confidence' group (Group A), the percentage of civil wards is higher with 0.81% as compared to Army wards with 0.7%. There is no student in either group in Highly Low Group (Group B). Though civil Wards have scored little better in 'Average' and 'Above Average Group' (Group D&E)

From the analysis, it may be reflected that the wards of army personnel are more self-confident than their civil counterparts with 46.47% of Army wards in higher confidence level group as compared to 43.42% of civil wards.

TABLE 4

Showing Gender Wise Distribution of Data in Confidence Level (Girls)

GENDER TYPE	GIRLS						
	A	B	C	D	E	F	G
ARMY (Sample size 70)	1.42% (01)	0% (0)	14.28% (10)	24.28% (17)	38.57% (27)	20% (14)	1.42% (01)
CIVIL (Sample size 60)	1.67% (01)	0% (0)	10% (06)	45% (27)	31.67% (19)	11.67% (07)	0% (0)
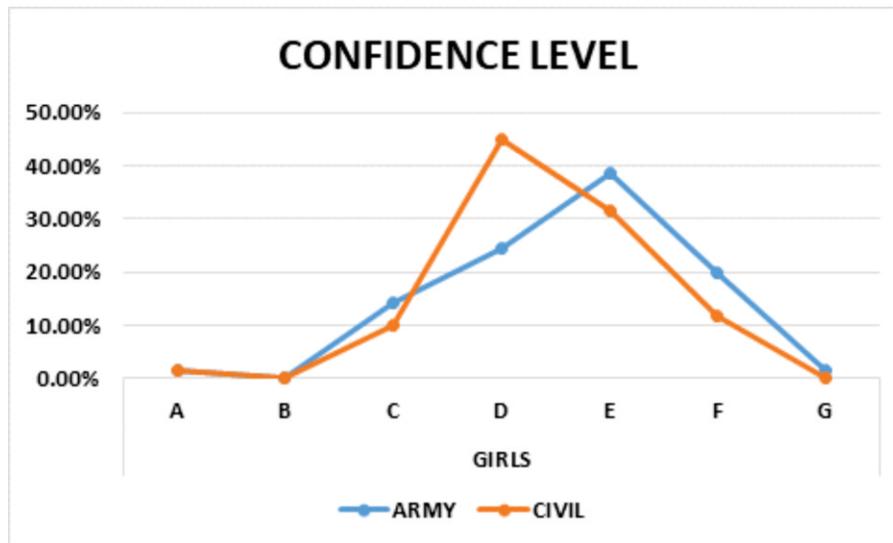
As per Table 4, among Extremely High Confident group (Group G) Army girls have scored better than their civil counterparts. Among the whole sample, 1.42% of Army girls are highly self-confident as compared to none among civil girls. Among the 'Very High, Confident' group (Group F) 20% of Army girls have strong standing as compared to 11.67% of civil girls. Army girls have scored better in 'Above Average High Group (Group E). Among 'Extremely Low Confidence' group (Group A), the percentage of civil girls is higher with 1.67% as compared to Army girls with 1.42%. There is no child

in either group in Highly Low Group (Group B). Though civil girls have scored little better in 'Average' group (Group D).

It may be indicated that the girls of army personnel are more self-confident than their civil counterpart. More than half i.e. almost 60% of Army girls have higher confidence level as compared to 43% of civil girls.

TABLE 5
Showing Gender Wise Distribution 0f Data in Confidence Level (Boys)

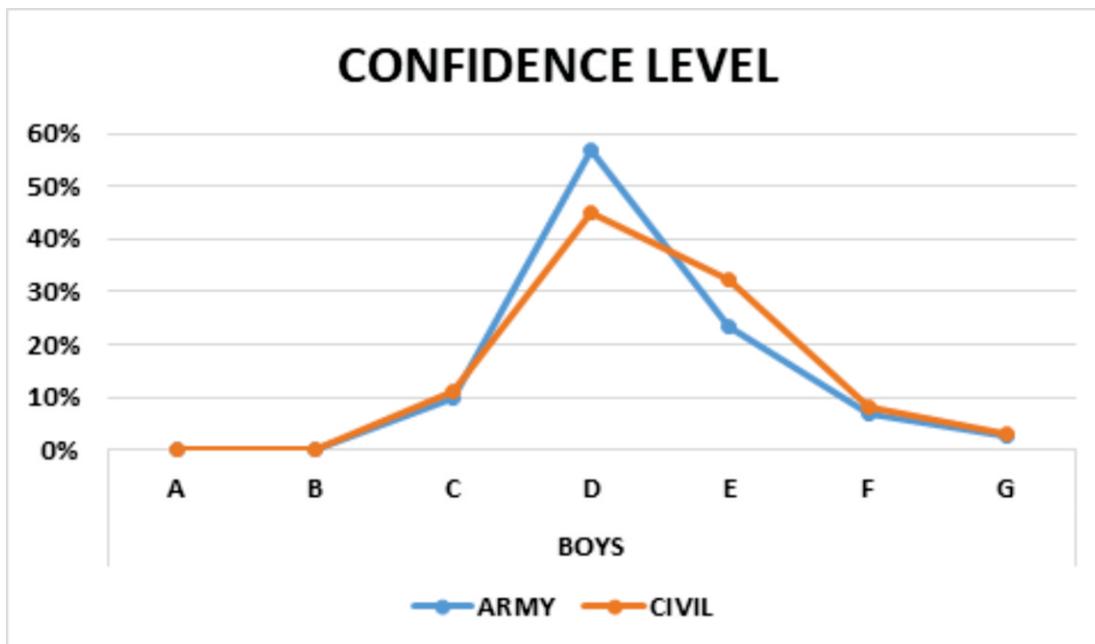| GENDER	BOYS						
Type	A	B	C	D	E	F	G
ARMY (Sample size 72)	0% (0)	0% (0)	9.7% (07)	56.9% (41)	23.61% (17)	6.94% (05)	2.77% (02)
CIVIL (Sample size 62)	0% (0)	0% (0)	11.29% (07)	45.16% (28)	32.2% (20)	8.06% (05)	3.22% (02)

Fig 4: Graphical representation of Confidence Level of Army and Civil Wards (Boys)

Table 5 shows that among 'Above Average' 'Very High' and 'Extremely High Confident' group (Groups E, F, G) Army boys have scored less than their civil counterparts. Among the whole sample, 2.77% of Army boys are highly self-confident as compared to 3.22% among civil boys. Among the 'Very High Confident' group (Group F) 6.94% of Army boys as compared to 8.06% of civil boys. There are no child in either group in Highly Low' and 'Extremely Low Groups (Group A&B).

It may be revealed that Boys of civil personnel are more self-confident than Army boys. Almost 33% of Army boys are towards higher confidence level as compared to 43% of civil boys showing higher confidence level among civil boys.

TABLE 6

Showing Percentage Wise Distribution of Data in the Emotional Stability

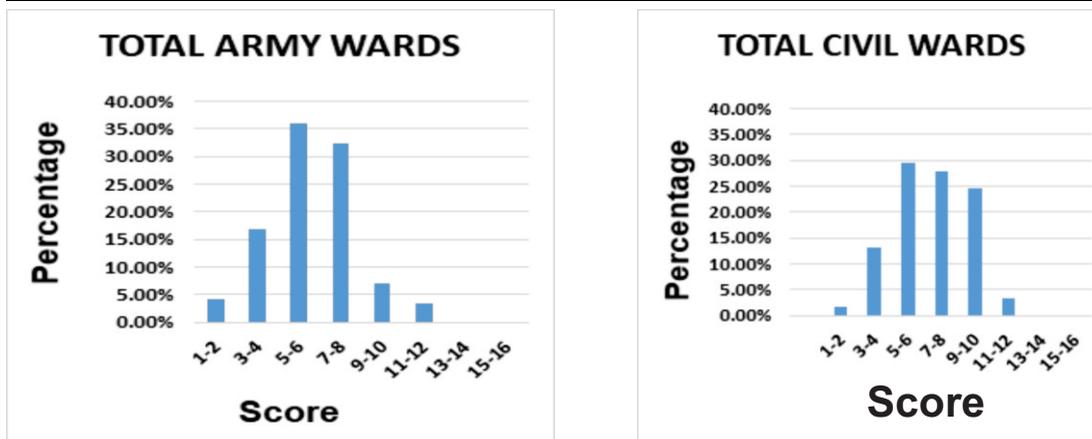| INTEGRAL SCORE	TOTAL ARMY WARDS	PERCENTAGE %	TOTAL CIVIL WARDS	PERCENTAGE %
1-2	6	4.22	2	1.63
3-4	24	16.9	16	13.11
5-6	51	35.9	36	29.5
7-8	46	32.39	34	27.87
9-10	10	7.04	30	24.59
11-12	5	3.52	4	3.28
13-14	0	0	0	0
15-16	0	0	0	0

Fig 5-6: Graphical representation of Emotional stability of Army and Civil Wards

As per the results in Table 6, wards of Army personnel have scored better than their civil counterparts in high emotional stability group, with 4.22% of Army wards in high emotional stability score of 1-2 as compared to 1.63% of civil wards, in the score range of 3-4, 16.9% Army wards as compared to 13.11% of civil wards. Maximum students are falling in the score of 5-6 in both the groups, with 32.39% of Army wards as compared to 27.87% of civil wards. Since more the score, lesser emotional stability, thus in high score range civil wards have scored more, showing lesser emotional stability. There is no child in a highly low group.

Army wards are more emotionally stable than their civil counterparts.

TABLE 7

Showing Gender Wise Distribution of Data in Emotional Stability (Girls)

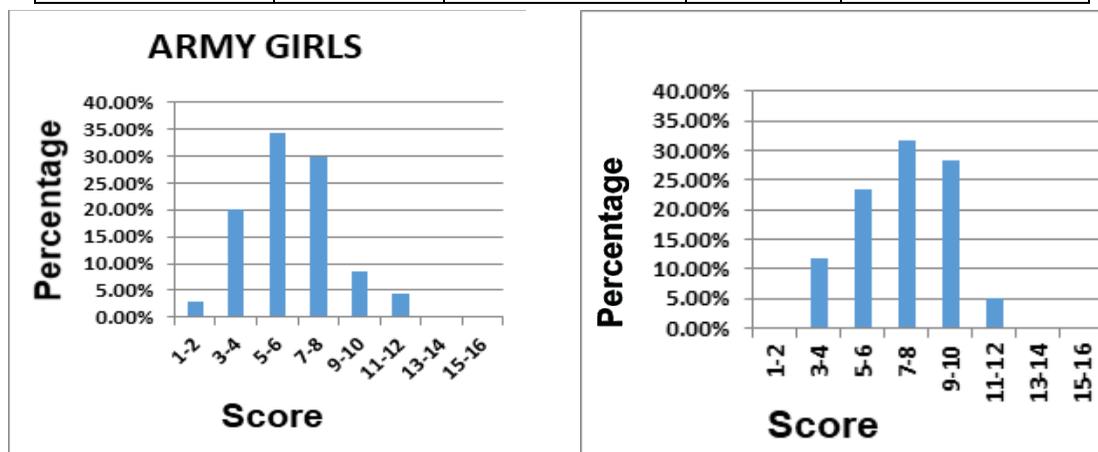| INTEGRAL SCORE	TOTAL ARMY GIRLS	PERCENTAGE	TOTAL CIVIL GIRLS	PERCENTAGE
1-2	2	2.80	0	0
3-4	14	20.00	7	11.67
5-6	24	34.28	14	23.3
7-8	21	30.00	19	31.67
9-10	6	8.57	17	28.3
11-12	3	4.28	3	5
13-14	0	0	0	0
15-16	0	0	0	0

Fig 7-8: Graphical representation of Emotional stability of Army and Civil Wards (Girls)

According to Table 7, wards of Army personnel (girls) have scored better than their civil counterparts in high emotional stability group, with   2.80% of Army wards in high emotional stability score of 1-2   as compared to none among civil wards, in the score range of 3-4, 20% Army wards (girls) as compared to 11.67% of civil wards. Maximum students are falling in the score of 5-6 in both the groups, with 34% of Army wards (girls) as compared to 23.3% of civil wards. Since more the score, lesser emotional stability, thus in high score range civil wards (girls) have scored more, showing lesser emotional stability. There is no child in highly low emotional stability scores of 13-14 and 15-16 in either group.

Army girls are more emotionally stable than their civil counterparts.

TABLE 8

Showing Gender Wise Distribution of Data in Emotional Stability (Boys)

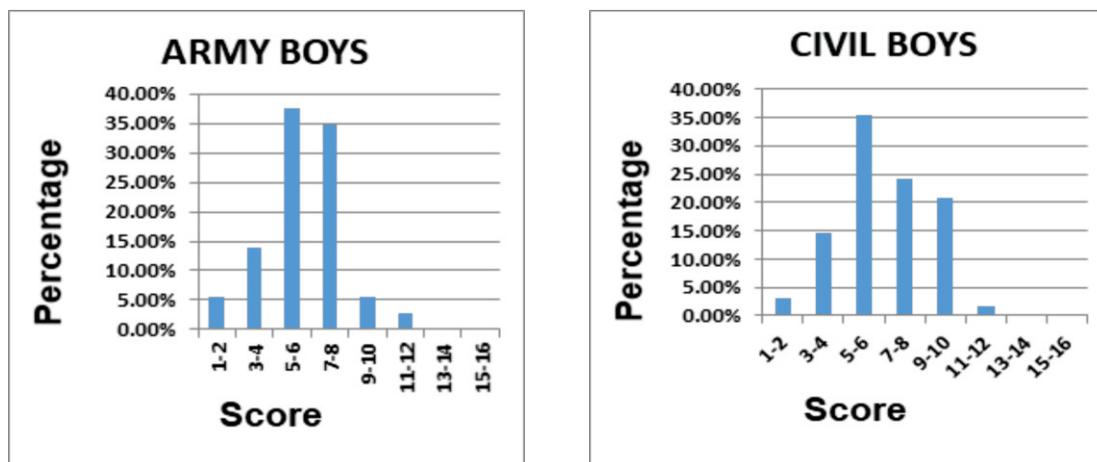| INTEGRAL SCORE	TOTAL ARMY BOYS	PERCENTAGE	TOTAL CIVIL BOYS	PERCENTAGE
1-2	4	5.55	2	3.20
3-4	10	13.88	9	14.50
5-6	27	37.50	22	35.40
7-8	25	34.72	15	24.10
9-10	4	5.55	13	20.90
11-12	2	2.78	1	1.61
13-14	0	0	0	0
15-16	0	0	0	0

Fig 9-10: Graphical representation of Emotional stability of Army and Civil Wards (Boys)

As per the results in Table 8, wards of Army personnel (boys) have scored better than their civil counterparts in high emotional stability group, with 5.55% of Army wards in high emotional stability score of 1-2   as compared to 3.20% among civil wards. In the score range of 3-4, Civil boys have scored a little better than army boys, with 13.88% Army wards (boys) as compared to 14.50% of civil wards. Maximum students are falling in the score of 5-6 in both the groups, with 37.50% of Army wards (boys) as compared to 35.40% of civil wards. Since more the score, lesser emotional stability, thus in high score range civil wards (boys) have scored more, showing lesser emotional stability. There is no child in highly low emotional stability scores of 13-14 and 15-16 in either group.

Army boys are more emotionally stable than their civil counterparts but the margin of difference is very less.

FINDINGS

The following are the findings of the study:

- Wards of army personnel are more self-confident than their civil counterparts.
- Girls of army personnel are more self-confident than their civil counterparts.
- Boys of civil personnel are more self-confident than boys of the Army personnel.
- Wards of army personnel are more emotionally stable than their civil counterparts.
- Girls of army personnel are more emotionally stable than their civil counterparts.
- Boys of the army personnel are more emotionally stable than their civil counterparts but the margin of difference is very less.

CONCLUSION AND SUGGESTIONS

As per the findings, wards of Army personnel have fared better than their civil counterparts in almost all the levels of both the variables. This may show their better adjustment in life and cope up positively with changing educational institutes and social environment due to the continuous transfer of their parents.

In order to make improvement in wards of Army personnel and to escalate children from civil background to higher platform few instructional changes could be made in the education system and parental techniques. Teachers should focus on practical lessons to teach hardships in life. There should be the inclusion of survival exercises in school, more focus on the practical aspects of Life Skills. Management should provide logistic support to the administration for successful conduct.

Parents can assist the child in making him more emotionally stable by being sensitive and friendly, not reactive or parental. They should give importance to 'child' feelings.

They should develop faith in their child and help him/her in finding the solution. Parents should also spend time with their child. They should make it clear that their love is unconditional.

 Parents also play a key role in making their child self-confident through letting the child make his/her own choices. Do assign age-appropriate tasks. Over-praising kids do more harm than good.   Do let them know that no one is perfect. Don't draw a comparison between/among children. Let your child make mistakes.

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