

EXPLORING EMOTIONAL STABILITY IN ADOLESCENTS

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Abstract

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. The present study was conducted to assess and compare the emotional stability in adolescents of English and Urdu medium school students of Aurangabad city. A sample of 100 adolescent students was selected from Urdu and English schools with the help of random sampling technique. Descriptive survey method was adopted for the study and the analysis was done with the help of mean, S.D and t-test. The overall emotional stability was found to be average and there was no significant difference found between the emotional stability of Urdu and English medium adolescents.



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INTRODUCTION:

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 aspect of human life. Emotional stability is one of the seven important indicators of mental health (Matheen, 2011). Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally (Smitson, 1974). 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.

(Mohammad Amin Wani. et. al, Sept 2016)

NEED AND SIGNIFICANCE OF THE RESEARCH STUDY:

Emotions are by far the most powerful force that influence actions. Action in affects the people around you. Therefore the way you feel influences how you react and how you think of a particular situation. Emotional stability is the capacity to maintain one's emotional balance under stressful circumstances. Emotionally stable persons tolerate minor stresses and

strains of day to day living without becoming emotionally upset, anxious, nervous, tense or angry.

REVIEW OF RELATED RESEARCH:

Pant, P. P. & Joshi P.K., (2016) in their study to find out the efficacy of emotional stability of visually disabled students studying in special schools and inclusive setup. Results reveal that though there was a significant difference in the emotional stability of children studying in inclusive setup and special schools, however, girls studying indifferent setups of school did not differ significantly in their emotional stability.

Wani, M.A. et al., (2016) the cardinal object of the present study was to find the level of emotional stability among Annamalai University students in Tamil Nadu. Results revealed that there is no significant difference found between mean scores of emotional stability of boys and girls also the mean scores of emotional stability of students belong to general and SC category. Further finding also suggested that boys are more emotional stable than girls also general category students are more emotional stability the SC category students.

Upadhyay, B. (2014) studied the emotional instability trait of personality among different levels of employment status in youth within the age group of 26 to 35 years. The Dimensional Personality Inventory (DPI), tool was used to find out the emotional instability trait of personality in youth. The results indicate that female youth are less emotional stable rather than male youth in general

Kumar, P. (2013) assessed the level of emotional stability and socio-economic-status of secondary school student studying in KV and public schools. Result showed that there were no significant difference in the average emotional stability of students studying in KV and Public schools and also found that significant difference in the overall average socio-economic-status of students studying in KV and Public Schools.

Khan Tanveer (2017) conducted to assess the emotional intelligence of adolescents between the age group 12-19 years. Descriptive survey method was adopted for the study and the sample of 200 students belonging to urban and rural areas of Aurangabad district was selected using random sampling technique. Mean, S.D and t-test was used as the statistical techniques. The findings revealed that the emotional intelligence in the adolescents residing in urban and rural areas of Aurangabad district is average. The findings further revealed that there was no significant difference found in the emotional intelligence of adolescents with respect to demographics and gender.

OBJECTIVES OF THE STUDY:

1. To study the overall emotional stability in adolescent students.
2. To study the emotional stability in Urdu medium adolescentstudents.
3. To study the emotional stability in English medium adolescentstudents.
4. To compare the emotional intelligence of Urdu and English medium adolescentstudents.

HYPOTHESES:

1. The overall emotional stability in adolescentstudents is high.
2. The emotional stability in adolescentstudents of Urdu medium is high.
3. The emotional stability in adolescentstudents' English medium is high.
4. There is no significant difference between the emotional stability of adolescentUrdu and English medium students.

METHOD:

Descriptive survey method was adopted for conducting the research.

SAMPLE AND SAMPLING TECHNIQUE:

A sample of 100 adolescentstudents (50 Urdu medium and 50 English medium)were selected by Random sampling technique from different schools (English and Urdu medium) in Aurangabad city.

TOOLS USED:

The emotional stability questionnaire designed and standardized by A. S. Gupta and A.K. Singh. The scale consists 15 items classified as positive and negative. Positive items are scored as 1 and negative item as 0. But for item 9 and 10 the scoring method is reversed.

STATISTICAL TECHNIQUES:

Mean and t-test were used to measure and compare the emotional stability in adolescentstudents.

ANALYSIS AND INTERPRETATION OF THE DATA:

Table no.1: Standard norm Table showing for interpretation of emotional stability in adolescentstudents:

Sr.no	Range of Scores	Interpretation
1.	11 and above	High Emotional stability
2.	6-10	Average Emotional stability
3.	Below 5	Low Emotional stability

Table no.2: Table showing the mean of emotional stability in adolescent students:

Sr.no	Aspect	Category	Obtained mean	Interpretation
1.	<i>Emotional stability</i>	Overall students	6.67	Average
2.		Urdu medium adolescentstudents	7.14	Average
3.		English medium adolescentstudents	6.60	Average

Table no.3: Table showing the comparison of emotional stability between Urdu and English medium adolescent students:

Category	Obtained mean	S.D	T-value	Level of significance	Interpretation
Urdu medium adolescentstudents	7.14	1.98	1.363	0.05	Not significant
English medium adolescentstudents	6.60	1.98			

MAJOR FINDINGS:

1. The overall emotional stability in adolescentstudents is found to be average.
2. The emotional stability in adolescentstudents of Urdu medium is found to be average.
3. The emotional stability in adolescentstudents English medium is found to be average.
4. There is no significant difference found between the emotional stability of adolescentUrdu and English medium students.

TESTING OF HYPOTHESES:

- H.1. The overall emotional stability in adolescent students is high, *is rejected* as the obtained mean value is 6.67 which falls in the average category of the standard norm table.
- H.2. The emotional stability in adolescent students of Urdu medium is high, *is rejected* as the obtained mean value is 7.14 which falls in the average category of the standard norm table.
- H.3. The emotional stability in adolescent students English medium is high, *is rejected* as the obtained mean value is 6.60 which falls in the average category of the standard norm table
- H.4. There is no significant difference between the emotional stability of adolescent Urdu and English medium students *is accepted* as the obtained t-value is 1.36 which is less than 1.96 at the 0.05 level of significance.

DISCUSSION OF THE RESULTS:

The emotional stability in adolescents was found to be average which can be improved with the help of proper coordination of the parents, teachers and peers. Some remedial tool for treating the emotional instability are mental support, medication, education of family members, improved family communication, developing patience, self-regulation capacity, proper counselling for patients having feeling of suicide threats and attempts.

CONCLUSION:

Emotional stability is considered as one of the most important aspects of human life. It affects every psychological aspect including learning of the students. Emotional control may impair performances in situations which required flexibility and adaptability part of the adolescent student

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