

**RESEARCH PAPER****Emotional Stability of Residential Secondary School Students in Relation to their Social Intelligence****Jyoti Prakash Swain**

Netaji Subhas University, Jamshedpur

Email: [jpswain.ed@gmail.com](mailto:jpswain.ed@gmail.com)Received: 3<sup>rd</sup> May 2019, Revised: 14<sup>th</sup> May 2019, Accepted: 21<sup>st</sup> May 2019**ABSTRACT**

*Education and intelligence are well connected and are inseparable components of each other. The former is not possible without the latter. Thus a careful consideration regarding the emotional stability in education with reference to the learner's intelligence particularly in the wider social context is crucial for decision making. The emotional stability makes the learning pattern simple or complex. The main purpose of this research was to study the emotional stability and social intelligence in students of secondary school. The researcher selected 100 residential secondary school students of south Delhi for the present study. Emotional Stability scale developed and standardized by PSY-COM SERVICES (1995) and Social intelligence scale developed and standardized by Dr. S. Mathur (2007) were administered on the students. The study revealed that there exists high positive relationship between emotional stability and social intelligence of residential secondary school students. There is no significant difference between emotional stability of boys and girls of residential secondary school students. There is significant difference between social intelligence of boys and girls of residential secondary school students. There is no effect of high and low emotional stability on the social intelligence of residential secondary school students.*

**INTRODUCTION**

Emotional stability can be defined as having a congruent transition of emotional states and moderate emotional resilience to environmental influences. Someone has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, is said to be emotionally stable. The ability to stabilize emotions differs from the ability to regulate emotions. The signs of emotional stability are calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence and stability in their plans and activities. These subjects look boldly ahead for facts and situations and do not get affected occasional fluctuations in their mood. A large deepening occurs in the development of emotional stability after the age of three years. This allows the child to maintain a sense of self during periods of brief separation from his or her parents (Postle, 1988). Regulation also plays an important role in the stability of someone's emotions, in that the ability to control and regulate emotions is an emotionally stabilizing factor, whether that is through cognitive therapy or medication.

Emotional reaction may vary from intense emotion to low or moderate external cues. The emotional reaction can also take the form of a 'flood of emotions' or 'jumping' from one emotion to the other in quick successions, as if the individual has little or no control over the emotionality of their brain. Emotionality refers to the observable behavioral and physiological components of emotion, and is a measure of a person's emotional reactivity to a stimulus. Emotionality. For example, in the case of car accident trauma, a person may react with intense fear, avoidance followed by sadness when driving in a car with those brakes heavily.

In some cases emotional stability remains a psychiatric illness where the brain actually loses functionality as a result of physical brain trauma such as a stroke or serious accident. Emotions bleed mind too much energy, thus leads to very narrow perception and undermine the quality of the thinking process. Conscious control almost disappears at the peak experiences, and we deal with affect. Creative state and emotional stability come into conflict inevitable. Information overload leads to disaster and adaptive capacity of systems get disabled. Multiple pathological

manifestations of existential crisis originate from here. They turn a person into soulless machine rendering situations with full preservation of intelligence. In other words, the failure mechanisms of emotional support save us from total disaster intelligent brain. We have a generation of pragmatist's undisturbed and cold-blooded murderers as the price for it. All we hear about students who coolly shot classmates and teachers. This generation uses meager set of queries and experiences in a rush. The pursuit of money and endless get togethers are barriers. One gets back emotional balance gradually as they grow older. The quality of this balance is the concept of temperaments-choleric, sanguine, phlegmatic and melancholic. These are conditional types typically, the specific entity is a kind of combination with the characteristic advantage of any one of the varieties of response. A healthy and balanced personality in a state of sustained emotional comfort most of the time, has a 'controlling interest' positive mood, that is the brain of the person is in an optimal mode of operation. This allows the use of the brain most fully. Excess of positive emotion stimulates the creative process in a constructive way. People do not realize that when they violate the natural course of things, they destroy the existing balance and this leads to unpredictable results. It is not advisable to stay long at the peak of positive experiences. The higher the emotional intensity, the less time one can stay in this adrenaline 'temperature.' Recession or Emotional anti-phase inevitably comes. Positive and negative emotional states are necessary and complementary. The man only wants permanent happiness, continuous and endless positive emotions. This is a striking fact, when thousands of years, efforts continue to find a mare's nest, with the prospect that it will not work obviously. Social Intelligence is the ability to get along well with others and to get them to cooperate with you. Sometimes referred to simplistically as 'people skills,' SI includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. Social intelligence is a person's competence to comprehend his or her environment optimally and react appropriately for socially successful conduct.

It is frequently observed that relationships and social skills are often the difference between success and failure, be that in business, on the playground or in any other social environment. It is said that an estimated 67% of success in the workplace depends on work relationships. Social Intelligence has, therefore, become key to meaningful and successful living. From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between 'toxic' effect and 'nourishing' effect. Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behavior indicates a low level of social intelligence the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence. Social intelligence should not be misunderstood as a particular political or social conviction, such as humanitarianism. People with social intelligence may have noble sentiment and care for the poor, but they may also be criminally dealing with and running brothels.

#### **SIGNIFICANCE OF THE STUDY**

Emotional stability is an important and useful state of being. With emotions managed and under control, yet still having the ability to feel intense emotion and understand the reason for the emotions, a power in situations is gained. Take a minute and see what resources below will help you as you seek to master your emotions. Emotions serve as a guide in one's life. Emotions are helpful because they provide additional clarification beyond instinct. One's emotions stimulate to be more aware of what is around him. Talking to a car salesman and if you are on the ball, your emotions will help guide you to not get ripped off. Social intelligence describes the exclusive human capacity to effectively navigate and negotiate complex social relationships and environments. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient is no better or worse than someone with a low, they just have different attitudes, hopes, interests and desires. Ability to understand and manage men and women, boys

and girls, to act wisely in human relations. Today, social intelligence represents a younger candidate for a new ability construct. It was introduced by Salovey and Mayer in 1990. Subsequent attempts to establish emotional intelligence as a new intelligence construct were faced with still ongoing controversial discussions and its utility is still questioned today social stability could not exhibit an approximately comparable career.

#### **STATEMENT OF THE PROBLEM**

##### **EMOTIONAL STABILITY OF RESIDENTIAL SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE**

###### **Operational Definition:**

**A) EMOTIONAL STABILITY (ES):** Emotional stability refers to the state of being able to have the appropriate feelings about the common experiences and being able to act in a rational manner. Stability means to be emotionally and physically predictable and not readily moved. People who are emotionally stable are able to tolerate the day to day strains and stresses by not getting emotionally upset, anxious or angry.

**B) SOCIAL INTELLIGENCE (SI):** Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behavior of (groups of) people. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioral clues in other people that can indicate their emotions and intentions. Social intelligence includes the following abilities: Social intelligence may be defined as 'the ability to understand and manage men and women, boys and girls, to act wisely in human relations'.

#### **OBJECTIVES OF THE STUDY**

- To study the relationship between emotional stability and social intelligence of residential secondary school students.
- To compare the emotional stability of boys and girls of residential secondary schools.
- To compare the social intelligence of boys and girls of residential secondary school students.
- To study the effect of high and low emotional stability on social intelligence of residential secondary school students.

#### **HYPOTHESIS OF THE STUDY**

- There exists significant relationship between emotional stability and social intelligence of residential secondary school students.
- There exists significant difference between the emotional stability of girls and boys of residential secondary school students.
- There exists significant difference between the social intelligence of girls and boys of residential secondary school students.
- There exists significant difference of high and low emotional stability on the social intelligence of residential secondary school students.

#### **RESEARCH METHODOLOGY**

Researcher used descriptive survey method to find out the relationship between emotional stability and social intelligence of boys and girls of residential secondary schools.

#### **POPULATION OF THE STUDY**

All the residential secondary school of district south Delhi constitutes the population of the present study.

#### **I. SAMPLE OF THE STUDY:**

Researchers selected 100 residential secondary school students of south Delhi for the present study. In this connection 5 schools were selected randomly and from each school's 20 students

were also selected by applying random sampling technique out of which 10 boys and 10 girls were selected from each school.

## II. TOOLS USED:

The investigator selected the standardized tools for the present study such as i) 'Emotional Stability scale developed and standardized by PSY-COM SERVICES Pvt. Ltd. (1995) and ii) Social intelligence scale developed and standardized by Dr. S. Mathur (2007).'

## DATA COLLECTION PROCEDURE

Researcher collected data from the population in two phases. In first phases researcher gave the questionnaire to the respondents after taking the permission from the principal of the college. In the second phases researcher collected response questioner from the respondent for interpretation of the data.

## STATISTICS USED

T-test and co-relation techniques were used for analysis of data.

**Table 1:** Rrelationship between emotional stability and social intelligence of residential secondary school students

Variables	N	Coefficient of Correlation
Emotional Stability	50	0.757
Social intelligence	50	

The co-relation is calculated between emotional stability and social intelligence which is found to be.757. It reveals that significant positive relationship exists between two variables. So, hypothesis made earlier is accepted. So, it may be concluded that emotional stability of residential Secondary School Students leads to high social intelligence.

**Table 2:** Emotional stability of boys and girls of residential secondary schools

Variable		N	M	SD	SEd.	t-Ratio	Significant
Emotional stability	Boys	50	24.40	3.67	23.92	5.77	Significant at .05 level
	Girls	50	28.32	2.99			

## INTERPRETATION:

It can be observed from above table that the critical ratio or mean difference between emotional of boys and girls of residential secondary school students was found to be 5.77 and the needed value to be significant at 0.05 and 0.01 level is 1.96 and 2.56 respectively. So calculated 't' value is greater than the table value at both level of significance. The difference in the mean scores is significant. In other words, there exists significance difference between emotional stability of boys and girls of residential secondary school students. So hence the hypothesis stated earlier stands accepted. The girls are found to be more stable than their boys counterpart.

**Table 3:** Difference between social Intelligence of boys and girls of residential Secondary School Students

Variable		N	M	SD	SEd.	t-ratio	significant
Social Intelligence	Boys	50	28.48	1.67	7.92	0.27	Not significant
	Girls	50	27.22	0.99			

**INTERPRETATION:**

It can be observed from above table that the critical ratio or mean difference between social intelligence of boys and girls of residential secondary school students was found to be '0.27' and the needed value to be significant at 0.05 and 0.01 level is 1.96 and 2.56 respectively. So calculated 't' value is less than the table value at both level of significance. The difference in the mean scores is not significant. Therefore, it can be conducted that boys and girls don't differ significantly in respect of their social intelligence.

In other words, there exists no significant difference between social intelligence of boys and girls of residential secondary school students. Hence the hypothesis stated earlier is rejected.

**Table 4:** showing the difference between high & low emotional stability on Social Intelligence of Residential Secondary school Students

Variable	N	M	SD	S.Ed.	T- Ratio	Significant
High Emotional Stability	5	66.6	6.77	29.12	0.05	Not significant
Low Emotional Stability	8	60.62	3.12			

**INTERPRETATION:**

It can be observed from above table that the critical ratio or mean difference between high & low emotional stability and the corresponding social intelligence of residential secondary school students was found to be '0.05' and the needed value to be significant at 0.05 and 0.01 level is 1.96 and 2.56 respectively. So calculated 't' value is less than the table value at both level of significance. The difference in the mean scores is not significant.

In other words, there exists significance difference between the high and low levels of emotional stability on social intelligence of residential secondary school students. So hence the hypothesis stated earlier stands rejected.

**FINDINGS**

1. There is highly positive relationship between emotional satiability and social intelligence of residential secondary school students.
2. There is significant difference exist between emotional stability of boys and girls of residential secondary school students.
3. There is significant difference exist between social intelligence of boys and girls of residential secondary school students.
4. There is no significant difference exist between high and low emotional stability on the social intelligence of residential secondary school students.

**SUGGESTIONS FOR FURTHER STUDY**

1. In the present study, sample taken was rather small to make broader generalization further research can carried out by taking large sample of emotional stability.
2. Similar study can be conducted in their in other parts of Delhi find to out the relationship between emotional stability of residential secondary school student in their social intelligence.
3. Another study may be conducted by taking more variables like social awareness, social facility and emotional stability/instability and academic achievements.
4. Similar a study may be conducted on the belonging to both level higher secondary and college level.

**EDUCATIONAL INMPLICATION**

The findings of the researcher throw light on mind for counseling for the emotionally unstable boys. Researcher also tried to put for suggestion for the improvement of the social intelligence of residential secondary school students. Students need to be provided with life skill education during crucial stage of life .A home like environment is prepared in residential schools.

**REFERENCES**

1. Allem S. (2005): Emotional Stability among college youth. *Journal of the Indian Academy of Applied Psychology*, 31(1-2): 100-102.
2. Barrick M.R. and Mount M.K. (2004): Select on conscientiousness and emotional stability. In E.A. Locke (Ed.). *Handbook of principles of organizational behavior*: 15-28. Malden: Blackwell
3. Deshmukh N.H. and Sawalakhe S.P. (2010): Self Concept, Emotional Intelligence and Adjustment of Adults, *Indian Journal of Psychometric and Education*, 41(2): 181-185.
4. Epstein S. (1973): The self-concept revisited or a theory of a theory. *The American Psychologist*, 28(5): 404-416.
5. Gecas V. (1982): The self-concept. *Annual Review of Sociology*, 8(1): 1-33.
6. Harter S. (1999): The construction of the self: A developmental perspective. New York: Guilford Press.
7. Izard C.E. (2001): Emotional intelligence or adaptive emotions. *Emotion*, 1: 249-257.
8. Jogsan Y.A. (2010): Third Addition, *Research Methodology and Statistic*, Saurashtra University, Rajkot, 280- 282.
9. Li Y., Chun H., Ashkanasy N. and Ahlstrom D. (2012): A multi-level study of emergent group leadership: Effects of emotional stability and group conflict. *Asia Pacific Journal of Management*, 29(2): 351-366.
10. Marsh H.W. and Craven R.G. (2006): Reciprocal effects of self-concept and performance from a multidimensional perspective: beyond seductive pleasure and unidimensional perspectives. *Perspectives on Psychological Science*, 1: 133-163.
11. Matheen W. (2011): Parent child relationship and emotional maturity of city college girls. *Golden research thoughts*, 1(1): 1-4.
12. Mohammad A.W., *et al.* (2016): Emotional Stability among annamalai university students. *The International Journal of Indian Psychology*, 3(4): 66.
13. Panimalar Roja, M., *et al.* (2013): A study on Emotional Maturity and Self-Concept at Higher Secondary level, *research in Psychology and Behavioral science*, 1(5): 81-83.
14. Pithava K.P. and Jogsan Y.A. (2015): Ego Strength and Self-Concept in Adolescents, *creative space: international Journal*, 3(1/1): 148-153.
15. Pushpa M. and Yeshodhara K. (2014): Emotional Intelligence and Self-Concept of B.Ed students, *International Journal of Education and Psychological Research (IJEPR)*, 3(2): 25-29.
16. Rathor B. and Pancholi M. (2013): A study of the Effect of medium of Instruction on students' Anxiety at colleges of education, *voice of Research*, 2(3): 9-11.
17. Schunk D.H. (1989): Self-Efficacy and cognitive achievement: Implications for students with learning problems. *Journal of Learning Disabilities*, 22(1): 15-22.
18. Shavelson R.J., Huber J.J., Stanton G.C., *et al.*, (1976): Self-Concept: validation of construct interpretation. *Review of Educational Research*, 46: 407-447.

**How to cite this article:**

Swain J.P. (2019): Emotional Stability of Residential Secondary School Students In Relation To Their Social Intelligence. *Annals of Education*, Vol. 5[2]: June, 2019: 50-55.