



A STUDY ON EMOTIONAL STABILITY AND SELF –CONCEPT IN ADOLESCENT OF PRIVATE SCHOOLS IN HYDERABAD

By Asfiya Zareen Rahman M.ed

INTRODUCTION

Human being goes through different stages of lives. It starts with infancy, childhood, adolescence and adulthood. During these stages individuals develop physical, cognitive and emotional spheres . every stage has its own developmental characteristics and milestone which a person covers up in that particular zone. The one stage where in there is a dramatical changes taking place or the so called ‘transitions’ is the adolescents stage. It is a transitional stage between childhood and adulthood. d. It is the time when growth takes place in all aspects of life i.e. physical, mental, social and emotional. This is a stage in which an adolescent steps into a competitive world and faces a lot of pressure from all fronts- parents and teachers for performing academically well and from peer pressure for confirming to the peer group. There is no doubt that this stage is also referred to as a period of ‘ stress and storm’’. The transitions results in the transformations from immaturity in the childhood to maturity in the adulthood. There are a lot of changes unfolding within the person be it physically, emotionally and mentally or their ability in socialising and to track their potentialities and capabilities. Amidst dealing with one own self and the surrounding imbalance is bound to happen. There is exploration with the outer world and experiencing new things, events, roles, responsibilities. These can have an impact to one leading to understanding and even developing higher sensitivity or fear and harsh towards particular incidence of lives in this tender age. It can be said it leads to formation of ideas and attitudes to certain things. Proper guidance and shaping of tender is essential in this age.

Adolescence – A period of transition Adolescence is a time of transition marked by innumerable and inevitable changes. It is composed of a set of transitions that unfold gradually, transforming the adolescent from immaturity of childhood into the maturity of adulthood. These changes are the result of reciprocal action and interaction of individual behaviour, development and relationships. Hence the period is marked by

Diversified changes as given below:

Biological changes: The biological changes in an adolescent are perhaps the most observable sign that adolescence has begun. Broadly speaking, adolescence or puberty is used as a collective term to refer to all the physical changes that occur in the growing girl or boy.

Cognitive changes: The second set of changes occurring in adolescence are cognitive changes. Compared to children, adolescents think in ways that are more advanced, more efficient and more complex. They become better able to think about what is possible, instead of limiting their thought to what is real. They think about abstract concepts like friendship, faith, freedom, honesty and so on. They begin thinking more often about the process of thinking itself or meta cognition. As a result, they display increased introspection and self-consciousness and develop a sort of ego centrism or intense preoccupation with the self. Their thinking tends to become multidimensional, rather than limited to a single issue.

Social changes: Accompanying the biological and cognitive changes of adolescence also important are the changes in the adolescent's social relationships. The most noteworthy aspect of the “social transition in adolescence is the increase in the amount of time 4 individuals spend with their peers. The search for intimacy intensifies and self-disclosure between best

become an important pastime” (Rutherford, 2002).

Emotional changes: Adolescence is also a period of emotional changes marked by the way individuals view themselves and their capacity to function independently. They always try to figure out the ways which would make them different and unique as person. They face an emotional turmoil as they start comprehending their role in society and become more and more uncertain about their future. This, at times, leads to conflicting thoughts and frequent mood swings.

Although there is much more emphasis on the physical maturation, the other aspects leave a much more broader impact on the young teens to cope with the demands of the society. One such is the emotional stability in them. This is one of the important components for these developing adult's mental health.

Emotional stability distinguishes individuals who are relaxed from those who are easily stressed and in touch with their emotions. They tend to handle difficult situations in calmly. An optimistic approach while handling ups and downs is an innate character of an emotional stable person. The true essence lies in being mindful and regulating ones emotion healthily and appropriately. On the other hand an emotionally unstable person will only tend to develop anger, fear, anxiety and aggression in individual. The adolescents strongly get influenced by emotions. Its necessary to develop an emotionally stable person.

Self- Concept: The influential self-efficacy researcher Roy Baumeister (1999) defines self-concept as follows:

“The individual’s belief about himself or herself, including the person’s attributes and who and what the self is.”

A similar definition comes from Rosenberg’s 1979 book on the topic; he says self-concept is:

“...the totality of an individual’s thoughts and feelings having reference to himself as an object.”

As self -concept explains an understanding of one’s own understanding about themselves his own ideas , attitudes , beliefs and concepts. It reflects what an image a person perceives about himself .This is a very crucial aspect for their own themselves as this strongly affects their attitude, motivation and carrying out their lives. This can strongly have impact on their emotional stability. With a positive attitude and greater self-confidence can lead to better effectively regulate their emotion and better decision making .To deal with challenging situations coolly as and when required.

II Review of Literature

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods and gaps in the existing research.

1. Personality Predictors of Longevity: Activity, Emotional Stability and Conscientiousness – Source: Psychosom Med. 2008 July

Objective: To examine the association between personality traits and longevity.

Findings: In preliminary analysis among the deceased, those who scored 1 standard deviation (SD) above the mean on general Activity (a facet of Extra version), Emotional Stability (low Neuroticism), or Conscientiousness lived on average 2 to 3 years longer than those scoring 1 SD below the mean. Survival analysis on the full sample confirmed the association of General Activity, Emotional Stability, and Conscientiousness with lower risk of death, such that every 1-SD increase was related to about 13%, 15%, and 27% risk reduction, respectively. The association of personality traits with longevity did not differ by sex, except for Ascendance (a facet of extraversion). Emotional Stability was a significant predictor when the analyses were limited to deaths due to cardiovascular disease, with comparable effect size for General Activity and Conscientiousness.

2. Determining Emotional Stability of Future University Teacher Bota Jaksylykovna Baitukbayeva, 2008 - Kazakh National Pedagogic University N. A. Abai Almaty, Kazakhstan.

Objectives: To determine Emotional Stability of Future University Teacher Bota Jaksylykovna Baitukbayeva, 2008 - Kazakh National Pedagogic University N. A. Abai Almaty, Kazakhstan

Findings: The emotional Stability is studied by psychologists within the frameworks of professional activities investigation. The analysis of the concept of emotional stability may present in the normal life.

3. A Study of Emotional Intelligence and Emotional Stability among Adolescents and Its Relationship with Academic Achievements
Objectives:

To study the Emotional Intelligence of Adolescents.

2. To compare the difference of Emotional Intelligence in Adolescents boys and girls.

3. To study the Emotional Stability of Adolescents.

4. To compare the difference of Emotional Stability in Adolescent boys and girls.

5. To study the co-relation of the Emotional Intelligence with Academic Achievement of Adolescents.

6. To study the co-relation of the Emotional Stability with Academic Achievement of Adolescents.

7. To study the relationship of Emotional Intelligence and Emotional Stability with Academic Achievements.

Findings: 1: girls are more competent on managing emotions than adolescent boys.

2: girls are more motivated oneself than adolescent boys.

3: girls are more empathetic than adolescent boys.

4: girls are a bit more efficient at handling relationship than adolescent boys.

5: girls are a bit more emotionally intelligent than adolescent boys.

6: girls are a bit more constant of character than adolescent boys.

7: girls are a bit more emotionally stable than adolescent boys.

4. Emotional Intelligence and Managerial Effectiveness of Principals in Ogoja Educational Zone of Cross River State, Nigeria: Implication for Counseling

Objectives: To determine Emotional intelligence as a predictor of principals' managerial effectiveness in secondary schools in Ogoja Educational Zone of Cross River State

Findings: 1 There was a significant relationship between emotional intelligence and managerial effectiveness of principals.
2. Principals with high emotional intelligence scored higher than their counterparts with low emotional intelligence.

3. Objectives

The major objectives of the study are

- i. To measure the emotional stability of male and female adolescents of private School.
- ii. To measure the self-concept of male and female adolescents of private school.
- iii. To measure the correlation between self-concept and emotional stability of female adolescents of private school

4. Hypothesis:

- i. There is no significant difference in emotional stability of male and female adolescents of private schools
- ii. There is no significant difference in self-concept of male and female adolescents of private school.
- iii. There is no correlation between self-concept and emotional stability.

METHODOLOGY

In this chapter the research methodology used in the study is described. The sample selected, tools used, procedure adapted for data collection and the statistical techniques are being given in the order. The investigator followed "survey type" of the descriptive research. This method is more suitable for the purpose of investigation.

- 7. DELIMITATIONS:** 1. The research is limited to the study of emotional stability of 120 adolescents of private schools in Hyderabad.
2. The students of classes 8th and 9th grade only were taken under study.

TOOLS:

The Emotional Stability test developed by Sen Gupta and Singh (2017) under the part I of mental health battery was used. The standard instructions of the test and the criteria were followed. There are 15 yes or no questions. This work has been undertaken in free periods of the subjects. They were given full information and instructions. It was also instructed to think in terms of general situations rather than specific ones.

The Self-concept scale was developed by Sen Gupta and Dr. Arun Kumar Singh. It consists of 15 questions. These are right and wrong questions.

COLLECTION OF DATA: COLLECTION OF DATA:

The researcher sought the permission of the institution and got the time to administer the test. Then the researcher distributed the inventory and gave necessary instructions about the inventory. The research and respondents to the doubts raised by the teachers while answering the inventory had developed a relationship with teachers and made sure the responses were true and natural by the individual asked them to respond promptly without any bias to make sure that data will be free from copying response from others.

SCORING: The answers of those items which tally with the answers given in the scoring key would be given a score of +1. If they don't tally they will be given a score of zero. This goes same for both the test scales.

EMOTIONAL STABILITY SCALE

Sr. No	Option	Score Awarded	Sr. No	Option	Score awarded	Sr. No	Option	Score Awarded
1	No	1	6	Yes	1	11	Yes	1
2	No	1	7	No	1	12	No	1
3	No	1	8	No	1	13	Yes	1
4	No	1	9	No	1	14	No	1
5	No	1	10	No	1	15	No	1

SELF CONCEPT SCALE

S.no	Option	Score Awarded	S.no	Option	Score Awarded	S.No	Score Awarded	Option
1	Right	1	6	Right	1	11	Right	1
2	Right	1	7	Right	1	12	Right	1
3	Right	1	8	Right	1	13	Wrong	1
4	Right	1	9	Right	1	14	Wrong	1
5	Wrong	1	10	Right	1	15	Right	1

STATISTICAL TECHNIQUE:

Statistical techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and weight. 200 Different types of statistical techniques are available which can be used for statistical treatment, keeping in view the nature and objectives of the research problem researcher have used the t test to check the significant differences between the two groups. To determine the relation between Self- concept and emotional stability Karl Pearson's 'r' method is used.

TABLES:**Table 1:** T value Score of Emotional Stability in male and female adolescents of private School.

Variables	N	Mean	Standard Deviation	t	Significant Difference
Male	60	3.88	1.07	10.04	0.01
Female	60	5.24	1.67		

Significant level= 0.05=1.98

0.01=2.62 , Not significant

Table 2 : T value score of self- concept in male and female adolescents of private school.

Variables	N	Mean	Standard Deviation	t	Significant difference
Male	60	61.96	13.06	5.56	0.01
Female	60	64.74	14.38		

Significant level =1.98

0.01=2.62, not significant

Table 3: Correlation of emotional stability and self- concept in male and female adolescents of private school.

Variables	N	r	Significant difference
Emotional Stability	120	0.56	0.01
Self -concept	120		

Significant Level=0.05=1.74

0.01=0.228

Not significant

Results and Discussion:

i. The Table 1 explains that t value was 10.04. The mean value of male adolescents is 5.24 and female adolescents is 3.88. The standard deviation of male adolescents is 1.67 and female adolescents is 1.07. The t value of medium variable was significant difference at 0.01 level. So the t calculated value which 10.04 which is greater than the significant value. Therefore the first hypothesis is rejected.

ii. The Table 2 explains that t value is 5.56. The mean value of male adolescents is 64.74 and female adolescents is 61.96. The standard deviation of male adolescents is 14.38 and female adolescents is 13.06. The t significant value is 0.01. Since the t calculated value is 5.56 which is greater than the significant value, therefore we reject the second hypothesis.

iii. The table 3 shows the correlation between emotional stability and self-concept is 0.56. There is positive correlation. The self-concept increases emotional stability increase and self-concept decrease emotional stability decrease. So the third hypothesis is rejected.

Conclusion:

There is significant difference in emotional stability between male and female adolescents. There is also significant difference in self-concept of male and female adolescent of private school. The study indicated that female tend to have relatively high emotional stability than boys. This implied same to the variable self-concept that girls showed high self-concept than boys. There was a positive relation between self-concept and emotional stability. Since Adolescents stages not only transitions physical attributes but there is so much that goes within the emotional and mental aspects, so if the individuals attitude and perceptions are channelized in a proper way it will prevent them from being misguided and handling all the spheres diligently. Efforts should be made by the inter related components of the student such as home and school for inculcating a calm attitude and balancing situation in tender minds. A school counsellor should be maintained by the school authorities who along with parents will promote mental health of students. Working unitedly towards a continuous improvement of young minds will contribute to their overall success and building up of a confident personality and resilience in challenging times.

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