

The Study of Defence Mechanism of Rural Government and Private High School Students

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Abstract : Present study is trying to enlighten the study of defence mechanism of Rural Government and Private high school students. For the present study 126 girls and 126 boys student of 10th std. of Hoshangabad District was taken, for the Assessment of defence mechanism of the students' self made defence mechanism Questionnaire was used and 't' test used for the data analysis.

Results indicate that the use of defence mechanism by Rural Government and Private schools' students, and boys was same, but the girls of rural private schools' shown the use of defence mechanism on different situations.

Keywords: defence mechanism, rural government and private high School Students

Introduction : -

This defence mechanism is used by everyone in various life situations. These are necessary for cushioning failure, minimizing cognitive dissonance, soothing anxiety, shielding ourselves from trauma, and sustaining our feelings of personal worth, according to Coleman (1968). Thus, unless they are employed to such an extreme that they interfere with maintaining self-integrity instead of being on aid,

these must be deemed typical adjective reactions.

According to Gleser & Sacks (1973), people tend to be quite consistent in their usage of defence mechanisms. These processes may all have the same function of reducing anxiety and protecting the self. They are frequently maladaptive because they include some level of self-deception and reality distortion.

We can see that a variety of defence mechanisms have been identified, some of which differ only slightly. Because of this diversity, attempts have been made to develop a more concise classification system (Blum 1953; Hilgard 1949; Millar 1953; Miller & Swanson 1960).

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Definition of the Terms used in study :-

Defence Mechanism: According to Page; “When psychological stability is threatened by acute emotional traumata, frustration, or disputes, the mind uses a range of defensive detours known as mental mechanisms or defence mechanisms.”

Rural Area: A rural area is a wide swath of land with few houses or other structures and few people. The population density in rural areas is extremely low. A city, or urban region, is home to a large number of people. There are fewer people in a rural location, and their homes and businesses are separated from one another.

Government high School: A government school is one that is directly governed and controlled by the Ministry, and includes any school, educational institution, or class that the Ministry establishes and maintains under the Act.

Private high school: A school that is formed, run, and maintained by a private entity rather than the government, usually for a fee and often according to a specific ideology, viewpoint, or other criteria.

Methodology :-

(a) Sample Techniques - Sample for the present study consists of 126 boys and 126 girls students randomly selected from rural government and private schools of Hoshangabad.

(b) Tool used - self made Defense Mechanism Questionnaire was used in this study.

(c) Data Analysis - The data analyzed with the help of mean, sd and 't' test.

(d) Objective of the study:-

- (i) To study the use of Defence mechanism by Rural Government and Private schools' students.
- (ii) To study the use of Defence mechanism by Rural Government and Private schools' boys.
- (iii) To study the use of Defence mechanism by Rural Government and Private schools' girls.

(e) Hypothesis of the study :-

Hypothesis 01 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' students

Hypothesis 02 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' boys

Hypothesis 03 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' girls

Interpretation :-

Hypothesis 01 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' students

Table No. 1

Comparative results regarding the use of Defence mechanism by Rural Government and Private schools' students

Type of School	N	Mean	SD	CR value	Significant level
Government	126	13.13	7.63	0.31	not significant at 0.05
Private	126	13.44	8.65		

df - 250

minimum level of significant at 0.05, 1.97

Table No.1 shows that the use of Defence mechanism mean score of government and private school are 13.13 and 13.44 respectively table shows that the computed mean difference is 0.31 and it is not significant because its 'CR' value is also 0.31, which is less than the table value 1.97 at 0.05 levels on 250 df. This shows that the use of Defence mechanism by Rural Government and Private schools' students approx same.

Inference-1 the result indicates that there is no significant difference found in Rural Government and Private schools' students in using Defence mechanism. This implies that using of Defence mechanism by rural government and private school's students were same means both they are using Defence mechanism on different situations.

Thus null hypothesis No. 1 is accepted

Hypothesis 02 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' boys

Table No. 2

Comparative results regarding the use of Defence mechanism by Rural Government and Private schools' boys

Type of School	N	Mean	SD	CR value	Significant level
Government	63	14.94	7.66	1.68	not significant at 0.05
Private	63	12.54	8.34		

df - 124

minimum level of significant at 0.05, 1.98

Table No.2 shows that the use of Defence mechanism means score of government and private school are 14.94 and 12.54 respectively table shows that the computed mean difference is 2.4 and it is not significant because its 'CR' value is also 1.68, which is less than the table value 1.98 at 0.05 levels on 124 df. This shows that the use of Defence mechanism by Rural Government and Private schools' boys approx same.

Inference-2 the result indicates that there is no significant difference found in Rural Government and Private schools' boys in using Defence mechanism. This implies that using of Defence mechanism by rural government and private school's students were same means both they are using Defence mechanism on different situations.

Thus null hypothesis No. 2 is accepted

Hypothesis 03 There is no significant difference regarding the use of Defence mechanism by Rural Government and Private schools' girls

Table No. 3

Comparative results regarding the use of Defence mechanism by rural Government and Private schools' girls

Type of School	N	Mean	SD	CR value	Significant level
Government	63	11.32	7.21	2.10	significant at 0.05
Private	63	14.35	8.93		

df - 124

minimum level of significant at 0.05, 1.98

Table No.3 shows that the use of Defence mechanism means score of government and private school are 11.32 and 14.35 respectively table shows that the computed mean difference is 3.03 and it is significant because its 'CR' value is also 2.1, which is more than the table value 1.98 at 0.05 levels on 124 df. This shows that the use of Defence mechanism by rural private school girls is more than government schools' girls.

Inference-3 the result indicates that there is significant difference found in Rural Government and Private schools' girls in using Defence mechanism. This implies that using of Defence mechanism by rural government and private school's girls were different means the use of Defence mechanism by rural private school girls is more than Government schools' girls on different situations.

Thus null hypothesis No. 3 is rejected

Conclusion: -

Results indicate that the use of Defence mechanism by Rural Government and Private schools' students, and boys was same, but the girls of rural private schools' shown the use of Defence mechanism on different situations.

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