



A study on emotional stability among senior secondary students with reference to gender

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Abstract

Students' conduct depends on their emotional stability. The purpose of this study is to assess secondary students' emotional stability in relation to their gender identification. Haryana's Sonapat and Rohtak districts provided the sample for this study. A total of 200 students, both male and female, were included in the sample. A standardized scale created by Dr. A. Sen Gupta and Dr. A. K Singh was used to determine the score of emotional stability among secondary pupils. The data was then analyzed using descriptive statistics like percentages, and the hypothesis was tested using a t-test. The majority of kids are emotionally stable, according to the study's findings. Furthermore, the findings revealed a substantial difference between male and female students, as well as a significant difference between male and female students.

Keywords: emotional stability, gender and secondary students

Introduction

It is simple for everyone to become enraged. But being furious with the right person, at the right moment, for the right reason, and in the right way is difficult. Individuals who already have control over the situation can maintain and understand their concerns well, as well as perused and effectively interact with some other person's emotions, whereas those that don't have control over their emotional lives fight internal battles that sabotage their ability to focus on work and think clearly (Goleman, 1998). Emotion is a crucial component of entire human functioning and is vital for comprehending the basic core findings in almost each major inter - and intra of psychology. While emotions are a key feature of sports participation and a vital role in either increasing and degrading personal and team performance, little detailed investigation on positive and negative emotions has been undertaken. For example, most sport psychology research conducted in the previous two decades has been negative in nature, concentrating on anxiety-performance correlations and employing models created in non-sport settings. At this moment, there is a glaring lack of stability in the research of emotions and physical performance (Hanin, 1997). According to Vallerand (1983), emotions are present in all aspects of human existence. However, complex feelings are more than just fascinating events; they may also have significant repercussions that go beyond basic emotional experience. Students who have been very worried may not feel more empowered, and the ashamed exercise participant may discontinue attending exercise classes entirely. As a result, emotional occurrences play an essential role in adolescence from both an intra and interpersonal standpoint. Emotions can have an impact on cognition, including perception. Individuals, for example, tend to perceive inputs in accordance with their emotion. As a result, an anxious student may be more sensitive to information related to his or her worry than to other forms of information. Because emphasizing on indicators which correspond to someone's feeling might amplify such emotion, the learner might become even more worried as a result of focused on the crowd (Vallerand & Blanchard, 2000). According to research, emotion has significant intra-personal repercussions in school and home environments, most importantly on thought patterns, ambition, health, and performance. Good affect often creates effects, whilst negative affect produces bad consequences, however Hanin (1994) proposes that both forms of affect may have positive and negative impacts on performance. According to Smithson (1974), emotional stability is a multi-trait non-cognitive psychological notion. He describes emotional stability as a dynamic wherein the individual strives for higher emotional wellbeing both intrapersonal and interpersonal. Emotional stability allows the person to acquire an integrated and balanced perspective on life's difficulties.

Justification of the study

Emotions have an important part in developing numerous aspects of a person's personality, allowing them can remain a good citizen in society even under stressful situations. It enables the individual being a successful, forward-thinking person in the society. It makes the person psychologically healthy and ethically sound. Students are more likely to also be captured inside the grips of tension, nervousness, and emotional instability with reference to their students' learning in storming severe stressful conditions. Of being capable of dealing with each of these events, a human must be emotionally stable. As a result, the investigator felt compelled to complete the research as soon as possible.

Statement of Problem

“A study on emotional stability among senior secondary students with reference to gender.”

Objective

- To find out the difference between Emotional stability of students studying in secondary classes with respect to gender.

Hypothesis

- There is no significant difference between Emotional stability of students studying in secondary classes with respect to gender.

Design of the study

The examination is carried out using a descriptive survey research approach. The researcher is attempting to establish a difference between Emotional stability of students studying in secondary classes with respect to gender in this study.

Sample of the study

The random sample approach was utilized to get a sample of 200 students in grades 9 and 10 from several secondary schools in Rohtak and Sonipa from Haryana state. There are 100 boys and 100 girls in the sample.

Data analysis and Result

Comparison Between Emotional Stability of Secondary School Students with respect to Gender.

Table 1

Variable	Group	Number	Means	SD	t-value	Remark
Emotional stability	Boys	100	12.34	3.46	2.33	Significant
	Girls	100	13.67	4.52		

Interpretation

From the table revealed that mean and SD score of emotional stability of secondary school students with respect to gender are (12.34 & 13.67) and (3.46 & 4.52) respectively. The calculated t - value is 2.33, which is more than the critical value at significance level 0.05. So the null hypothesis "There is no significant difference between emotional stability of secondary school students with respect to gender" is rejected. It means that boys and girls students are not same in the level of emotional stability.

Conclusion

The outcomes of this study demonstrate that there is a substantial difference in the case of gender in overall emotional stability. It was discovered that females had somewhat higher emotional stability than boys. It's possible that this is due to less interactions involving parents and friends. Students must be schooled in a variety of emotional abilities, since this will be a determining factor in their ability to find acceptable professions.

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