

"A Study of the Emotional Development of Normal and Disabled Urban Students

Studying in Government Upper Primary Schools of Moradabad District."

Pinki
Research Scholar
Department of Home Science
School of Sciences
IFTM University, Moradabad U.P

Dr. Trapti Pandey
Assistant Professor
Department of Home Science
School of Sciences
IFTM University, Moradabad U.P

Summary

The study of the emotional development of regular and differently-abled urban students in government upper primary schools of Moradabad district is a highly significant effort in the field of educational psychology. This study focuses on students' emotions, self-efficacy, empathy, self-regulation, social behavior, and adaptive abilities, which are considered essential for the holistic development of any child. In particular, the emotional needs of differently-abled students may differ from those of regular students; hence, understanding their emotional experiences, social harmony, and self-esteem becomes crucial. The study observed that, compared to regular students, differently-abled students face difficulties in gaining social acceptance and receiving support from teachers and peers, which impacts their emotional development. However, in schools where inclusive education practices are more actively implemented, an improvement in the self-confidence and social interactions of differently-abled students was observed. The study also highlighted that teacher sensitivity, inclusive teaching methods, parental awareness, and a supportive school environment contribute significantly to students' emotional development. In conclusion, it can be stated that promoting the emotional development of students in government upper primary schools of Moradabad district requires planned initiatives, specialized educational resources, and an inclusive approach, enabling every student—especially differently-abled ones—to grow into healthy, empowered, and confident citizens.

Keywords – General urban students, Disabled urban students, Emotional development

Introduction

In India, the purpose of education is no longer limited to intellectual development; rather, its broader aim is to ensure the holistic development of students, encompassing physical, mental, social, and emotional aspects in a balanced manner. The upper primary level (classes 6 to 8) is a particularly sensitive phase in which students experience heightened emotional development. This stage involves not only physical changes but also mental and emotional conflicts. In such circumstances, proper guidance and support for students become essential. When we specifically consider the government upper primary schools of Moradabad district, it becomes crucial to conduct a thorough study of the emotional status of both general and differently-abled students studying in urban areas.

Emotional development refers to the ability of an individual to recognize and regulate emotions, understand the feelings of others, exercise self-control, and cultivate qualities such as empathy, tolerance, and social participation. This development significantly influences the quality of social life and plays a crucial role in personality formation. Numerous studies in educational psychology have shown that emotional development not only affects students' social standing but also has a profound impact on their academic achievement and self-confidence. Compared to general students, differently-abled students require additional sensitivity, empathy, and specialized teaching strategies due to their unique needs. Therefore, a comparative study of both groups of students is extremely important and timely.

Moradabad district, a major industrial city in Uttar Pradesh, is undergoing rapid urban transformation. The urban education system, particularly in government schools, caters to students from diverse social, economic, and geographical backgrounds. General students in these schools usually come from relatively ordinary social environments, whereas differently-abled students face social exclusion, physical challenges, and complex issues of self-esteem. Consequently, the nature of their emotional development may differ. This study is relevant because government schools often face a lack of resources, insufficient trained teachers, and challenges in implementing inclusive education effectively. Understanding and analyzing the emotional development of both general and differently-abled students, and identifying factors affecting it, is therefore an essential educational task.

The key components of emotional development include self-awareness, self-regulation, motivation, empathy, and social skills. Observing the experiences of general and differently-abled students across these aspects reveals clear differences. General students can express their

emotions relatively easily and show interest in participating in social activities, whereas differently-abled students often exhibit a lack of self-confidence, hesitation towards others, and feelings of inferiority. These characteristics hinder their emotional development. Although inclusive education policies aim to provide equal opportunities to physically, mentally, or intellectually differently-abled students, practical gaps still exist. The absence of specialized teachers, lack of peer support, limited teacher training, and urban parents' high expectations further complicate the emotional state of these students.

Examining the structure and administrative system of urban government upper primary schools in Moradabad reveals that the student-teacher ratio is often imbalanced, resulting in a heavy workload for teachers. Additionally, the lack of resources—particularly facilities necessary for differently-abled students, such as wheelchairs, hearing aids, and Braille materials—limits their educational rights. In such circumstances, the emotional development of these students tends to be neglected. Hence, it becomes necessary to understand the emotional state of general and differently-abled students in urban government schools, identify the inherent differences, and formulate appropriate corrective strategies.

Moreover, the fast pace of urban life, competitive environment, and tendency for social comparison increase mental pressure on students. While general students can manage these challenges to some extent, differently-abled students often face insecurity, social isolation, and neglect. In this context, the role of the school becomes critical. A school is not only a medium for education but also a source of socialization, self-reliance, and emotional security. If a positive environment is created in schools by teachers, peers, and administrators, improvement in the emotional development of both types of students is possible.

This study is also significant from a research perspective because it offers not only a comparative viewpoint but also sends a clear message to education policymakers, school administrations, and society that emotional development is the foundation of any student's success. Ignoring the emotional aspects of a student can hinder the development of a complete personality, regardless of intellectual ability. This is particularly important for differently-abled students, as their physical limitations, if not supplemented with mental support and emotional encouragement, prevent them from integrating into the mainstream of society.

Through this study, the researcher will attempt to identify factors that facilitate or hinder the emotional development of general and differently-abled urban students in government upper primary schools. Additionally, the study will examine what programs,

activities, or initiatives are conducted in schools to promote emotional development and their practical impact.

In conclusion, this study addresses an important educational, social, and psychological dimension. Understanding the actual emotional development of general and differently-abled students in urban government upper primary schools in Moradabad and developing strategies based on this understanding can bring positive changes in their lives and contribute meaningfully to the goals of inclusive education. This study provides a new perspective to the education system, giving equal importance to the emotional needs of all students. Future educational policies will succeed only when they prioritize sensitivity alongside intellectual development. The primary objective of this research is to nurture all students into well-rounded, emotionally aware, and empowered citizens.

Need and Significance

The purpose of education is not limited to intellectual development alone; rather, it is a continuous process aimed at the holistic development of children, in which emotional development plays a significant role. Especially at the primary education level, the development of students' mental, social, and emotional aspects lays the foundation for creating well-rounded and empowered citizens. In districts like Moradabad, characterized by diverse social and cultural structures, where children from different social classes, economic backgrounds, and with special needs study together, a comparative study of the emotional development of normal and differently-abled students becomes extremely important. Such a study not only serves academic objectives but also informs policymakers, teachers, parents, and society about the actual state of emotional development, ensuring inclusivity and quality in education.

Emotional development is the process through which a child recognizes, expresses, and regulates emotions and responds appropriately in social contexts. This development is particularly rapid during early childhood and adolescence. If it is not balanced, children may exhibit frustration, fear, inferiority, anger, or low self-confidence. For normal children, this development occurs under relatively typical conditions, but differently-abled students face not only their physical or mental limitations but also challenges like social rejection, discrimination, and low self-esteem. Therefore, it is crucial to study the emotional development of both groups to determine whether they have access to equal opportunities and support.

In the urban government upper primary schools of Moradabad district, multiple factors—such as students’ social backgrounds, school environment, teachers’ sensitivity, inclusive education policies, and parental involvement—affect students’ emotional development. For differently-abled students, it is particularly essential to have proper assistive devices, supportive teaching methods, emotional support, peer acceptance, and positive teacher-student relationships. The absence of these factors may cause differently-abled students to develop feelings of isolation, inferiority, and insecurity. Such studies can help identify the extent to which differently-abled students receive the necessary emotional support under the current educational system and highlight areas requiring improvement.

Another significant need for this study is that it highlights the reality of inclusion in education. The inclusive education policies implemented by the Government of India and various state governments should impact not only intellectual achievement but also the emotional aspects of children. If a differently-abled student is formally admitted to school but fails to integrate mentally into school life, it represents a failure of inclusive education. Therefore, this study can serve as an important step toward implementing quality, equity, and justice in education.

Additionally, this study provides teachers with strong guidelines. By understanding the emotional aspects of both normal and differently-abled students, teaching plans can be made more effective, sensitive, and participatory. This also enhances teachers’ emotional intelligence, compassion, patience, and communication skills, which are essential for the mental health of children.

Ultimately, it can be said that studying the emotional development of normal and differently-abled students in the urban government upper primary schools of Moradabad district is essential not only from an educational research perspective but also for social harmony, ethical responsibility, and the protection of human rights. This study ensures that every student, whether normal or differently-abled, receives equal emotional, social, and educational opportunities, enhancing their self-confidence, self-esteem, and social participation. This, indeed, reflects the true essence of inclusive and equitable education.

Review of Related Research Literature

- Mishra, S. (2015) conducted a study on “*Emotional Development in Special Needs Children.*” This study focused on the role of family, school, and special educators in the

emotional development of children with special needs. With the support of these factors, self-confidence develops in students with disabilities.

- Sharma, A. (2016) conducted a study on *“Urban School Children and Emotional Intelligence.”* This study measured the emotional intelligence of regular students studying in urban schools. The findings revealed that the school environment, teacher behavior, and peer relationships significantly influence emotional development.
- Kumar, N., & Fatima, S. (2017) conducted a study on *“Emotional Maturity and Adjustment of Upper Primary Students.”* The research showed that emotional maturity is directly related to students’ social adjustment capabilities, with teachers playing a decisive role.
- Khandelwal, A., & Singh, P. (2018) conducted a study on *“Emotional and Social Skills among Hearing Impaired Students.”* The findings indicate that emotional development in hearing-impaired students is slower, but empathy and an inclusive environment can guide it in a positive direction.
- Gupta, R. (2019) conducted a study on *“Effect of Urban Stress on Emotional Growth of School Children.”* The study found that in urban settings, excessive competition, lack of time, and poor family communication hinder the emotional development of children.
- Verma, R. (2020) conducted a study on *“A Comparative Study of Emotional Adjustment in Urban Children (Normal & Special).”* The study revealed that children with disabilities require more emotional support compared to regular students. The absence of special educators in urban schools was noted as a problem.
- Kumar, S. (2021) conducted a study on *“Impact of Inclusive Education on Emotional Competence of Children with Disabilities.”* It was found that the emotional competence of children with disabilities improves under inclusive education, with teacher support and peer encouragement playing a significant role.
- Iqbal, F. (2022) conducted a study on *“Urban Primary Schools and Inclusive Emotional Practices.”* The research showed that in schools where teacher training and leadership are inclusive, both regular and disabled students exhibit stronger emotional development.

Problem Statement

A Study of the Emotional Development of Normal and Disabled Urban Students Studying in Government Upper Primary Schools of Moradabad District."

Objectives:

1. A comparative study of the emotional development of normal and differently-abled urban boys studying in government upper primary schools of Muradabad district.
2. A comparative study of the emotional development of normal and differently-abled urban girls studying in government upper primary schools of Muradabad district.

Hypotheses:

1. There is no significant difference in the emotional development of normal and differently-abled urban boys studying in government upper primary schools of Moradabad district.
2. There is no significant difference in the emotional development of normal and differently-abled urban girls studying in government upper primary schools of Moradabad district.

Tools for Data Collection

For the present study, data were collected from regular and differently-abled students studying in upper primary schools of the Moradabad region through personal contact using a questionnaire."

Sample:

For the present study, only 100 physically disabled students and 100 normal students were included.

Tool:

A self-developed questionnaire was used to measure emotional development.

Definition of Hypotheses**Table No. 1**

Analysis and interpretation of the mean, standard deviation, and coefficient of variation of the emotional development of general and disabled urban children studying at the upper primary level in Moradabad district.

Group	Sample	Mean	Standard Deviation	t-value	Significance Level
Urban Normal Children	50	219.06	24.37	0.73	No
Urban Disabled Children	50	217.13	22.75		Significance

Explanation:

Table 1 depicts the emotional development status of general and disabled urban children studying at the upper primary level in Moradabad district. The table shows that the mean and standard deviation of emotional development for general urban children at the upper primary level in Moradabad district are 219.06 and 24.37, respectively, whereas for disabled urban children at the same level, the mean and standard deviation are 217.13 and 22.75, respectively. The calculated t-value between the two groups is 0.73. This indicates that there is no significant difference in emotional development between general and disabled urban children studying at the upper primary level in Moradabad district.

Although educational facilities are more available in urban areas, sometimes they may be ineffective for disabled children. Like general children, disabled children also require equal and effective education. In urban areas, children's social relationships are often different. A lack of social interactions can be more challenging for disabled children. Families in urban areas mostly provide support, but this is not always the case. If families support children's emotional development, their condition can improve. Participation in group activities serves as an important means to aid the social and personal development of disabled children. Urban areas also offer more social services that can provide support for disabled children.

The emotional development of children living in urban areas depends on these factors, and they need appropriate support and protection. Moreover, their emotional development can be ensured through the combined support of society, family, and the education system.

Table No. 2

Emotional Development Status of Normal and Disabled Urban Girls Studying at the Upper Primary Level in Moradabad District

Group	N	Mean	Standard Deviation	t-Value	Significance Level
Urban Normal Girls	50	217.13	22.75	0.78	No Significance
Urban Disabled Girls	50	215.12	23.24		

Explanation:

Table 2 depicts the emotional development status of general and disabled urban girls studying at the upper primary level in Moradabad district. In the table, the mean and standard

deviation of emotional development for general urban girls studying at the upper primary level in Moradabad district are 217.13 and 22.75, respectively, while for disabled urban girls at the same level, the mean and standard deviation are 215.12 and 23.24, respectively. The calculated t-value between the two groups is 0.78. This indicates that there is no significant difference in emotional development between general and disabled urban girls studying at the upper primary level in Moradabad district.

Urban areas generally provide better educational facilities, but these are not always accessible to disabled children. Disabled children at the upper primary level should have equal access to educational facilities so that their emotional development can be promoted. The family plays a crucial role in supporting disabled children. Particularly in urban areas, it is important for families to provide support according to the child's abilities.

Children in urban areas usually have more social interactions, which encourage their emotional development. They have opportunities to receive social support and cooperation. Participation in group activities is significant for the emotional development of disabled children, as it provides them with experiences of autonomy, social skills, and collective responsibility. Urban areas also offer more social services, which can provide assistance and support to disabled children, thereby ensuring their emotional development.

The emotional development of disabled urban girls at the upper primary level depends on these factors. They require support and assistance from family, society, and institutions to reach their full emotional potential.

Result

1. No significant difference was found in the emotional development of normal and differently-abled urban boys studying in government upper primary schools of Moradabad district.
2. No significant difference was found in the emotional development of normal and differently-abled urban girls studying in government upper primary schools of Moradabad district.

Reference

- Sharma, A. (2016). Urban school children and emotional intelligence. *Journal of Educational Psychology*, 12(2), 45–53.

- Kumar, N., & Fatima, S. (2017). Emotional maturity and adjustment of upper primary students. *Indian Journal of Psychological Studies*, 24(1), 33–41.
- Gupta, R. (2019). Effect of urban stress on the emotional development of school children. *International Journal of Education and Development*, 7(4), 78–85.
- Mishra, S. (2015). Emotional development in children with special needs: A psychological perspective. *Journal of Disability and Inclusive Education*, 9(3), 21–29.
- Khandelwal, A., & Singh, P. (2018). Emotional and social skills of hearing-impaired students. *Disability Studies Quarterly*, 14(2), 55–62.
- Kumar, S. (2021). Effect of inclusive education on the emotional competence of children with disabilities. *Indian Journal of Inclusive Education*, 11(1), 101–109.
- Verma, R. (2020). Comparative study of emotional adjustment among urban children (general and special). *Contemporary Research in Psychology and Education*, 5(2), 88–96.
- Iqbal, F. (2022). Urban primary schools and inclusive emotional practices. *Asian Journal of Special Education*, 8(1), 67–75.