

STUDY OF EMOTIONAL STABILITY OF PROSPECTIVE TEACHERS WITH RESPECT TO THEIR ACADEMIC ACHIEVEMENT AND GENDER

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Abstract : Emotions play the most important role in one's daily life. It relates to almost every aspect of one's personality and its development including academic achievement. The present study was conducted to study the effect of emotional stability on the academic achievement. The gender difference in emotional stability was also planned to study. Total sample of 200 student teachers of B.Ed. course were selected for this study. The tools used to collect data were Emotional Stability Questionnaire (1996) and Self Prepared Performa to collect marks of graduation examination for academic achievement scores. The data was analysed on the basis of mean, median, t-test, and ANOVA. No significant difference was found between male and female student teachers with regard to emotional stability or in emotional stability of student with different levels of academic achievement.

IndexTerms – Emotional stability, Academic achievement, Prospective teachers

INTRODUCTION

Emotions play the most important role in one's daily life. Many times emotions act as a bridge between the incidents happens in the environment and our behavioural responses. Thus, prepares us for action. Emotion stimulates the learning of information and helps us to make appropriate responses. They also facilitate the listener or observer to understand ones' behaviour or how he/she is experiencing in that particular situation. "Emotion is an effective experience that accompanied generalised linear adjustment and mental and psychological stirred up state in the individual and that shows itself in his overt behaviour" (Crow & Crow; 1984). Thus expression of proper emotion at proper time and place is necessary for every individual and especially for teachers.

The stage at which proper emotion is expressed at proper place and time in proper quantity is termed as emotional stability. Smitson (1974) defined emotional stability as "A process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally".

Achievement is one of the most important goals of education. In the process of educating the young ones, stress and focus have come to the measurement and evaluation of the student's achievement in school and college subjects. The outcomes of education are usually characterized as the achievement of those who have been educated. These may be expressed in the terms of whether or not the aims of education were fulfilled in relation to those individuals and to that degree. (Winch, & Gingell.1999). In simple terms academic achievement is the sum total of information gained after completing a course of instruction in a particular grade that he/she has obtained on an achievement test. On the basis of their achievement the individuals can be divided into three categories: over achievers, average achievers and under achievers.

Rationale of the Study

In the present world of stress and anxieties emotional stability is the issue of concern. It is very necessary to know the answer of questions like: How it can affect a person's life? In past many studies have been done to explore the areas where effects of emotional stability are studied. The results of many studies have directed that the person with higher emotional stability can cope with stressful situations in better way and can come up with greater vigor after the stressful situation is over. Academic achievement of a person can be affected by a number of variables. As it is observed that emotional stability affects almost every aspect of one's personality and its development. Academic achievement plays very crucial role in the children's development. So the researcher planned to study the effect of emotional stability on the academic achievement. Further the gender difference in emotional stability was also planned to study as male and female may have different intensity of emotions as well as different ways to handle the stressful events in life.

Objectives of the study

- To study the difference between emotional stability of male and female student teachers
- To study the difference between emotional stability of student teachers with different levels of academic achievement
- To study the emotional stability of male and female student teachers with different levels of academic achievement

Hypothesis

- There is no significant difference between emotional stability of male and female student teachers
- There is no significant difference between emotional stability of student teachers with different levels of academic achievement
- There is no significant interaction effect of gender and academic achievement on emotional stability scores

Sample

For sampling, eight colleges of education of Sonapat district were selected randomly. From each college 25 students were taken for collecting data, thus it comprised total sample of 200 student teachers of B.Ed. course for the present study.

Tools

- Emotional stability questionnaire (1996) designed and developed by Psy-com Services.
- Self prepared Performa to collect marks of graduation examination for academic achievement scores

RESULTS**Table 1: MEAN EMOTIONAL STABILITY SCORES BY GENDER**

Gender	N	Mean
Male	100	65.83
Female	100	66.98

Table 2: MEAN EMOTIONAL STABILITY SCORES BY ACADEMIC ACHIEVEMENT

Academic achievement	N	Mean
Low	33	64.73
Average	34	65.72
High	33	68.77

Table 3: SUMMARY OF ANOVA RESULTS FOR EMOTIONAL STABILITY

Source of variance	df	Sum of squares	Mean Square	F	Significance
Academic achievement	2	532.744	266.372	1.6194	Not significant
Gender	1	58.9389	58.939	0.358	Not significant
Gender* academic achievement	2	1162.142	581.0722	3.532	Significant at 0.05 level
Within groups	174	28621.57	164.4918		

The results of table 1 shows the mean score of emotional stability of male and female subjects. In table 2 mean scores on emotion stability by academic achievement are shown. In table 3 it has been shown that the main effect of gender on emotional stability come to be non significant ($F=0.358$), it implies that emotional stability scores of male and female subjects are summed up over the different levels of academic achievement, no significant difference was found in mean emotional stability scores of male and female subjects. Thus null hypothesis "there is no significant difference in the emotional stability scores of male and female student teachers" is not rejected.

Table 3 also shows that the main effect of academic achievement on emotional stability is not significant ($F=1.6194$). Hence, null hypothesis "There is no significant difference between emotional stability of student teachers with different levels of academic achievement" is not rejected. The results also reveals that there is statistically significant interaction between gender and academic achievement on emotional stability ($F=3.532$), so the null hypothesis "There is no interaction effect of gender and academic achievement on emotional stability scores is rejected. It implies that there are differential effects of any one of these at the different levels of the other.

DISCUSSION AND CONCLUSION

On the basis of the results of the present study, researcher concluded that there was no significant difference between male and female student teachers with regard to emotional stability. The result was also supported by the study of Bohre, P and Sharma, A. (2017) which resulted that there is no significant difference between boys and girls of higher secondary level students on emotional maturity. This result of present study was supported by N. Gunasekar (2014) who also found no difference in emotional stability of male and female students. Further, no statistical significant difference in emotional stability of student with different levels of academic achievement was found. The result was supported by Das M. N. (2014) who revealed that negligible relationship between academic achievement between emotional maturity of secondary school students in his study. This result was opposite to the results of a few studies. Sima Kalita (2016) studied that high level of emotional stability leads to high academic achievement and low emotional stability leads to low level of academic achievement. Awokiyesi, F. O., Makinde, Bose & Solademi, Makinwa (2014) also found a significant difference between emotional stability and the academic performance of 200L students in the school of public and allied health. One more result of the study indicated, significant interaction between sex and academic achievement on emotional stability was found. Kumar, M. & Mishra, R also revealed a positive correlation between emotional maturity and academic achievement among Adolescence students.

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