

EMOTIONAL STABILITY OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR SELECTED VARIABLES

¹Dr. G. Kumaravelu

Assistant Professor, Senthil College of Education, Puducherry-605 110. Mobile: 8056640424

ABSTRACT: *The present investigation is an attempt to study the relationship of Emotional stability and academic achievement of high school students. The sample consists of 394 high school students of class IX which consists of 146 boys and 248 girls. The investigator employed normative survey method to collect data. Emotional stability questionnaire developed and standardized by Psy-com services(1995), New Delhi was used by the investigator to carry out the study. The investigator adopted stratified random sampling technique to collect the data. The findings of the study revealed significant relationship between emotional stability and academic achievement. Further significant difference was observed in emotional stability with respect to Gender, Locality, Type of Management.*

Keywords: *Emotional stability, High school students*

Emotional stability is nothing but the steady state of mind even in the situations of stress and emotional outburst. Being emotionally stable and steadiness are some of the characteristics of emotional stability. Emotional stability is a chain reaction in which personality regularly strives for a greater state of mental health. Emotional stability is not only the effective factor of personality patterns but it also helps to keep in control the growth of adolescent's growth. A person who is capable of keeping his emotions stable even in the tough corners might be emotionally childish in their behavior.

Only a emotional stability person will have the capacity to with stand in the tight situations, capacity to tolerate frustrations, have the ability to offer strong resistance even in the delay situations in satisfying a eager need. An emotional stability students is able to cope with his family and friends in a better manner

According to cole, the important character of emotional stability is to with stand higher tension and should be a character of fun and recreation. Therefore it is agreeable to say that an emotional stability person has not resolved all his stress that arouses conflicts and anxiety. Rather, he is on the way putting his constant efforts in gaining healthy integration of thoughts, feelings and actions.

NEED AND SIGNIFICANCE OF THE STUDY

Emotions role is quite significant n enhancing various factors n the person and thereby helping him to be productive citizen to the society even in the pressure able occasions. It helps the individual to be productive, progressive member of the society. It creates the individual to be emotionally fit and morally sound.

In the situations of storm and stress, students tend to be caught in the clutches of stress, anxiety, emotional outbursts with regard their academic achievement. In order to with stand all these situations, the individual needs to be emotionally stable. Hence there felt a need by the investigator to carry out the study as is need of the hour.

STATEMENT OF THE PROBLEM

The statement of the problem is stated as "Emotional stability of high school students in relation to their selected variables"

OBJECTIVES OF THE STUDY

1. To study the emotional stability of high school students.
2. To study the significant difference of emotional stability of students of high school students with respect to their demographic variables age, gender, locality type of management, parental income and medium of instruction.
3. To study the significant relationship between emotional stability and academic achievement of high school students.

METHOD OF STUDY

The investigator has used normative survey method for the present study.

POPULATION AND SAMPLE

The sample consists of 394 high school students of class IX which consists of 146 boys and 248 girls. Since the population does not form a homogeneous mixture, stratified random sampling technique was used to find the representative sample for the study. Due representation was given to characteristics such as Zone, Locality, Category and Level of Schooling, in collecting the sample for the study. The sample was collected from the Puducherry region.

TOOL USED IN THE STUDY

Emotional stability questionnaire developed and standardized by Psy-com services(1995), New Delhi was used by the investigator to carry out the study.

Reliability and validity of the tool

Reliability of emotional stability was established by test-retest method and it was found to be 0.78. The validity of the tool was 0.77.

Table-1

Significant difference in Emotional stability of High school secondary students with respect to Gender, Locality, Medium of instruction and Type of Management

Variables	Group	Sub-Group	N	Mean	SD	't'	Sig.
Emotional stability	Gender	Boys	146	25.06	39.90	2.913	S
		Girls	248	26.16	33.93		
	Type of Management	Government	141	25.06	40.05532	2.839	S
		Private	253	26.14	34.00313		
	Locality	Rural	151	25.13	39.62096	2.680	S
		Urban	243	26.14	34.11471		
Medium of instruction	Tamil	245	25.75	36.91356	0.18	NS	
	English	149	25.76	36.33024			

On comparing Mean emotional stability scores significant differences are observed in all the sub variables of emotional stability as calculated 't' value are significant whereas significant difference was not observed in the sub variable medium of instruction of emotional stability. Therefore, there exists significant difference in emotional stability with respect to Gender, Locality and Type of management.

Table-2

Significant difference in Emotional stability High School Students with respect to Age and Parental Income

Variable	Group	Source of variance	Sum of squares	df	Mean squares	'F' value	Sig.
Emotional stability	Age	Between Groups	301.542	2	150.771	.112	.894
		Within Groups	526290.136	391	1346.011		
		Total	526591.678	393			
	Parental Income	Between Groups	8981.901	4	2245.475	1.688	.152
		Within Groups	517609.777	389	1330.616		
		Total	526591.678	393			

The calculated F values (0.894, 1.688) which is lesser than the table value, hence the hypothesis is rejected and concluded that there is no significant difference in emotional stability with respect to age and parental income.

Table-3

Relationship between emotional stability and Academic achievement

S. No.	Variable	N	r	Level of Significance at 0.01 level
1.	Emotional stability and Academic achievement	394	.142**	S

**Correlation is significant at the 0.01 level

DISCUSSION

The findings of this study revealed that there is a significant relationship between emotional stability and academic achievement. This suggests that emotional intelligence as a significant influence of the achievement. The findings of present study shows that significant difference was observed in the case of gender in over all emotional stability and academic achievement, in the study it was found that girls are slightly higher when compared to boys in their emotional stability. This may due to less interaction with parents and friends. Students need to be trained in various emotional skills as this falls to be the selecting criteria for their suitable careers. The present study indicates that students differ significantly with respect to locality. Similarly, Bhavsar (1970) established that students differ significantly with respect to locality. This was also supported by Agarwal (2014) stating significant difference was observed between urban and rural students. Necessary steps should be taken by the schools both in rural and urban areas to come up with good academic records thereby the students get motivated to succeed in their life. There is significant difference in type of management in emotional intelligence, the null hypothesis is rejected. Similarly Agarwal (2014) established that students differ significantly with respect to type of management. Further students from private schools performed better than government schools, this may be due to more care and concern taken by the private to improve the quality of education for the uplifting the younger minds. The present study revealed that there doesn't exist significant difference with reference to Type of management. The reasons may be that in private schools generally the students come from rich well-to-do families. Moreover in private schools, environment is more congenial. Therefore such students have varied interests. Also the management is quite decent and cooperative by nature to develop their emotional skills. There exists no significant difference between parental income of high school students. Hence the null hypothesis is accepted. It

states that higher income better the children enjoy the facilities. The economic status may be some times distract students emotionally and may lead to maladjustment in school and home situations.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The present study concludes some important educational implications for students, school administrators, and teachers. The study had marked the importance of learning emotional stability along with their subject learning as this paves way for a land mark in their academic achievements. The study further lays its significance that students learning has not completed only with subject learning and training but the learning should inculcate in the minds of learners and it should prepare a emotionally stable person with improves their cognitive skills, good relation between fellow students, how to tackle the circumstances, optimistic approach, growth and insight . This study help high school students to understand the role that emotion plays in their life and will lead better foundation to build successful futures. This study will help students to handle emotions with their friends, family and others independently. Moreover it stresses the importance of group activities and team work, which help high school students to develop control over their emotions and handle relationships.

CONCLUSION

The rationale of the study was to study the emotional stability with regard to their achievement of high school students. This study had really contributed some strategies which can be applied to field of education and the findings also find also contributes to the future research.

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