



EMOTIONAL STABILITY, SOCIAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF + 2 STUDENTS OF MODEL SCHOOLS

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Abstract

The present study aims to find out the level of emotional stability, social intelligence and academic performance among +2 students of modal schools in relation to association between three areas. The sample consists of 600 students from Warangal district of Telangana. The Emotional Stability Questionnaire was developed by Sanjay vohra in 1995. Social intelligence scale was constructed by N. K. Chadha and Usha Ganesan (2011) was used for collecting data. The study revealed that there is a significant positive correlation among the emotional stability, social intelligence and academic performance of +2 students. Another noticeable finding is that there is a moderate level of emotional stability, social intelligence and academic performance.

Key words: Emotional stability, Social intelligence, Academic performance, +2 students

Introduction

Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. Today, we live in highly ambitious and competitive society where each one of us wants to show better than others. They have always adjusted with one another for their very existence. Students too live in a community, i.e., at home, in the neighbourhood as well as in the school. They need to understand, adjust, love and help one another. The school or college atmosphere will be better if there is greater adjustment and social intelligence in the pupils.

Social intelligence is the ability to deal with people, it helps one to adjust in a better way in any situation and maintain good relation with others. Lack of social intelligence will breed problems not only for oneself but also for others. People with social intelligence may also have positive attitude towards others and may extend their helping hand to the needy which is the result of emotionally stabled and positive behaviour through which a

person does actions such as helping, comforting, sharing, and cooperating intentionally to benefit other individuals.

Review of related literature

In the present study the investigator has reviewed the researches done in the field of emotional stability, social intelligence and academic performance. After reviewing the above studies, it was observed that many studies were explored on Nigeria. Michael Adejare Adegboye & Esther Honotina Adegboye (2021) Emotional Instability on the Academic Performance of Students of Colleges. The emotional instability has no significant relationship with academic performance at tertiary level. Dr. Hatekar T.K. (2020) Students have higher social intelligence than science students. It has also been found that on academic achievement, two groups—commerce and Social Science students differ significantly. M. Vijayalakshmi (2020) The findings were college students are found to be high level of Social intelligence. There is no significant difference between boys and girls, rural and urban, Govt and Private, Social and Science of college students on their social intelligence. And found to have very good on their level of academic performance. Dr. Nawaz Ahmad Mir (2021) The results revealed that male – female college students have same social intelligence. It appears that there is no study on the three areas of student's academic performance, emotional stability and social intelligence. Hence this research is unique in its own way and thus the researcher has taken up this study to fill up the gaps in the field of emotional stability, social intelligence and academic performance of +2 students of modal schools.

Need and importance of the study

Emotional stability and social intelligence are important concepts of adolescence life. Emotional stability is a balance between all aspects of life – social, physical, spiritual, moral and emotional aspect of a person. The adolescent period is habitually accompanied by new stress, behavioral change, lack of relationship between the families. They are neither children nor adults. In this period they are facing several physical, mental changes and also some external force from peer influence. Most of the +2 students are in the age group of 15+, this is the crucial period of the teenage. They are in the formal operational stage of cognitive development and career planning. In the next year they enter into the professional courses, which is most important stage in the educational life of students. Hence, both social intelligence and emotional stability are very much necessary for the welfare of the society. If the student is able to adjust comfortably with others, he/she tends to be happy and contented and this may increase academic performance.

Significance of the study

Emotionally 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. The human capacity to understand what is happening in the world and responding to that understands in a personally and socially intelligent in an effective manner. 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 to their academic achievement. In order to withstand 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.

Title of the study: “Emotional stability, social intelligence and academic performance of + 2 students of modal schools”.

Objectives of the study

1. To study the level of emotional stability of +2 students of modal schools and to classify them.
2. To study the level of social intelligence of +2 students of modal schools and to classify them.
3. To study the level of academic performance of +2 students of modal schools and to classify them
4. To study the association between emotional stability, social intelligence and academic performance of +2 students of modal schools.

Hypotheses of the study

1. There is no significant association between emotional stability, social intelligence and academic performance of +2 students of modal schools.

Sample of the study: For the present study the investigator has taken up a stratified random sample of 30 schools and 600 senior intermediate students of modal schools in and around Warangal district of Telangana. .

Tool of the study: The Emotional Stability Questionnaire have been designed and developed by Sanjay vohra in 1995. Social intelligence scale was constructed by N. K. Chadha and Usha Ganesan (2011) which consists of eight dimensions and 66 items. Academic performance was treated by first year intermediate marks.

Scoring procedure

Emotional stability Questionnaire: Scoring procedure in ESQ is quite objective and simple. Transparent stencil scoring key is available for this purpose. Then the scores obtained on different pages were added to obtain the total raw score on this test.

Social Intelligence Scale: The respondents were instructed to tick mark one out of the three choices as per applicability of the response to them.

Data analysis

Objective: 1 To study the level of emotional stability of +2 students of modal schools and to classify them.

Table: 1 Mean, % of Mean, S.D. and 1/5th of Mean of emotional stability of +2 students

<i>N</i>	<i>Mean</i>	<i>% of Mean</i>	<i>S.D</i>	<i>1/5th of Mean</i>
600	144.19	80.10	15.15	28.83

Interpretation: +2 students of modal schools are found to have moderate level of emotional stability since 1/5th of mean value is greater than the S.D value. The sample of students is homogeneous in their emotional stability.

Classification of +2 students of modal schools – basing on emotional stability.

To test this hypothesis, the following procedure is adopted Mean and S.D of the scores on the emotional stability of +2 students.

Table: 2. Classification of +2 students on the basis of their level of emotional stability.

Scores	No. of students	%	Level of emotional stability
Low ($\leq M - \sigma$)	95	15.83	Low emotional stability
Moderate (between $M - \sigma$ & $M + \sigma$)	423	70.5	Moderate emotional stability
High ($\geq M + \sigma$)	82	13.66	High emotional stability

Interpretation: Seventy percentage of +2 students of modal schools are found to have moderate level of emotional stability.

Objective: 2 To study the level of social intelligence of +2 students of modal schools and to classify them.

Table: 3 Mean, % of Mean, S.D. and 1/5th of Mean of social intelligence of +2 students

N	Mean	% of Mean	S.D	1/5 th of Mean
600	128.93	65.11	13.48	25.78

Interpretation: +2 students are found to have moderate level of social intelligence since 1/5th of mean value is greater than the S.D value. The sample of students is homogeneous in their social intelligence.

Classification of +2 students of modal schools – basing on social intelligence.

To test this hypothesis, the following procedure is adopted Mean and S.D of the scores on the social intelligence of +2 students.

Table: 4. Classification of +2 students on the basis of their level of social intelligence.

Scores	No. of students	%	Level of social intelligence
Low ($\leq M - \sigma$)	74	12.34%	Low social intelligence
Moderate (between $M - \sigma$ & $M + \sigma$)	375	62.5%	Moderate social intelligence
High ($\geq M + \sigma$)	151	25.16%	High social intelligence

Interpretation: Sixty three percentage of +2 students of modal schools are found to have moderate level of social intelligence.

Objective: 3 To study the level of academic performance of +2 students of modal schools and to classify them.

Table: 5 Mean, % of Mean, S.D. and 1/5th of Mean of academic performance of +2 students

N	Mean	% of Mean	S.D	1/5 th of Mean
600	144.19	80.10	15.15	28.83

Interpretation: +2 students are found to have moderate level of professional commitment since 1/5th of mean value is greater than the S.D value. The sample of teachers is homogeneous in their professional commitment.

Classification of +2 students of modal schools – basing on academic performance.

To test this hypothesis, the following procedure is adopted Mean and S.D of the scores on the academic performance of +2 students.

Table: 6. Classification of +2 students on the basis of their level of emotional stability.

Scores	No. of students	%	Level of academic performance
Low ($\leq M - \sigma$)	60	10%	Low academic performance
Moderate (between $M - \sigma$ & $M + \sigma$)	345	57.5%	Moderate academic performance
High ($\geq M + \sigma$)	195	32.5%	High academic performance

Interpretation: Fifty three percentage of +2 students of modal schools are found to have moderate level of academic performance.

Objective 4: To study the association between emotional stability, social intelligence and academic performance of +2 students of modal schools.

Table:7 Relationship among the emotional stability, social intelligence and academic performance of +2 students of modal schools

S.NO	Variable	N	df	'r' value
1	Emotional stability	600	598	0.13**
2	Social intelligence	600		
3	Academic performance	600		

Interpretation: The total number of student's i.e., N is 600 and the degrees of freedom df is 598. Multiple coefficient of correlation 'R' value is 0.13 which is significant both at 0.05 and 0.01 levels.

Discussion and Conclusions:

Students with emotionally stable and socially intelligent have greater chance to perform well in their life and also in academic performance. The findings of the study suggested that there is a significant positive correlation among the emotional stability, social intelligence and academic performance of +2 students. There is a moderate level of emotional stability, social intelligence and academic performance. 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, 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 of any situations. 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 +2 students to develop control over their emotions and handle relationships.

Educational implications:

The present study concludes some important educational implications for students, parents, and teachers. Parents should encourage the students participating in social activities that is helpful for their all-round development. Teachers should try to build up in children certain attitudes and values like co-operation, sociability, tolerance and healthy human relationship. Schools should have adequate facilities of guidance and counseling for students. It is also suggested that at all levels of education, proper social atmosphere should be provided to the students, so that they may develop proper social intelligence in future, in order to deal with the society more effectively as well as to have better academic achievements.

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