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## The Study of Defence Mechanism of Urban Government and Private High School Students

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**Abstract :** Present study is trying to enlighten the study of defence mechanism of urban Government and Private high school students. For the present study 100 girls and 100 boys student of high school of Hoshangabad city was taken, for the Assessment self made defence mechanism scale was used and 't' test used for the data analysis.

Results indicate that the use of Defence mechanism by urban Government and Private schools' students, boys and girls were same, and they shown they use of approx same Defence mechanism on different situations.

**Keywords:** urban government and private School Students', defence mechanism

### **Introduction :**

Education is a multifaceted process that aids in the growth of the body, the nourishment of the mind, the sublimation of emotions, the regeneration of the spirit, and the realization of an integrated personality. It is the sum of human life's virtues, worth, and validity. Education is a powerful force in every person's life, influencing their physical, mental, emotional, social, and ethical

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growth. The primary goal of education in the twenty-first century is to generate mentally healthy people, followed by well-adjusted personalities, because mentally healthy people are the actual assets of society.

The behaviour that occurs when an individual sees or anticipates a threat in the group is classified as a defence mechanism. Even if he or she offers the same attention to the common job, the person who acts defensively commits a significant amount of energy to defending himself or herself.

When people are in a conflict, they get defensive. They engage in this behavior in response to psychological assaults and threats, as well as their consequences. Defensive people employ force or hostility to fend off an attack and make the threat go away so they don't be hurt. Defensive behavior is an automatic response that originates from fear and self-reservation. It fluctuates a lot.

A defensive mechanism, according to Schater, Deniel L. (2011), is a coping approach that minimizes anxiety caused by unwanted or potentially hazardous impulses. Defense mechanisms are not to be mistaken with conscious coping techniques because they are unconscious. (Kramer, n.d.)

The objective conditions of risk are unaffected by defence mechanisms. They just alter the way a person perceives the situation. They're all based on self-deception in some way. (Richard, C. Atkinson, Rita Atkinson).

Defense mechanisms evolve in a precise order and follow a developmental process (Cramer, 1991 & Valliant, 1984 as referenced by Groavac, et al., 2006, p-76). Adults have two to three defence aspects, according to empirical investigations (Andrews, Pollock, & Stewart, 1989;



Bond, 1995, 2004, as quoted by Lindblom, et al., 2016,p-2). adolescent & children& adolescent& children& adolescent& ( Araujo, Medic, Steiner &Yasnovsky,2006; Steiner,et.al., 2001,as cited by Lindblom,et.al., 2016, p-2). Valliant emphasizes the importance of protective mechanisms and their positive impact in teenage psychological development, which includes aggressiveness and sexual interest.

### Methodology :

(a) **Sample Techniques** - Sample for the present study consists of 100 boys and 100 girls' students randomly selected from urban government and private schools of Hoshangabad.

Area	School type	Students	Total
Urban	Govt.	Girls	50
		boys	50
	Private	Girls	50
		boys	50
Total			200

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

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

(d) **Objectives of the study** -

(i) To study the use of Defence mechanism by urban Government and Private schools' students.



(ii) To study the use of Defence mechanism by urban Government and Private schools' boys.

(iii) To study the use of Defence mechanism by urban Government and Private schools' girls.

**(e) Hypothesis of the study -**

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

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

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

**Interpretation :**

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

**Table No. 1**

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

Type of School	N	Mean	SD	'CR' value	Significant level
Government	100	13.09	7.84	0.06	not significant at 0.05
Private	100	13.02	8.76		

df - 198

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 13.09 and 13.02 respectively table shows that the computed mean difference is 0.07 and it is not significant because its 'CR' value is also 0.06, which is less than the table value 1.97 at 0.05 levels on 198 df. This shows that urban Government and Private schools' students use of Defence mechanism by approx same.

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

Thus null hypothesis No. 1 is accepted

### Table No. 2

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

Type of School	N	Mean	SD	CR value	Significant level
Government	50	14.86	7.41	1.01	not significant at 0.05
Private	50	13.24	8.65		

df - 98

minimum level of significant at 0.05, 1.98

**Table No.2** shows that the use of Defence mechanism means score of govt. and private school are 14.86 and 13.24 respectively table shows that the computed mean difference is 1.62 and it is not significant because its 'CR' value is also



1.01, which is less than the table value 1.98 at 0.05 levels on 198 df. This shows that urban Government and Private schools' boys use of Defence mechanism by approx same.

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

Thus null hypothesis No. 2 is accepted

### Table No. 3

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

Type of School	N	Mean	SD	CR value	Significant level
Government	50	11.32	7.93	0.88	not significant at 0.05
Private	50	12.8	8.95		

df - 98

minimum level of significant at 0.05, 1.98

**Table No.3** shows that the use of Defence mechanism means score of govt. and private school are 11.32 and 12.8 respectively table shows that the computed mean difference is 1.48 and it is not significant because its 'CR' value is also 0.88, which is less than the table value 1.98 at 0.05 levels on 198 df. This shows that urban Government and Private schools' girls use of Defence mechanism by approx same.



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**Inference-3** the result indicates that there is no significant difference found the using Defence mechanism of urban Government and Private schools' girls. This implies that using of Defence mechanism by urban government and private school's girls were same means they both use Defence mechanism on different situations.

Thus null hypothesis No. 3 is accepted

**Conclusion: -**

Results indicate that the use of Defence mechanism by urban Government and Private schools' students, boys and girls were same, and they shown they use of approx same Defence mechanism on different situations.

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