

A Study of Emotional Stability of Secondary School Students in Relation to Academic Stress

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Abstract

Education is a powerful weapon you can use to change the world. It is not only a means to enhance human capital, productivity and, hence, the compensation to labour, but education is equally significant for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Consideration of these factors and the ways in which they interact provide an organic view of the teaching-learning process that is often called a "systems approach". This approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Using this perspective, we can better examine the process and better design the process itself. The present investigation aims at the study of emotional stability of secondary school students in relation to academic stress. The sample consisted of 100 students of four secondary schools of Faridabad district. While selecting the sample for the study, due attention is paid to the various aspects of the criteria of sample selection. The sample was administered the scales of emotional stability and academic stress by the investigators individually. The result indicated that emotional stability that there is significant negative correlation between emotional stability and academic stress of secondary school students.

Article History: Submitted: 10th May, 2022, Revised: 20th May, 2022, Accepted: 01st June, 2022,
Published: 30th June, 2022.

I. INTRODUCTION

Education is usually understood as a course of study to acquire a body of knowledge with skills undertaken to enhance one's ability to do a particular job and be able to earn more in life. The more liberal definitions of education, where it is understood as development and refinement of one's personality, without necessarily an eye to economic advantage, have been out of use for long, and one finds only scattered instances of the practice of education with such aims. Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Education is essential not merely as means to other ends, but it is an attribute that is valued in itself, by most individuals. More importantly, it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people, particularly those 'excluded', from them mainstream of any society.

Education aims at making children capable of becoming accountable, productive and functional member of society. Knowledge skills and attitude are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, clear their doubts and think independently. Teaching and learning process in the class room situation is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Over the past century, various viewpoint on learning have emerged, among them — behaviorist cognitivist and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors — cognitive style, learning style, the multiple natures of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

An individual tries to keep a balance between himself and his environment by this personality, particularly when an individual deals with his problems effectively to be well adjusted. Adjustment is defined as confirmation to a group with a continuous process of maintaining harmony among the attitudes of an individual and the environmental conditions which surround him. It is the fulfillment of potential for a personally and socially satisfactory life. The outcome of the individual effort to deal with stress and the adjustment involves the ability to solve one's personal problems in an adaptable and constructive way. To be well adjusted and individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment.

II. EMOTIONAL STABILITY

Emotional stability has been inquire and recognized as a personality representation in human mind. However, no matter the approach of natural language description based on

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lexical hypothesis or clinical observations are inductive, these approaches are short of theoretical framework on emotional stability to explain its nature and construct. In the meanwhile, the criterion validity of the existing emotional stability measurements with regard to the prediction of behaviour has been challenged by trait theorists.

Emotional Stability is the strength of emotions. It is the ability to handle difficulties in life and to understand and have empathy for others. It is the ability to inspire and lead others. Emotional stability is not something we are born with. As children, our emotional stability is very weak and raw, requiring attention. As we get mature and learn more, we have the ability to work on our emotional stability the same way we do physical exercise.

III. ACADEMIC STRESS

Scientific and technological progress all over the globe has made man highly sensitive, critical and creative. Associated with this growth is the emergence stress. The term 'stress' has become a part of our every day vocabulary. The concept of stress may differ according to the individual's state of contexts and interpretations. It is recognized that certain amount of stress is desirable, tolerable, productive but excessive stress may damage person's self and his life (Rajendran and Kalippan, 1991)

Gupta and Khan (1987) Academic stress is a mental distress with respect to some anticipated frustrations associated with academic failure or even a fear of the possibility of such failure.

According to Shah, M.L. (1988) in the context of school, academic stress means a pervasive urgency to learn all those things which are related or prescribed by the school.

IV. NEED OF THE STUDY

Man is a social animal. While living in a society, man should live with love, co-operation, kindness and sense of sharing with others. It is because; every society has certain customs, traditions, norms and ideals, the fulfillment of which is the primary responsibility of man, so that he can reside well in the society. Any man can be called socially intelligent when he adjust himself in the society. If a man adjust himself in more and behave in society, only then he can adjust himself in the society.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence. Modern age is the age of cutthroat competition, which results in tensions and stresses. Achievement is the end product of all educational endeavors (Balsubramanian, 1997). The main concern of all educational efforts is concentrated on student's achievement. Curriculum and co-curricular offerings have tremendously

expanded, gripping the students in the adjustment problems. Feeling the insecurity, conflicts within themselves, bad company and low achievement creates emotional tensions and stress among the students. Unable to face the changing trends in the society, the students are taking to drug addiction and even the suicidal note is increasing. All these factors necessitate a more formal, systematic and intensive process of carrying on the methods of analysis. A systematic structure of investigation must be involved to improve the performance of students in different spheres, to introduce an atmosphere conducive to intellectuals and to minimize the stress on students. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general, the educational system itself. In fact, it appears as if the, whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic Endeavour's. Intelligence of the child should be molded according to the norms of the society so that he can understand how he can adjust with/make adjustment to his family, friends, near and dear ones, relatives and to his environment at large.

V. OBJECTIVES OF THE STUDY

The study will be to achieve the following objectives.

- To study the relationship between Emotional stability and academic stress of secondary school students.
- To study the relationship between Emotional stability and academic stress of boys of secondary schools.
- To study the relationship between Emotional stability and academic stress of girls of secondary schools

VI. HYPOTHESES OF THE STUDY

- There is no significant relationship between Emotional stability and academic stress of secondary school students.
- There is no significant relationship between Emotional stability and academic stress of boys of secondary schools.
- There is no significant relationship between Emotional stability and academic stress of girls of secondary schools

VII. DELIMITATIONS OF THE STUDY

The present study will be delimited to:-

1. The study was confined to Faridabad district only.
2. The study was confined at the secondary level.

VIII. METHODOLOGY

The present study is a descriptive survey which aims at analyzing the emotional stability and academic stress of secondary school students of Faridabad district only.

IX. SAMPLE

The sample for the present study comprises of 100 students studying in class IXth & class Xth from different secondary schools of Faridabad district selected randomly.

X. TOOLS

Following tools were employed to collect the data for the present study: _

- Bisht Battery of Stress Scale (BBSS) developed by Abha Rani Bisht (1987).
- Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh

XI. HYPOTHESES WISE FINDINGS

- CORRELATION BETWEEN EMOTIONAL STABILITY AND ACADEMIC STRESS OF SECONDARY SCHOOL STUDENTS

The coefficient of correlation between Emotional stability and Academic stress of secondary school students is 0.64. The 'obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant negative correlation between emotional stability and academic stress of secondary school students. Hence hypothesis -I, "There is no significant relationship between emotional stability and academic stress of secondary school students" is rejected.

- CORRELATION BETWEEN EMOTIONAL STABILITY AND ACADEMIC STRESS OF BOYS OF SECONDARY SCHOOLS

The coefficient of correlation between Emotional stability and Academic stress of boys' of secondary school students is -0.56. The obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant negative correlation between emotional stability and academic stress of boys of secondary school students.

- Hence hypothesis -II, "There is no significant relationship between emotional stability and academic stress of boys of secondary schools" is rejected.

- CORRELATION BETWEEN EMOTIONAL STABILITY AND ACADEMIC STRESS OF GIRLS OF SECONDARY SCHOOLS

The coefficient of correlation between Emotional stability and Academic stress of girls of secondary school students is -0.77. The obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant negative correlation between emotional stability and academic stress of girls of secondary school students.

- Hence hypothesis -III, "There is no significant relationship between emotional stability and academic stress of girls of secondary schools" is rejected.

XII. EDUCATIONAL IMPLICATIONS

- This study will help to increase the awareness among secondary schools students in relation to emotional stability.

- The teachers will be able to implement this awareness in a proper way to drive maximum benefits.
- It will help the students to make better adjustments in school as well as in their social life.
- It will lead to diagnosis, remediation and enhancement of learning.
- This study can help us to relate the level of emotional intelligence with the effectiveness of teachers because if a teacher is not emotionally competent, then his teaching can never become effective because emotional stability and emotional intelligence are the pre-requisites for a good and effective teacher.

XIII. SUGGESTIONS FOR FURTHER STUDY

- Only two correlates of secondary school students namely emotional stability & Academic stress has been taken, it would be desirable to take up more variables.
- Instead of conducting the research on secondary school students, representative sample of some other group of students may also be undertaken.
- The present study covers only representative sample of students from Faridabad district. The study may be replicated on a large sample in order to get a better understanding of variables under study.
- Academic stress of senior secondary school students may be compared with under achievement in different subjects.

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