



EMOTIONAL STABILITY OF B.Ed. STUDENT TEACHERS

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ABSTRACT

Objective: To find out the emotional stability of B.Ed. student teachers. Sample: The population of the study was the B.Ed. student teachers. Hence the investigator selected second year B.Ed. students. Tools: The investigator used the Student's Emotional Stability check list for data collection. Among the total sample 14.29 percent has high level of Emotional Stability, 68.25 percent has average level of Emotional Stability and 17.46 percent has low level of emotional stability. Therefore, it can be inferred that B.Ed. student teachers have average level of emotional stability.

INTRODUCTION

Emotional stability is the ability to uphold one's emotional equilibrium over hectic situations. It is the contradictory of emotional unsteadiness and neuroticism. Emotionally steady people abide negligible stress and strain of day to day existing devoid of appropriately expressive disturbance, worry, anxiety, edginess, or irritation. They are capable to keep serenity above negligible affecting pressure. They are quite stable in their essential temper, and they usually relapse rapidly to that condition subsequent to that occasion when they have knowledgeable considerable strain or have been remarkably aggravated. The unbalanced individual, on the other hand, is prone to quite broad, recurrent, and often random temper shifts that may move back and forth from extremity to limit. Emotional stability enables the being to develop an integrated and balanced way of perceiving the problems of life. This managerial aptitude and prearranged insight help one to build up reality-oriented thoughts, decision and assessment aptitude. Individuals develop outlook, stance and discernment that assist in considering the reality of existence and circumstances and conditions that make unhappy situations in living. Such indulgent help one endorse elevated character potency.

REVIEW OF RELATED LITERATURE

Reena (2016) evaluated emotional intelligence and emotional stability among adolescents and its relationship with academic achievements. **Objective:** To find out the emotional intelligence and emotional stability among adolescents and its relationship with academic achievements. **Sample:** Two hundred adolescent boys and two hundred adolescent girls of Udaipur area. **Statistical Techniques:** Mean, 't' Test, 'r' correlation. **Findings:** The study revealed that the adolescents who had high emotional stability their getting better level of academic achievements.

Dang and Som (1998) studied emotional stability pattern and attitude towards teaching of teachers. **Objective:** Do teachers vary in the stability variable and its dimensions with reference to sex and experience? **Sample:** Sample size 1402 student teachers of B.Ed. and L. T. from Uthar Pradesh, Bihar, Madhya Pradesh, Haryana, Rajasthan. **Tools:** Teacher Attitude Inventory and Emotional Stability Traits Inventory. **Statistical Techniques:** t' Test, F test. **Findings:** Female teachers' posses more of the emotional stability than the male teachers.

OBJECTIVES OF THE STUDY

1. To find out the emotional stability of B.Ed. student teachers.
2. There exist different levels of emotional stability among the B.Ed. student teachers.

METHOD USED

Experimental method was used for the study. Single group Pre-test - post-test employed for the study.

SAMPLE

The population of the study was the B.Ed. student teachers. Hence the investigator selected second year B.Ed. students.

TOOLS

The investigator used the Student's Emotional Stability check list for data collection.

STATISTICAL TECHNIQUES

The entire process of data was done by advanced computer facility SPSS. The statistical techniques used for the analysis of data were,

- Preliminary analysis

- Percentage analysis

ANALYSIS OF THE DATA

Hypothesis 1

- To find out the emotional stability of B.Ed. student teachers.

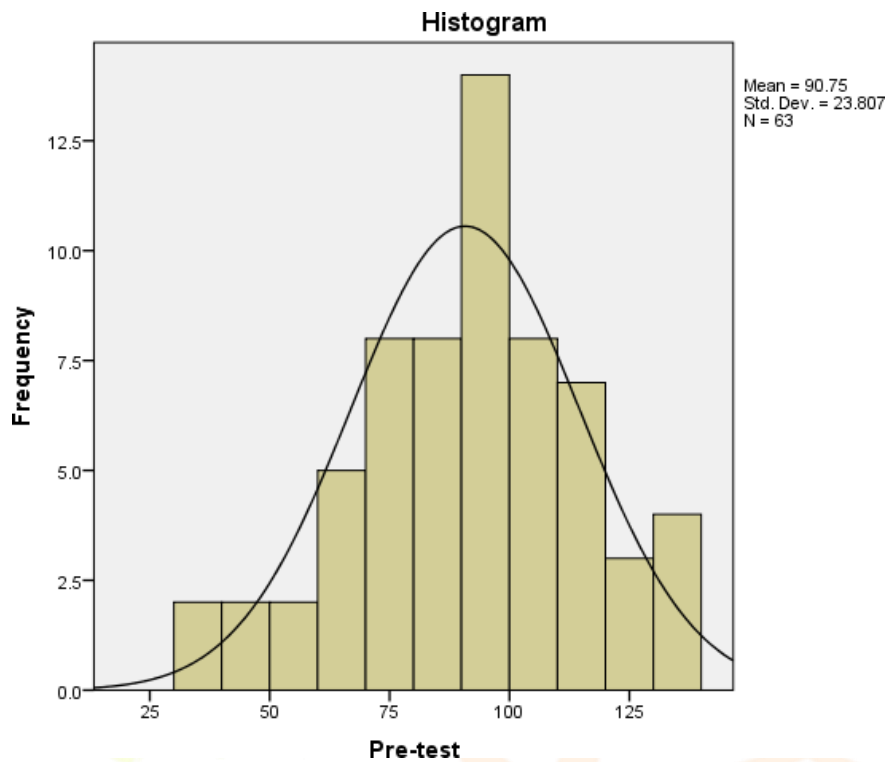
Variable	N	M	M _{dn}	M _o	SD	S _K	Ku
Emotional Stability	63	90.75	92.00	98	23.80	-.326	-.320

From Table 1, it is clear that the obtained value of mean, median and mode of pre-test scores of emotional stability of B.Ed. student teachers is 90.75, 92.00, and 98 respectively. The standard deviation of the distribution is 23.80. The skewness for the distribution is -.326 and kurtosis is -.320.

By interpreting the values it is evident that there are slight differences in the value of mean (90.75), median (92.00), and mode (98). The indices of skewness suggest that the distribution of scores of emotional stability is negatively skewed. The value of kurtosis obtained for the variable suggests that the distribution of scores for emotional stability is platykurtic.

Preliminary analysis of the post-test scores of emotional stability of B.Ed. student teachers. Table 2 shows the summary of the preliminary analysis of the post-test scores of emotional stability of B.Ed. student teachers.



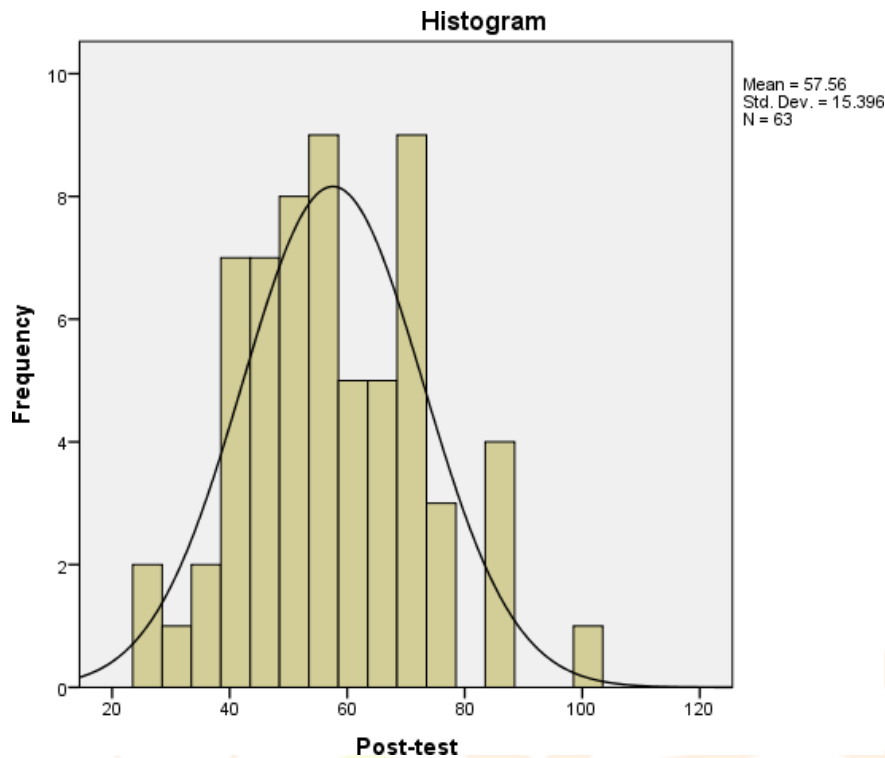
Figure 1-Graphical representation of pre-test scores of emotional stability of B.Ed. student teachers**Table 2**

Summary of the descriptive statistics of the post-test scores of emotional stability of B.Ed. student teachers

Variable	N	M	M _{dn}	M _o	SD	S _K	Ku
Emotional Stability	63	57.56	57.00	51	15.39	.279	-.153

Table 2 shows that the Post-test scores of B.Ed. student teachers with emotional stability, the value obtained for mean, median and standard deviation is 57.56, 57.00, 51, and 15.36 respectively and those of skewness and kurtosis is .279 and -.153. By interpreting the values it is evident that there are slight differences in the value of mean (57.56), median (57.55), and mode (57.00). The indices of skewness suggest that the distribution of scores of emotional stability is negatively skewed. The value of kurtosis obtained for the variable suggests that the distribution of scores for emotional stability is platykurtic.

The graphical representation of the distribution of the post-test scores of the emotional stability of the B.Ed. student teachers is presented in figure 2.



Hypothesis 2

- There exist different levels of emotional stability among the B.Ed. student teachers.

The different levels of emotional stability of B.Ed. student teachers was determined by classifying the whole sample into three groups- *high*, *average* and *low* in the conventional procedure of finding σ distance from μ . For this pre- test score of whole sample (N=63) was used. The standard deviation (σ) and mean (μ) of the scores are found to be 23.81 and 90.75 respectively. Students who obtained the scores above the value of $\mu + 1\sigma$ (114.56) were considered as the *high* group and who obtained the score below the value of $\mu - 1\sigma$ (66.94) were considered as the *low* group. The students who score lie between the value of $\mu + 1\sigma$ (114.56) and $\mu - 1\sigma$ (66.94) were considered as the average group. The percentage of the total sample falling into the three groups (*high*, *average* and *low*) is given in Table 3.

Table 3.

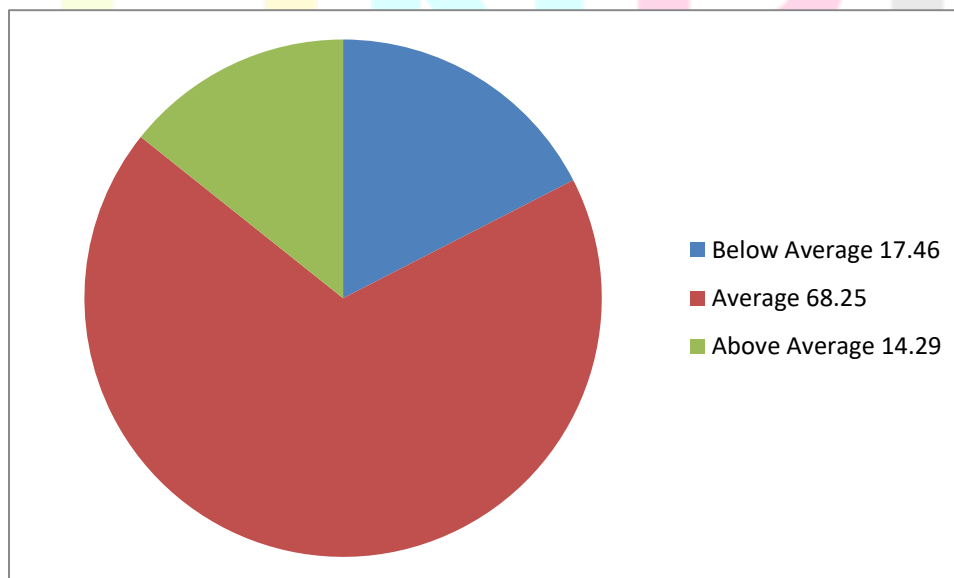
Number and percentage of B.Ed. student teachers falling into the Three Groups of emotional stability (high, average and low)

VARIABLE	GROUP	SCORE	N	%
Emotional Stability	High	≥ 114.56	9	14.29%
	Average	114.56- 66.94	43	68.25%
	Low	≤ 66.94	11	17.46%
Total			63	100.00

Table 3 shows the level of emotional stability of B.Ed. student teachers for the total sample. From the table it is evident that 14.2 percent of the total sample has high level of emotional stability, 68.25 percent has average level of emotional stability and 17.46 percent has low level of emotional stability.

The percentage analysis reveals that B.Ed. student teachers differ in their level of emotional stability. Three different levels (high, average and low) of emotional stability were identified by the investigator. It also depicts that most of the B.Ed. students have an average level of emotional stability (68.25). The difference in the emotional stability may be due to their difference in their educational, social, cultural financial matters. Some other researchers have similar findings (Suguna, 2002; Mallah, 2005; Raju & Rahmatulla, 2007; Kusam, 2014).

Figure 3. Graphical representation of the different levels of emotional stability of B.Ed. student teachers



FINDINGS

Among the total sample 14.29 percent has high level of Emotional Stability, 68.25 percent has average level of Emotional Stability and 17.46 percent has low level of emotional stability. Therefore, it can be inferred that B.Ed. student teachers have average level of emotional stability. So the first hypothesis is accepted. B.Ed. student teachers experience emotional stability in various dimensions. Proper measures should be taken to improve the emotional stability.

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