Emotional stability: a study on adolescent students of Bhilai, India

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Abstract

Emotions are found in all creatures of earth. The life of the adolescent is emotionally dominated Adolescent boys and girls are very much influenced by the emotions and Instinct. They do not determine his /her actions on the basis of reason. An emotionally stable child is capable to make effective adjustment with their environment. Emotional changes during adolescence includes anxiety, agitation, fear, anger, pleasure, love, envy and competitions. Objective of the study is to recognize whether there is any difference in emotional stability of adolescent boys and girls. The research is concerned with finite universe of CBSE and CG Board schools of Bhilai. The tools "Emotional Stability test for children (ESTC) by Dr. (Mrs) A. Sen Gupta and Dr. A.K. Singh have been used. There are only three variables they are emotional stability, gender and medium. Related to this problem there are 5 hypotheses. In this research paper collected data in support of set hypothesis has been tested with the help of appropriate statistical tools.

Keywords: Emotions, Stability and Adolescence.

Introduction

Emotions can range from Anger, Joy, Sadness, Love, Happiness, Fear, Depression, Hope and Anxiety. We can do a lot or a little to control these emotions and if we are successful than we are emotionally stable. In adolescent period, the children are possessed by intensity of Feelings, Instability, Anxiety, Mood Swings Fluctuation of feeling egotism etc. It is some time intensely excited yet at other times deeply depressed. Moods often vary between emotions and dejections. The achievement of emotional control is imperative if children are to be develop normally. Emotional control leads to emotional stability. It is a mental state of calmness and composure.

Boys and girls often process emotions differently being aware of each child's unique way of finding safely and telling their story can help in facilitating their growth and healing. Research evidences support that boys are more active and aggressive where as girls are more emotional and helpful. Some researchers suggest that male infants are more emotionally reactive than female babies but that culture socialize boys to express less emotions as they get older.

As a result boys become less skilled at understanding both their own and others emotions. As this view predicts, research shows that by adolescence there are clear gender differences in the expression of emotions, particularly of negative ones female are more likely to show symptoms of depression or anxiety and to attempt suicide, boys are significantly less likely to report that they experience sadness, shame or guilt. However male are significantly more likely to actually commit suicide. It seems that adolescent boys learn to bear their negative feelings alone and in silence with potentially deadly results. Due to research reports, this topic has taken for study.

The adolescent represents all 5 stages of pubertal development, secrum level's of gondatropins, gonadal steroids, adrenal androgens and testosterone-estradiol binding globulin are assessed. Level of these hormones are related to stage of pubertal development and assumed to represent relatively stable biological characteristics. The emotional disposition assessed are adolescent self-reported anger, nervousness, sadness and impulse control. The aggressive attributes assessed are acting out and aggressive behavior problems, rebellious and nasty characteristics. These hormonal levels are directly related to emotional dispositions and aggressive attributes of boy and girls.

According to Prof. Jean, adolescence is a period of great stress and strain, storm and strive. Infact very revolutionary changes take place in the personality of child at this stage of the development[1]. In the word of A.T. Jershield, adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. According to Encyclopedia of psychology the period of adolescence girls become 13 to 21 years and for boys 15 to 21 years. Ridhi Arora et al. defines that emotional stability is the process in which personality is continuously stringing for greater sense of emotional health, both intra-physically and intra personality[2].

Relation among hormonal level emotional disposition and aggressive attributes in adolescents motivated investigator to concentrate around the problem of emotional stability in

adolescent boys and girls. The problems can be pin points as comparative study on the emotional stability of adolescent Girls and Boys of Hindi and English Medium Schools.

Literature review: Shanmugam T.E. has found in his research that the age group of 15 years was characterized by greater emotional instability[3].

In the research of Arora R.K. found that effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement[4].

In her study of Rani Sandhya has found that there is no significance difference in the working and non working mother[5].

Fossey E. and C.M. Shapiro have found in her research that there is wide generation's gap and it causes problem for the parents[6].

Barson reed has studied on continuity stability and change in daily emotional experiences across adolescent[7].

Updegraff J.A. and Taylor S.E. have studied on Depression, Anxiety, Stress Scales (DASS), and has concluded that emotions have both positive and negative role in our lives[8].

Patra Swati has studied the emotional problems of children founded that the complexities and demands of the present day society have given rise to various problems in adolescents[9].

Akhan and Panna have studied the associations of emotional stability and socio personal factors such as education of parents, occupation of parents, size of family and type of family. According to the paper, children of nuclear families were highly stable as compared to the children of joint family[10].

Objectives: i. To study whether there is any difference in emotional stability of children of English medium and Hindi Medium school. ii. To study whether there is any difference in emotional stability of girls and boys of Hindi Medium School. iii. To study whether there is any difference in emotional stability of girls and boys English medium School. iv. To study whether there is any difference in emotional stability of girls of Hindi medium school and girls of English medium School. v. To study whether there is any difference in emotional stability of boys of English Medium School and boys of Hindi Medium School.

Hypothesis: With a view to research the study scientifically, it is formulated the following Hypothesis: i. There exist no significant difference between the emotional stability of children of Hindi Medium school and English Medium School. ii. There exists no significant difference between the emotional stability of girls and boys of Hindi medium school. iii. There exist no significant difference between the emotional stability of girls and boys of English Medium School. iv. There exist no significant difference between the emotional stability of girls of Hindi medium school and girls of English medium school. v. There exists no significant difference between the emotional stability of boys of Hindi Medium School and boys of English medium school.

Methodology

For the present study that is "Comparative study on the emotional stability of adolescent Girls and Boys of class VII of Hindi and English Medium Schools", total 120 students were selected from 3 Hindi Medium School and 3 English medium school of Vaishali Nagar area. They are selected by convenience method.

Tools: In this study "Emotional Stability test for children" adopted from A. Sen Gupta and A.K. Singh to measure the emotional stability of student of class 7th. It Consist of 15 questions. Its coefficients of reliability is 0.70 and 0.55. Its coefficients of validity is 0.55 and 0.61.

Keeping in view the essential criteria and conditions of scientific research, proper and harmonious rapport was established with the students. Proper instruction related to the test was given to the students and it was administered. There was no fixed time limit for the completion of the test but generally students took 10 to 15 minutes. Thus the data from 120 students belonging different school were collected.

Scoring: The test was scored using the scoring key. The maximum possible scores of the test are 15. In emotional stability test for children each item of the test is scored wither plus 1 or 0. There are two types of items in the tests that is positive and negative. All positive items which are endorsed by the subject as "Yes" and the negative items, number 9 and 10 which are endorsed as "No" is given a score of +1. A score 0 is given to all other answer. This high emotional stability and control and whereas low score on the test indicates high emotional stability and control.

Results and discussion

There are only three variables that is emotional stability, gender and medium. Related to this problem there is 5 hypothesis. To test the significance of the hypothesis , The raw data collected from different schools of Vaishali Nagar legislative area were tabulated and mean , standard deviation and 't' value were calculated with help of them on the basis of this significant or insignificant difference were found.

The Table-1 indicates that the mean and S.D. of Hindi medium students were 7.483 and 1.78 and mean and S.D. of English medium students were 5.95 and 1.72. The t – value obtained was 4.76 (df=118). Thus it is significant at 0.01 level. It indicates that our proposed hypothesis is rejected. It can be concluded that there exist significant difference between the

emotional stability of Hindi medium students and English medium students.

Table-1: Statistical differential showing emotional stability of students of Hindi medium school and the students of English medium school.

Category	No. of Student	Mean	S.D.	T-Value
Students	60	7.483	1.78	4.76
Students	60	5.95	1.72	

df = 118, P<0.01, Significant.

Table-2: Hypothesis H$_1$: Statistical difference showing emotional stability of Girls and Boys of Hindi Medium School.

Category	No. of Student	Mean	S.D.	t-Value
Girls	30	7.7	2.20	0.820
Boys	30	7.27	1.76	

df = 58, P<0.01, Insignificant.

The Table-2 indicates that the mean and S.D of adolescent girls of Hindi Medium were 7.7 and 2.20 and mean and SD of adolescent boys of Hindi Medium school were 7.27 and 1.76. The t – value obtained was 0.820 (df=58) thus it is not significant at 0.01 level. It indicates that our proposed hypothesis is accepted. It can be concluded that there exist no significant difference between the emotional stability of adolescent girls and boys of Hindi medium school.

Table-3: Hypothesis H$_2$: Statistical difference showing emotional stability of girls and boys of English medium school.

Category	No. of Student	Mean	S.D.	t-Value
Girls	30	6.2	1.83	1.129
Boys	30	5.7	1.53	

df = 58, P>0.01, Insignificant.

The Table-3 indicates that the mean S.D., of English medium girls were 6.2, 1.83 and the mean and S.D. of English medium boys were 5.7 and 1.53. The t-value obtained was 1.129 (df = 58) thus it is not significant at 0.01 level. It indicate that our proposal hypothesis is accepted. It can be concluded that there exist no significant difference between emotional stability if adolescent girls and boys of English medium school.

The Table-4 indicated that the mean of girls of Hindi medium school and English medium school were 7.7 and 6.2 and SD were 2.20 and 1.83. The t- value obtained was 2.825 (df=58) Thus it is significant at 0.01 level. It indicates that our proposed hypothesis is rejected. It can be concluded that there exist

significant difference between the emotional stability of girls of Hindi medium school and English medium school.

Table-4: Hypothesis H$_3$: Statistical differential showing emotional stability of girls of Hindi medium school and English medium school.

Category	No. of Student	Mean	S.D.	t-Value
Girls	30	7.7	2.20	2.825
Girls	30	6.2	1.83	

df = 58, P<0.01, Significant.

Table-5: Hypothesis H$_4$: Statistical differential showing emotional stability of boys of Hindi medium school and of English medium school.

Category	No. of Student	Mean	S.D.	t-Value
Boys	30	7.27	1.76	3.634
Boys	30	5.7	1.53	

df = 58, P<0.01, Significant.

The Table-5 indicates that the mean of boys of Hindi medium school and English medium school were 7.27 and 5.2 and SD were 1.76 and 1.53. The t-value obtained was 3.634 (df=58). Thus it is significant at 0.01 level. It indicates that our proposal hypothesis is rejected. It can be concluded that there exist significant difference between the emotional stability of boys of Hindi medium school and English medium school.

Hypothesis H$_o$: There exist no significant difference between the emotional stability of Hindi medium students and English medium students of 7th standard.

The 't'- Valve 4.76 was significant at 0.01 level (df = 118, p<0.01). Hence the above Hypothesis is rejected.

Hypothesis H$_1$: There exist no significant difference between the emotional stability of adolescent girls and boys of Hindi medium school.

The 't" – value 0.820 was insignificant at 0.01 (df = 58, p> 0.01) Hence the above hypothesis is accepted.

Hypothesis H$_2$: There exist no significant difference between the emotional stability of adolescent girls and boys of English Medium School.

The 't" – value 1.129 was insignificant at 0.01 Level (df = 58, p> 0.01) Hence the above hypothesis is accepted.

Hypothesis H$_3$: There exist no significant difference between the emotional stability of adolescent girls of Hindi Medium School and English medium school.

The 't' – value 2.825 was insignificant at 0.01 Level (df = 58, p<0.01) Hence the above hypothesis is rejected.

Hypothesis H$_4$: There exist no significant difference between the emotional stability of adolescent boys of Hindi medium school and English medium school.

The 't' – value 3.634 was insignificant at 0.01 Level (df = 58, p<0.01) Hence the above hypothesis is rejected.

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[11].

It is observed through the selected respondent's responses that adolescent who have less emotional stability, may lead to anxiety, inferiority feeling and guilt.

It is also recognized that student who have psychological consistency of moods and emotions, they have the feeling of self respect, security and confidence[12].

It is found that if the adolescent students do not have emotional stability in the home there are chances that they may lead to the emotional unstable in their life. It may cause relationship issues, self esteem problems, may have no self worth, eating disorders, depression, jealousy and more. This research shows that emotional stability make the life favorable.

During research, some characteristics of emotional stability are found. They are low self esteem, frequent worry, anxiety, compulsive behavior, feeling out of control, negative emotions, irritable and impatient, mood swing, violent behavior, society inappropriate behavior hostile thoughts, suspicious and distrustful etc.

Some remedial tool for treating the emotional instability are mental support, medication, education of family members, improved family communication, developing patients self regulation capacity, proper counseling for patients having feeling of suicide threats and attempts.

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