



EMOTIONAL STABILITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND LOCALITY

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ABSTRACT:

The present research paper is based on Emotional Stability of Secondary School Students in relation to their Gender and Locality. Descriptive Survey Method was used by the investigator. . 10 secondary schools (5 from rural area and 5 from urban area) were selected randomly from that Moga district. There after 10 students (5 boy and 5 girl students) were selected randomly. Thus, 100 secondary school students was comprised the sample of the present study. Emotional Stability Questionnaire by Sanjay Vohra was used. Statistical techniques were used: Percentage, Mean, Standard Deviation, and t- test. Finding of study 15% of secondary school students had high emotional stability, 40% of secondary school students had low emotional stability and 45% of secondary school students had moderate emotional stability.

KEYWORDS: Emotional Stability, Secondary School Students.

INTRODUCTION

The term Emotion is derived from the Latin word Emotes which means “mover,” to move” or to put in motion. In Psychology, the word emotion is used to describe a state of excitement in the organism. Emotion is complex set of interactions among subjective and objective factors, mediated by neural hormonal system, which can give rise to affective experience such as feelings of arousal, pleasure, displeasure; generate cognitive process such as emotionally relevant perceptual effects, appraisals, labeling processes; activate widespread physiological adjustments to the arousing conditions and lead to behavior that is often, but not always expressive, goal directed, and adaptive.

Emotions play an important role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects the individual’s growth and development and gives rise to mental, physical, social and other problems. It hampers intellectual training. On the other hand, an emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself, his surroundings and other fellow beings. Therefore, the development of emotions is extremely important for the harmonious development of the personality of an individual. Emotions influence all the aspects of an individual’s personality. Proper training and education will go a long way to enable the young people to control their emotion and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important. It has been rightly said, “to keep one’s emotions under control and be able to, conceal them is considered mark of strong character.”



Emotion is a moved or stirred up state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity- that is the way it appears to an external observer. It is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his own behavior. On the basis of general observation it has been found that when a person is in an excitable condition, his mental functioning

is hampered. An emotionally unstable and excitable person fails in performing his duties in a satisfactory manner. So, persistent or frequent instability in emotional reaction may affect mental capacities as well as their proper functioning.

CHARACTERISTICS OF EMOTIONS

1. The emotional experience is associated with some instincts or biological drives.
2. Emotions in general, are the product of perception.
3. The core of an emotion is the feeling which is essentially linked with some sort of urge or impulsive act to do. There is only a difference of degree between feeling and emotion.
4. Emotions are frequent.
5. Emotions are expressed in relation to the concrete objects or situations.
6. Emotions are temporary.
7. Emotional expressions in early childhood are intense, irrespective of the intensity of the stimulus.
8. Small children fail to hide their emotions and express them indirectly through different activities like crying, nail-biting, thumb-sucking and speech difficulties.
9. Emotions are prevalent in every living organism.
10. Emotions are present at all stages of development and can be aroused in young as well as in old.
11. Emotions differ from person to person.
12. Same emotion can be aroused by a number of different stimuli objects or situations.
13. Emotions rise abruptly but die slowly.
14. One emotion may give rise to a number of likewise emotions.

Effects of Emotions on the development of an Individual

1. Emotions provide energy to an individual to face a particular situation.
2. Emotions work as motivator's of our behavior.
3. Emotions influence our adjustment in the society.
4. Highly emotional conditions disturb the mental equilibrium of an individual.
5. Highly emotional conditions disturb the reasoning and thinking ability of an individual.

There is a close relationship between the physical and emotional factors. An imbalance or disturbance in the child's physical growth is most likely to be reflected in his intellectual functioning and personality adjustment. An unhealthy emotional climate is likely to affect the physical health of the child and it may hinder his normal physical growth. A child under emotional strain is likely to be physically unhealthy and show signs of physical ailments.

Emotions, in general can be categorized into two kinds- positive emotions and negative emotions. Emotions like affection (love), amusement, curiosity, happiness and joy which are very helpful and essential to the normal behaviour are termed as positive emotions. Unpleasant emotions like anger, fear and jealousy which are harmful to the individual's development are termed as negative emotions. It should be kept in mind that it is not to be assumed that all the positive emotions are always good and the negative emotions are bad. Excess of everything is bad. Whether an emotion will prove to be helpful or harmful to an individual depends upon the following factors.

1. The frequency and intensity of emotional experience.
2. The situation, occasion and the nature of stimulus which arouses the emotion.
3. Kind of emotional experiences.

Emotions with too much intensity and frequency whether positive or negative bring harmful effects.

EMOTIONAL STABILITY

Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the most effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development

cultivates in emotional stability. Emotional stability is the product of interaction between many factors like home environment, school environment, society; culture and to a great extent on the programmers watched on television. Emotionally stable person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things.

Emotions have an influential value in life, control on emotions is essential for prosperous life. A person who fails to, control his or her emotions faces lot of problems in day to day life. Even emotional stability results happy and adjustable life therefore emotional stability is an important emotion aspect of human life, Emotional stability is one of the seven important indicators of mental health. Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Emotional stable individuals are calm and happy, they are satisfied with their life; they deal with the situation in perfect way and solve their problems easily.

In present days where people live with highly ambitious and competitive society to work hard for prosperous life, they do lot for the betterment of life but on another side emotional pressure is increasing also in students who has a tough competition from their class till getting job. They lose their control over their emotions which results imbalanced and maladjusted personality. Because of their uncontrolled emotions, their family suffers lot even they fail in making and maintaining relationships. Also students, who have no control on their emotions, misbehave with their classmates, roommates, teachers etc. Thus they became dangerous for the society. Thus emotional stability is essential for educational growth and development; teachers should taught students how to make control, maintain, and develop emotions as emotions are present in every activity and they are prime movers of thought and conduct. That is why researchers conduct huge number of researches to highlight the importance and various aspects of emotions.

CHARACTERISTICS OF AN EMOTIONALLY STABLE PERSON

1. Emotionally stable people engage with their emotions. They feel them deeply. They don't pretend their feelings don't exist.
2. Emotionally stable people say "no" when they need to. They don't feel guilty about this.
3. Emotionally stable people see change as an opportunity .They does not cling to the familiar out of fear.
4. Emotionally stable people embrace their authentic self. They don't pretend to be someone else.
5. Emotionally stable people accept others for who they are. They don't demand perfection from their loved ones.
6. Emotionally stable people cry, they don't bottle up their feelings.
7. Emotionally stable people embrace freedom and responsibility in balance. They do not demand one without the other for too they are. They don't demand perfection from their loved ones.
8. Emotionally stable people know the grass isn't really greener on the other side, its green where its watered and cared for.
9. Emotionally stable people are grateful for what they have. They stop to enjoy it they don't work their hands to the bone at the expense of living their lives.
10. Emotionally stable people allow themselves to be silly and have fun. They don't mistake stoicism for maturity.
11. Emotionally stable people listen to other. They don't just wait for their turn to speak.
12. Emotionally stable people cultivate resilience. They don't allow obstacles to keep them from reaching their goals.
13. Emotionally stable people focus on the people who love them. They don't waste time and energy trying to win over those who don't.
14. Emotionally stable people admit when they've made a mistake. They don't beat themselves up over it.
15. Emotionally stable people invest their time and energy wisely. They don't spread themselves too thin.
16. Emotionally stable people strive to do the right thing .They know that it is rarely the same as the easy thing.

17. Emotionally stable people love and respect themselves deeply. They don't give in to self-loathing or self-pity.

18. Emotionally stable people respond to others thought fully and carefully. They don't react in anger. 19. Emotionally stable people live in the moment. They don't allow their past to determine their future. 20. Emotionally stable people take the high road. When the are other become aggressive persons. They refuse to stoop to that level.

21. Emotionally stable people take charge of their own lives. They don't allow others to determine their choices.

22. Emotionally stable people accept that other sometimes behave poorly. They don't internalize it as a reflection on their own worth.

Emotions are by far the most powerful force that influences actions. Action in turn affects the people around us. Emotional stability is important because it not only improves the student's life but life also the lives of their friends. Emotional stability is a person's "ability to remain calm or even keel when faced with pressure or stress." Regardless of the circumstances and when presented with a problem, an emotionally stable person remains calm and not let his emotions control his actions. In school, students make many friends. Some may share different opinions from their own and others may believe in the exact opposite. However, students do not react to listening to such different views in an aggressive manner. A simple conversation to discuss the value in each other's opinion is the best way to react to such a scenario. Therefore, just as critical as knowing the definition of emotional stability, it is also essential to understand what it means to be emotionally unstable; it signifies "someone who is emotionally unstable is more volatile, which means the person faces an increased risk of reacting with violent or harmful behaviors when provoked."

JUSTIFICATION OF THE STUDY

Greek Philosopher Aristotle remarks: "Anyone can become angry that is easy. But to be angry with the right person, to the right degree, at the right time, for right purpose, and in the right way-that is not easy." People who have a control over their life can manage and know their feelings well and read and deal effectively with other people's feeling, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly. Human life is full of events. Every day and every event of a man's personal life is expressed in some emotional coloring. Behind every emotion, there is a feeling. Feelings are described as emotions. Our emotions play a significant role in guiding and directing our behavior. Many times they are seen to dominate our behavior in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping to their development.

Emotional stability is one of the effective determinants of the personality patterns. The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes . Therefore emotional stability is considered as one of the important aspect of human life. Pupil must be able to control his/her emotions adequately and also expressed them appropriately. Scoty (1968) opined that emotional stability is one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If there is no emotion control, it may lead to anxiety, inferiority control and guilt. It has also been found that if the feeling want to be mentally healthy, unhealthy feeling must be replace by the feeling of self - respect, security and confidence which can be achieved only when a good sense of emotional stability emerges.

Emotional stability overcomes the fear generated by past errors. It also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralizes environmental

instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. When aware of our mission on earth, we should set ourselves a goal and strive to attain it. We should neither stop nor run, but walk on firmly and steadily, never disturbing others. Our faith in the truth of everlasting life should help us to act serenely. We should ask you what we expect from life, how we plan to achieve it and why we want it. Hence emotional stability is the process in which the personality is continuously striving for greater sense of emotional health.

The present generation of children is more emotionally troubled than the last. On an average, children are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. So there is an increasing need to address the emotional health of our children and adolescents. According to the concept of individual differences it is well known that two individuals are not the same in any quality. So far as the development of the inner capacities, abilities and potentialities are concerned, the planning of the educational program must be according to individual capability and capacity. It is assumed that in addition to cognitive abilities, non-cognitive factors like persistence, interests, adjustment, attitude, self-concept, emotional stability, level of aspiration, level of confidence, study habits, attitude towards school and teachers also affect the personality, behavior as well as performance of the students. That is why some students even with high intelligence quotient fail to deliver the goals as expected. Some of them are found to be emotionally unstable and hence suffer from complexes and fail to adjust with their surroundings. Keeping in mind the importance of emotional stability in student's life the present study has been undertaken to study the emotional stability of secondary school students in relation to their gender and locality.

Statement of the Problem

Emotional Stability of Secondary School Students in relation to their Gender and Locality.

Operational Definitions

Emotional Stability

Emotional stability is a process in which the personality is continuously striving for greater sense of emotional health both intra-physically and intra-personally.

Secondary School Students

Secondary school students refer to the students studying at secondary level i.e. in IX class.

Objectives of the study

1. To study emotional stability of secondary school students.
2. To study the difference in emotional stability of boys and girls secondary school students.
3. To study the difference in emotional stability of rural and urban secondary school students.

Hypotheses of the study

1. Secondary school students have moderate Emotional Stability.
2. There exists no significant difference in emotional stability of boys and girls secondary school students.
3. There exists no significant difference in emotional stability of rural and urban secondary school students.

Method for the study,

Descriptive Survey Method was undertaken.

Sample of the study

For the present study, out of twenty-two districts in Punjab, one district was selected. Then 10 secondary schools (5 from rural area and 5 from urban area) were selected randomly from that Moga

district. There after 10 students (5 boy and 5 girl students) were selected randomly. Thus, 100 secondary school students was comprised the sample of the present study.

Tool to be used

In the present study, Emotional Stability Questionnaire by Sanjay Vohra was used.

Collection of Data

The Emotional Stability Questionnaire was individually administered to the students through personal contact. The researcher was visited the different secondary schools and after seeking the Principal’s approval, was met the students and established the rapport with them. The purpose of investigation was discussed. Having established rapport, students were given the questionnaire with cover notes, requesting them to answer to the questionnaire. As required and the filled up questionnaire was collected from the students personally on the spot by the researcher.

Statistical Techniques to be used

Statistical techniques were used: 1. Percentage 2. Mean 3. Standard Deviation 4. “t”- test .

Delimitations of the study

1. The study was delimited only to one district of Punjab i.e. Moga.
2. The study was delimited only to 9th class students.

Analysis and Interpretation of Data

Hypothesis-I: Secondary school students have moderate Emotional Stability.

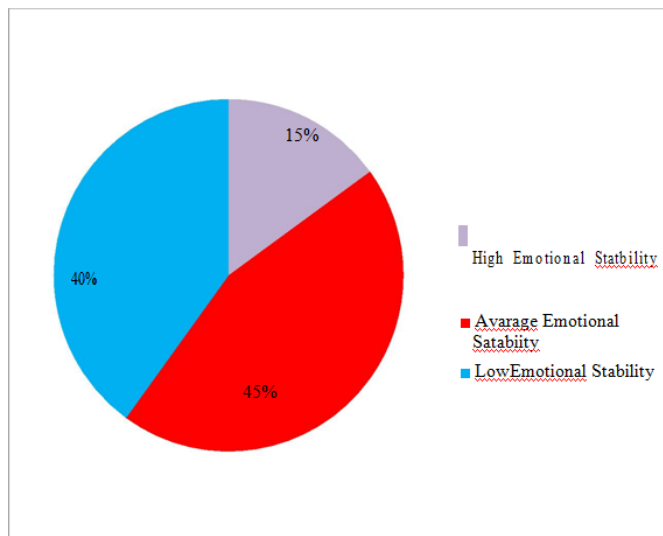
To test the first hypothesis, the scores of 100 students from all the ten selected secondary schools were taken. The highest score obtained was 78 is minimum was 44. The Mean scores came out to be 61.9.

Table 1: Frequency and Percentage of the Secondary School Students with different levels of Emotional Stability

Class Interval	Frequency	Percentage
70-80	15	15%
60-70	45	45%
50-60	34	40%
40-50	6	

It is quite clear from the table 1 that 15% of secondary school students have high emotional stability while 40% of secondary school students have low emotional stability and 45% of secondary school students have moderate emotional stability.

Fig.1 Pie Chart showing Percentage of the Secondary School Students with different levels of Emotional Stability



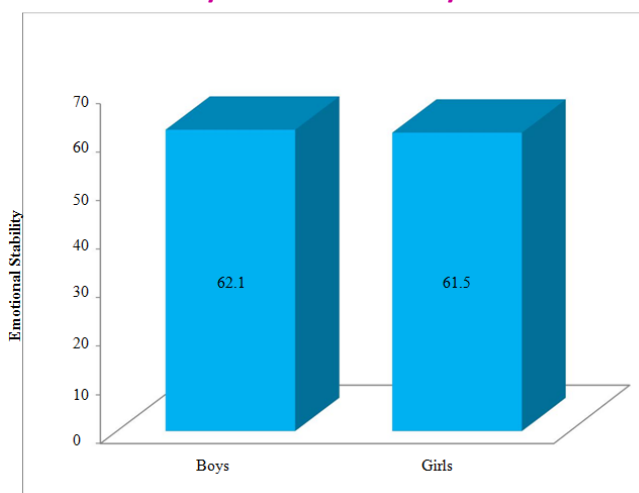
Hypothesis-II: There exists no significant difference in Emotional Stability of boys and girls secondary school students.

Table 2: Showing the Significant Difference between Emotional Stability level of Boys and Girls Secondary School Students

Gender	N	Mean	S.D.	t-value	Level of Significance
Boys	50	62.1	8.23	0.4	In Significant at 0.05 level
Girls	50	61.5	6.85		

Result of the table2 indicate that the mean scores of emotional stability of boys and girls secondary school students were 61.5 and 62.1 and S.D were 6.85 and 8.23 respectively .The t-ratio between the mean scores of the emotional stability of boys and girls secondary school students come out to be 0.4 which is insignificant at 0.05 level. The t value is 0.4 which is less than corresponding table value at 0.05 level of significance.Hence the null hypothesis is accepted.

Fig.2: Graph showing Mean Emotional Stability Level Scores of Boys and Girls Secondary School Students



It indicates that Emotional Stability of boys and girls secondary school students do not differ significantly. Hence null hypothesis is accepted.

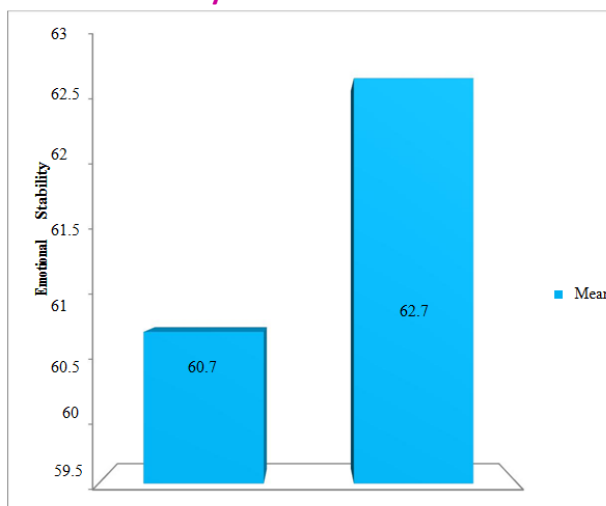
Hypothesis –III: There exists no significant difference in Emotional Stability of rural and urban secondary school students.

Table 3: Showing the Significant Difference in Emotional Stability Level of Rural and Urban Secondary School Students

Locality	N	Mean	S.D.	t-value	Level of Significance
Rural	50	60.7	6.29	1.29	In Significant at 0.05 level
Urban	50	62.7	9.10		

Result of the table 3 indicate that the mean scores of emotional stability of rural and urban secondary school students were 60.7 and 62.7 and S.D were 6.29 and 9.10 respectively. The “t”- ratio between the mean scores of emotional stability of rural and urban secondary school students comes out to be 1.29 which in-significant at 0.05 level .The “t” value is 1.29 which is less than corresponding table value at 0.05 level of significance. Hence the null hypothesis is accepted.

Fig 3: Graph showing Mean Emotional Stability Level Scores of Rural and Urban Secondary School Students.



In indicates that the emotional stability of rural and urban secondary school students do not differ significantly. Hence null hypothesis is accepted.

Main Findings of the study

1. 15% of secondary school students had high emotional stability.
2. 40% of secondary school students had low emotional stability.
3. 45% of secondary school students had moderate emotional stability.
4. There is no significant difference in the emotional stability of boys and girls secondary school students.
5. There is no significant difference in the emotional stability of rural and urban secondary school students.

EDUCATIONAL IMPLICATIONS

The knowledge of the present result is of great significant for students as well as for teachers .The most understanding characteristics of any research is that it must contribute something new to the

development of the area concerned. Any research work has some practical utility since here the research is done in the field of education naturally therefore it has wider separate educational implications.

The result of the study can be usefully employed in educational situations. From the results it is evident that emotional stability is very important and essential for the students. An emotionally stable child if given more exposure and chances to develop, can be better than others; emotional stable child should be encouraged through our educational system and they should not be simply neglected, as it is not possible to change the stability level of the child.

It is the responsibility of education to provide opportunities to them, so that they can fully develop and enhance their capabilities. We all know Creativity is a trait that discriminates a creative individual from non-creative ones. It is a matter of individual difference. Considering the contribution of creativity to social progress and to self-realization and self-esteem of the individual it is obvious that encouragement and promotion of creativity among young people should be a major aim and responsibility of the school. From the results, it is evident that creativity is as essential as stability for the progress in student behavior in the society. Thus for the well-adjusted students, the creative potentialities in them should be identified so that the individual may be encouraged to adjust himself in the society, -home and school. variables such as in relation to academic achievement, adjustment, job satisfaction, socio-economic status etc. for more meaningful interpretation of the data.

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