

## Emotional Stability among College Youth

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The present study has set the following objectives: 1. To find out the prevalence of emotional stability among male and female students. 2. To examine difference between the mean scores of male and female students on emotional stability. Emotional stability questionnaire was administered on 50 male and 50 female students of different colleges of New Delhi. Results shows that male students are found to be more emotionally stable than female students.

Emotions are defined as an acutely disturbed affective process or state which originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behaviour. An emotion then is a disturbance, the departure from the normal state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited. Emotions differ from intraorganic feeling in that they arise from a psychological situation that always includes an environmental factor, present or past. Emotions differ from activity feelings in that they are disruptive, whereas highly motivated activity commonly results from emotional upsets. Emotions are briefer and more intense than moods. Emotions are normal although they appear during pathological affects and in person with different temperaments.

### **Emotional Stability**

In this age of industrialization, competition, stress and tension, both young and old face difficulties. These difficulties give rise to many psychosomatic problems such as anxiety, tensions, frustrations and mental upsets. Therefore, the study of emotional stability that

deals with the interplay of forces with intensities and quantities is now gaining recognition. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes.

According to Smitson (1974) emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. It has been emphasized that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers

in the school, society and culture. However, stability does not mean merely the capacity for such attitudes and functions, but also the ability to enjoy them fully.

A number of characteristics like the capability of responding in gradation, ability to delay responses, especially negative emotions, freedom from unreasonable fears and the ability to commit mistakes without feeling disgraced etc. are found in an emotionally stable individual. Sumal et al., (1998) examined the relationship between emotional stability and morality. It was observed that emotional stability was positively and significantly related to morality. Subjects who were emotionally stable obtained higher scores on morality compared to those who were emotionally unstable. It was concluded that morality depend on emotional stability.

Qureshi et al., (1998) assessed the emotional stability of male and female student leaders of 3 types – union, sport and cultural. All leaders were administered the emotional stability questionnaire. Significant differences were found between postgraduate and undergraduate levels of all three types of leaders, suggesting that the educational level has a significant impact on leadership. Significant differences were not observed between male and female leaders.

Lebedinskaya et al., (1980) investigated the effect of psychological instability on the intellect and personality of 76, 13-16 years old, 52 of whom were classified as difficult on the basis of their disruptive behaviour. Subjects completed the WAIS, various classification tasks, a questionnaire and an interview. An EEG was performed to test subjects' neurological functions. Subjects' psychological instability was manifested by their emotional immaturity as evidenced (1) lack of sense of responsibility, (2) lack of sense-control, (3) vulnerability to inappropriate sense of behaviour, (4) need for external stimulation, (5) inability to complete tasks, and (6)

emotional infantilism. Results indicate that the psychological instability is linked to abnormal emotional development manifested by organic infantilism and accompanied in severe cases by brain disorder. Brain disorders and social factors are discussed as the main cause of psychological instability.

### **Objectives**

1. To find out the prevalence of emotional stability among male and female students.
2. To examine difference between the mean scores of male and female students on emotional stability.

### **Hypotheses**

1. There will be prevalence of emotional stability among both male and female students.
2. There will be significant differences in the emotional stability of male and female students.

### **Method**

#### **Sample**

The sample consisted of 100 undergraduate and postgraduate students whose age group ranged from 17-21 years. The sample size of 100 was further categorized into 2 groups i.e. 50 males and 50 females. The subjects for the purpose of the study were drawn from Delhi College of Engineering, Mata Sundari College, Indian Institute of Technology, and Commerce students of Dayal Singh College.

#### **Tool**

**Emotional Stability Questionnaire.** In order to study emotional stability, the Emotional Stability Questionnaire (ESQ) developed by Psycom Services (1995) was used. This questionnaire has 60 items. The test items have been selected from a total pool of more than 300 items that had been tested and refined in programmatic studies. The reliability of ESQ, i.e. the agreement of the dimension

scores with itself under some change of conditions is calculated in all relevant ways.

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. Commonly the test users would like to know where an individual stands in relation to the defined population. For this purpose, the total raw scores are converted to the sten scores by looking at the norm tables given in the manual. The sten of 8-10 indicates high and extremely high score, sten of 4-7 indicates average score, and the sten of 1-3 indicates low and extremely low scores. The interpretation of these sten scores or emotional stability scores was also obtained from the manual.

#### **Procedure**

The emotional stability questionnaire, was administered on undergraduate and postgraduate male and female students. After the collection of data, the data obtained were scored individually for each subject. In order to fulfill the objectives of the study and to prove the hypothesis formulated, the scores obtained were then analysed by using appropriate statistics (i.e. t-test).

#### **Results and Discussion**

**Table 1: Comparison of mean ESQ scores of males and females (male-50 and female-50)**

Groups	Mean	SD	t value
Males	70.1	14.01	
Females	64.26	14.5	2.00*

\*  $p < 0.05$

The above table shows that Female students are less emotionally stable as compared to male students and there is a significant difference between the mean

scores of male and female students on emotional stability.

Emotional stability remains the central theme in personality studies. It is commonly regarded as the factor expressing the level of natural dynamic integration, emotional control and stability. Emotional stability is essentially a measure of anxiety versus well-being, where emotions are controlled rather than highly variable. Only emotionally stable people can experience true empathy, and empathy is a prime requirement for successful relationship.

The differences in the emotional stability of males and females may be due to the fact that females become anxious very soon. Their feeling of insecurity, lack of ability to adjust makes them less stable. They may get annoyed easily by things and people, showing marked dissatisfaction. Sometimes they may also get annoyed by increasing responsibilities. They get frustrated easily as compared to boys. Whereas boys face the society and strenuous situations rather than running away from it. They have the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and are ca[able of delaying or revising their expectations in terms of demands of the situations.

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