



# EMOTIONAL STABILITY AND SOCIAL INTELLIGENCE AMONG +2 STUDENTS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

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## Abstract

Today, we live in highly ambitions and competitive society where each one of us wants to show better than others. Emotional stability is one of the significant aspects of educational growth and development. Adolescence's behaviour also is guided in some degree by emotions. They play an important role in influencing physical, mental health, social life, character, learning process and area of adjustment. The researcher is interested in studying the impact of emotional stability and social intelligence of +2 students with demographic variables like gender, locality of living and social status. The sample consists of 600 students from Warangal District of Telangana. The Emotional Stability Questionnaire was developed by Sanjay vohra in 1995 & Social intelligence scale was constructed by N. K. Chadha and Usha Ganesan(2011) was used for collecting data.

The study revealed that there is a significant difference between boys and girls on their emotional stability. Another finding is that there is no significant difference between rural and urban and social status of +2 students of modal schools on their emotional stability. There is no significant difference between the boys and girls and social status on their social intelligence. There is a significant difference between rural and urban +2 students of modal schools on their Social Intelligence

**Key words:** Emotional stability, Social intelligence, demographic variables , +2 students.

## Introduction

Emotional stability is a balance between all aspect of life – social, physical, spiritual, moral and emotional aspect of a person. It is not only on of the effective determinants of personality patterns, but it also helps to control the growth of adolescent's development Adolescence is a period of transition which leads to emotional instability, lack of social adjustment in expressing views and opinions and lack of understanding their parents, friends and teachers. The adolescent period is habitually accompanied by new stress, behavioral change, lack of relationship between the families. In this period they are facing several physical, mental changes and also some external force from peer influence. Most of the +2 students are in the age group of 15+, this is the crucial period of the teenage. They are in the formal operational stage of cognitive development and career planning. In the next year they enter in to the professional courses, which is most important stage in the educational life of students.

## Review of related literature

In the present study the investigator has reviewed the researches done in the field of emotional stability and social intelligence. After reviewing the above studies, it was observed that many studies were explored on Dr. G. Kumaravelu (2018) in the study it was found that girls are slightly higher when compared to boys in their emotional stability. Kiran and Sheela Sangwan(2020) the study revealed that most of the children had moderate level of emotional stability. Manjula Kumari and &MD Intekhabur Rahman(2021) it is to say that tribal girls and non-tribal boys have highest emotional stability. Demographic variables like Sembiyan, R and Visvanathan, G(2012) revealed that the locality, type of family and type of colleges had no significant difference but, gender and type of institution exhibited significant difference in respect of their social intelligence of college students. M.Vijayalakshmi (2020). College students are found to be high level of Social intelligence Dr.Nawaz Ahmad Mir(2021) the study revealed that male –female college students have same social intelligence. It appears that there is no study on the relationship between emotional stability and social intelligence. Hence this research is unique in its own way and thus the researcher has taken up this study to fill up the gaps in the field of emotional stability and social intelligence of +2 students of modal schools.

## Need and importance of the study

Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. The human capacity to understand what does happening in the world and responding to that understands in a personally and socially intelligent in a effective manner. It refers to one's ability to understand and influence one's own and others emotions and to control the emotional content embedded in various situations. Emotions play such an important role in life, it is essential to know how they develop and how they affect personal and social adjustments. Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life.

## Significance of the study

Emotionally stable individuals are calm and happy, they are satisfied with their life; they deal with the situation in perfect way and solve their problems easily. It helps the individual to be productive, progressive member of the society. It creates the individual to be emotionally fit and morally sound. In the situations of storm and stress, students tend to be caught in the clutches of stress, anxiety, emotional outbursts with regard their academic achievement. In order to with stand all these situations, the individual needs to be emotionally stable and socially adjustable of an individual. Hence there felt a need by the investigator to carry out the study as is need of the hour.

**Title of the study:** “Emotional stability and social intelligence among +2 students in relation to their demographic variables”.

## Objectives of the study

1. To study the impact of the following variables on the emotional stability of +2 students of modal schools.
  - Gender (Boys/ Girls)
  - Locality (Rural/ Urban)
  - Social status (OC/BC/SC/ST)

2. To study the impact of the following variables on the social intelligence of +2 students of modal schools.

- Gender (Boys/ Girls)
- Locality (Rural/ Urban)
- Social status (OC/BC/SC/ST)

### Hypotheses of the study

1. The following variables do not make a significant impact on the emotional stability of +2 students of modal schools with respect to gender, locality of living and social status
2. The following variables do not make a significant impact on the social intelligence of +2 students of modal schools with respect to gender, locality of living and social status

**Sample of the study:** For the present study the investigator has taken up a stratified random sample of 30 schools and 600 senior intermediate students of modal schools in and around Warangal district of Telangana.

**Tool of the study:** The Emotional Stability Questionnaire have been designed and developed by Sanjay vohra in 1995. Social intelligence scale was constructed by N. K. Chadha and Usha Ganesan (2011) which consists of eight dimensions and 66 items. Academic performance was treated by first year intermediate marks.

### Scoring procedure

**Emotional stability Questionnaire:** Scoring procedure in ESQ is quite objective and simple. Transparent stencil scoring key is available for this purpose. Then the scores obtained on different pages were added to obtain the total raw score on this test.

**Social Intelligence Scale:** The respondents were instructed to tick mark one out of the three choices as per applicability of the response to them.

### Data analysis

**Objective 1:** To study the impact of the following variables on the emotional stability of +2 students of modal schools with respect to gender, locality of living and social status.

**Table 1: Table showing the variable wise distribution Mean, S.D. and t - value for the Emotional stability of +2 students**

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Boys	232	134.93	11.10	2.826*
		Girls	368	139.24	9.78	
2	Locality of living	Rural	435	143.45	11.01	0.358 <sup>NS</sup>
		Urban	165	132.95	10.80	

### Interpretation:

From the above table it can be inferred that there is a significant difference between the boys and girls on their emotional stability. Hence the hypothesis is rejected. There is no significant difference between rural and urban +2 students of modal schools on their emotional stability. Hence the hypothesis is accepted.

**Table 2: Table showing the analysis of variance (ANOVA) of effect of the emotional Stability of different communities (OC, BC, SC, ST) of +2 students**

Sources of variation	Df	Sum of squars	Mean variance	F-value
Between groups	3	200522.93	808.56	1.19 NS
Within groups	596	352924.03	176462.01	

**Interpretation:**

From the above table, it is observed that there is no significant difference in the emotional stability with different communities (OC, BC, SC, ST) of +2 students .As the F- Value is less than that of the table value (3.78) at 0.01 level, it is interpreted that there is no significant difference in emotional stability of +2 students with respect to their social status.

**Objective 2 :** To study the impact of the following variables on the social intelligence of +2 students of modal schools with respect to

**Table 3: Table showing the variable wise distribution Mean, S.D. and t - value for the Social intelligence of +2 students**

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Boy	232	122.75	13.74	0.39 <sup>NS</sup>
		Girl	368	128.12	13.18	
2	Locality of living	Rural	435	126.82	13.65	3.31*
		Urban	165	102.49	12.97	

**Interpretation:** From the above table it can be inferred that there is no significant difference between the boys and girls on their social intelligence. Hence the hypothesis is accepted.

There is significant difference between Rural and urban +2 students of modal schools on their Social Intelligence. Hence the hypothesis is rejected.

**Table 4: Table showing the analysis of variance (ANOVA) of effect of Social intelligence of different communities (OC, BC, SC, ST) of +2 students.**

Sources of variation	Df	Sum of squars	Mean variance	F-value
Between groups	3	388115.2	1558.69	2.42 NS
Within groups	596	684215.52	342107.76	

**Interpretation:**

From the above table, it is observed that there is no significant difference in the Social intelligence with different communities (OC, BC, SC, ST) of +2 students .As the F- Value is less than that of the table value (3.78) at 0.01 level, it is interpreted that there is no significant difference in social intelligence of +2 students with respect to their social status.

**Discussion and Conclusions:**

Emotional stability is important for acquisition of new skills and cognitive abilities because pleasant feelings and emotional satisfaction can act as reinforcement. Emotions and feelings are state of affective experiences and they serve distinct purposes for individuals in adjustments and termination of their behavior. It has a great influence on the future adjustment of the child with his peer group and society. The present study revealed that there is a significant difference between the boys and girls on their emotional stability. Another finding is that there is no significant difference between rural and urban and social status of +2 students of modal schools on their emotional stability. There is no significant difference between the boys and girls and social status on their social intelligence. There is a significant difference between rural and urban +2 students of modal schools on their Social Intelligence.

**Educational implications:**

The present study concludes some important educational implications for students, parents, and teachers. Parents should encourage the students participating in social activities that is helpful for their all-round development. Teachers should try to build up in children certain attitudes and values like co-operation, sociability, tolerance and healthy human relationship. Schools should have adequate facilities of guidance and counseling for students. It is also suggested that at all levels of education, proper social atmosphere should be provided to the students.

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