

**M.A. Dissertation Psychology, Year: 2023**

**Emotional Stability and Educational adjustment of Children**

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**Abstract**

Emotional stability plays a crucial role in the psychological well-being and academic success of children. This study examines the relationship between emotional stability and educational adjustment among school-aged children. Emotional stability refers to an individual's ability to manage emotions effectively, maintain psychological resilience, and adapt to challenging situations. Educational adjustment, on the other hand, involves a child's ability to adapt to the school environment, including academic demands, peer interactions, and behavioral expectations.

**Methodology**

This study aimed to examine the impact of gender (boys & girls) and types of schools (government & private) on emotional stability and educational adjustment among 240 students aged 11 to 12 years from Mahisagar District, Gujarat. The sample was equally divided into boys and girls, with further subdivisions based on school type. Data were collected from five schools: Adarsh Vidyalaya (Melakpur), Shreyas Vidyalaya (Divada Koloni), Nana Machhivada Prathmik Shala, Libhola Prathmik Shala, and Barianavanta Prathmik Shala. A 2x2 factorial design was employed, ensuring equal representation across groups. Emotional stability was measured using the Emotional Stability Test for Children by Dr. A. Sen Gupta & Dr. A.K. Singh, and educational adjustment was assessed using the Educational Adjustment Inventory by Seema Rani & Dr. B.B. Singh, both translated into Gujarati. Standardized tests were administered, and scoring followed the respective manuals. For data analysis, Two-Way ANOVA was used to assess the impact of school type and gender, while the F-test (ANOVA) determined significant differences between groups. Additionally, correlation analysis was conducted to examine the relationship between emotional stability and educational adjustment. This methodology provides a structured framework to evaluate how gender and school environment influence students' emotional and academic adaptation.

**Findings and Implications**

The results of the study indicate that the type of school has a significant effect on emotional stability ( $F = 30.08$ ,  $p < 0.01$ ) and educational adjustment ( $F = 17.08$ ), leading to the rejection of the respective null hypotheses. However, gender does not significantly influence emotional stability ( $F = 0.72$ ) or educational adjustment ( $F = 0.55$ ), resulting in the retention of these null hypotheses. Additionally, no significant interaction effect was found between type of school and gender on emotional stability ( $F = 0.42$ ) or educational adjustment ( $F = 3.38$ ), confirming that these factors operate independently in influencing students' emotional and educational adaptation. Finally, the study found a significant correlation ( $r = 0.27$ ) between emotional

stability and educational adjustment, suggesting a moderate relationship between the two variables.