

Emotional Stability Among Prospective Teachers

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ABSTRACT

The aim of this study is to investigate the Emotional Stability of prospective teachers, examining its correlation with various variables such as Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban). The Emotional Stability Questionnaire (ESQ), developed by Psy-Com Services in 1995, served as the tool for this investigation. The research sample comprised 300 student teachers from the Tiruchirapalli District in Tamil Nadu. The findings indicated that, overall, the Emotional Stability level of prospective teachers was moderate. Furthermore, the study revealed no significant difference in mean scores of Emotional Stability based on Gender. However, a significant difference was observed concerning Specialization and Locality.

Keywords: Emotional Stability and Prospective Teachers.

INTRODUCTION

Emotional stability stands as a crucial facet of psychological well-being, exerting a significant impact on diverse aspects of life, encompassing mental health, interpersonal relationships, and overall quality of life. Within the realm of psychological research, the exploration of emotional stability has gained prominence due to its profound influence on individuals' capacity to navigate stress, engage in social interactions, and uphold mental resilience. This research paper seeks to scrutinize and dissect the intricate nature of emotional stability, shedding light on its underlying

mechanisms, measurement techniques, and implications for mental health and overall functionality.

Often conceptualized as a component of personality, emotional stability reflects an individual's adeptness at regulating emotions, enduring stress, and sustaining a consistent emotional state across various situations. Integral to the Five Factor Model of personality, it is commonly termed "neuroticism" when evaluating the opposite end of the spectrum. The comprehension of emotional stability involves an examination of how individuals manage and express their emotions, as well as their ability to rebound from adversity.

The primary objective of this research paper is to delve into the existing body of literature on emotional stability, offering a comprehensive overview of the key theories and models that have shaped our understanding of this construct. Additionally, it will explore diverse assessment tools and methodologies employed to measure emotional stability, recognizing the challenges associated with capturing such a complex and dynamic facet of human behavior.

As we embark on this exploration of emotional stability, it is imperative to acknowledge the practical applications of this research. Insights into emotional stability can significantly contribute to informing therapeutic interventions, counseling strategies, and personal development programs, ultimately enhancing individuals' psychological well-being. By unraveling the intricacies of emotional stability, we aspire to foster a more nuanced understanding of human behavior and mental health, paving the way for the development of targeted interventions and support systems.

RESEARCH BACKGROUND

This study sought to examine the Emotional Stability of prospective teachers in the Tiruchirapalli District of Tamil Nadu, considering variables such as Gender (Male, Female), Specialization (Arts, Science), and Locality (Rural, Urban).

NEED AND SIGNIFICANCE OF THE STUDY

The significance of emotional stability for prospective teachers cannot be overstated, as it plays a direct role in shaping their effectiveness in classroom management and cultivating positive

relationships with students. Teachers possessing emotional stability are adept at navigating challenging situations with composure, ensuring the creation of an environment conducive to learning. This stability empowers them to handle disruptive behaviors, unforeseen challenges, and the pressures of the profession without succumbing to impulsivity or stress, thereby fostering improved classroom management and mitigating the risk of burnout. Additionally, emotional stability enables teachers to establish trusting relationships with students, fostering open communication, respect, and a supportive atmosphere conducive to learning.

Moreover, emotional stability provides teachers with the resilience and adaptability necessary for addressing diverse student needs, adjusting teaching strategies, and making sound decisions. As role models, emotionally stable teachers impart valuable life skills such as resilience and self-control, setting a positive example for their students. Their proficiency in effective communication, attentive listening, and engaging in constructive interactions with students, parents, and colleagues enhance their overall effectiveness and contribute to a harmonious educational environment. In essence, emotional stability is not merely a personal trait but a foundational element that serves as the bedrock of effective teaching, student engagement, and overall educational outcomes.

REVIEW OF RELATED LITERATURE

A literature review typically serves as a meticulously synthesized evaluation of the current state of knowledge on a specific educational topic. It encompasses published information within a designated timeframe related to a particular subject field. Such a review scrutinizes existing research within a specific subject area, often spanning knowledge accumulated over a specified period. The objective of this literature review is to analyze various studies pertaining to Emotional Stability.

Kalita (2016) investigated the "academic achievement of high school students in relation to their emotional stability." The researcher employed a random sampling method, selecting 400 students encompassing both males and females. Various statistical tests were utilized to analyze the collected data. The study revealed a significant correlation between academic success and emotional stability. Furthermore, the research emphasized a direct

association between emotional stability and academic achievement. Findings from the study also confirmed that high school students, particularly those emotionally unstable, are more susceptible to lower academic performance. Conversely, emotionally stable students, characterized by maturity and higher levels of ego strength, tended to achieve academic outcomes ranging from above average to high.

Bada (2020) explored the influence of emotional stability and self-efficacy on the psychological well-being of emerging adults in Nigeria amidst the COVID-19 pandemic. The study involved a sample of 50 emerging adults, consisting of 23 males and 27 females, representing all six geopolitical zones in the country. The findings during the COVID-19 period revealed that both self-efficacy and emotional intelligence exerted significant main and interaction effects on psychological well-being. Notably, there was no noteworthy gender disparity in psychological well-being, and demographic predictors accounted for 10.1 percent of the variance in the psychological well-being of emerging adults. This underscores the importance of prioritizing the psychological well-being of all emerging individuals during and after the COVID-19 pandemic.

Bhawna (2021) conducted a study aiming to investigate the behavioral patterns related to emotional stability and adjustment among male and female students. The findings of the study indicated a calculated correlation of 0.276 between educational adjustment and emotional stability among secondary school students. The study revealed a weak connection between the academic adjustment and emotional stability of these students. Furthermore, the study's results suggested that adolescents attending secondary school demonstrated relatively higher levels of emotional stability and adjustment. The findings emphasized that individuals with emotional stability are better equipped to navigate social and academic challenges.

Han and Wang (2022) conducted a study aiming to explore the "effects of psychological resilience on emotional stability among high school students." The findings indicated that the variable "Positive mood" exhibited a positive correlation with "emotional stability" but a negative correlation with "psychological resilience." Conversely, "Positive mood" demonstrated a negative correlation with emotional stability, whereas psychological resilience showed

a positive correlation with emotional stability. Furthermore, the study revealed a significant inverse relationship between emotional stability and psychological resilience.

RESEARCH OBJECTIVES AND HYPOTHESES

The objectives of this study are to determine whether there is any significant difference in the Emotional Stability scores of Prospective Teachers based on their Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban).

The null hypotheses posit that there is no significant difference in Emotional Stability scores among Prospective Teachers concerning their Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban).

RESEARCH METHODOLOGY

In this study, the normative survey method was utilized. The sample consist of 300 student teachers from various colleges of education in the Tiruchirapalli District of Tamil Nadu, selected through random sampling technique.

Research Tool

To test the formulated hypotheses, the researcher utilized the Emotional Stability Questionnaire (ESQ), which was developed and standardized by Psy-Com Services in 1995.

Reliability

The reliability of the tool was evaluated through the test-retest method, with the calculation of the correlation coefficient yielding a reliability coefficient of 0.81. This result signifies a high level of reliability for the test.

Validity

The validity of the tool was confirmed by deriving the square root of the reliability coefficient, which was 0.9. Based on this value, it can be inferred that the tool possesses high validity.

DATA ANALYSIS

Table: 1: The level of Emotional Stability of Prospective Teachers.

S. No	Levels of Emotional Stability	N	Percentage
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1.	Low	62	21
2.	Moderate	190	63
3.	High	48	16

Hypothesis Testing: 1**Table: 2:** Emotional Stability Scores of Prospective Teachers with respect to Gender

Variable s	N	Mean	SD	t - Value	Level of Significance	Remarks
Male	84	42.63	6.72	1.73	0.05	Not Significant
Female	216	41.24	6.01			

Hypothesis Testing: 2**Table: 3:** Emotional Stability Scores of Prospective Teachers with respect to Specialization

Variable s	N	Mean	SD	t - Value	Level of Significance	Remarks
Arts	142	40.95	6.25	2.41	0.05	Significant
Science	158	39.22	6.13			

Hypothesis Testing: 3**Table: 4:** Emotional Stability Scores of Prospective Teachers with respect to Locality

Variable s	N	Mean	SD	t - Value	Level of Significance	Remarks
Rural	257	40.58	6.09	2.11	0.05	Significant
Urban	431	42.71	6.23			

RESEARCH FINDINGS

The Emotional Stability level of prospective teachers was found to be moderate. There is no significant difference in Emotional Stability was observed between male and female prospective teachers. However, a significant difference in Emotional Stability was evident between prospective teachers specializing in arts and science disciplines. Additionally, a significant difference in Emotional Stability was noted between prospective teachers from rural and urban areas.

CONCLUSION

The research on emotional stability provides valuable insights into the complex dynamics of human emotions and their impact on diverse aspects of life, encompassing interpersonal relationships, professional achievements, and overall wellness. Through meticulous empirical analysis, this study emphasizes the crucial role of emotional stability in forecasting results such as work performance, mental health, and social engagements. In summary, the investigation into emotional stability highlights its central importance in influencing human experiences and results. By gaining a deeper comprehension of the factors that contribute to emotional stability, we can facilitate the development of informed interventions, policies, and practices aimed at enhancing both individual and societal well-being.

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