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EMOTIONAL STABILITY AMONG TRIBAL AND NON-TRIBAL STUDENTS: AN EMPIRICAL STUDY

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ABSTRACT

Emotional stability is one of the seventh important indicators of superior mental health. Ability to see in true perspective freely is also important characteristic of emotional stability. Emotionally stable person knows how to face reality. This is freedom from prejudice, revising preconceived notion of long standing concerning one's abilities, one's friends and the value of certain relationships. They realize their limitations and this restrict them from acute frustration. Emotional stable personalities are capable of confronting frustrating situations. The manner in which one reacts to such situations indicates his level of emotional stability. Emotional stability is one of the effective determinants of the personality patterns. It is helpful to control the growth of adolescent development. Stable emotional behaviour at any level reflects the fruits of the normal emotional development. An individual who is able to maintain his/her emotions stable and under control even in extreme circumstances, might still be emotionally stunned or be childish in his/her behaviour sometimes.

The present study has concluded that tribal students have high level of emotional maturity and particularly tribal girls' college students have highest emotional stability than their counterpart. While it is also found out that non-tribal boys' college students have shown highest emotional stability than non-tribal girls.

Keywords: Emotion, Emotional Stability, Emotional Maturity, Personality, Tribe.

INTRODUCTION

Emotions are as important in the life of an individual as life itself. Life would be colourless without emotions. The term emotions refer to feelings, distinctive thoughts, psychological and biological states and range of propensities to act. An emotion is an affective experience that accompanies generalized inner adjustment and that shows itself in his overt behaviour. It is obvious that environmental development is found to be different at different stages. Emotion is an important component of total human functioning and critically important for understanding main core phenomena in virtually every major sub-discipline of psychology. Emotions have been considered to be synonymous with certain patterns of facial expression, physiological reactions, muscular feedback, or brain activity. None of these definitions have proved adequate, and emotions are now considered to be closely linked with what a person is trying to do: They reflect a person's attempt or readiness to establish, maintain, or change the relation between the person and his or her environment. Research reveals that emotion leads to important intrapersonal consequences in sport and exercise settings, notably on cognitions, motivation, health, and performance. Typically, positive affect produces effects, while negative affect yields negative consequences, although the work of Hanin (1994) suggests that both types of affect may have positive and negative effects on performance.

Scott (1968) opined that emotional stability is one of the seventh important indicators of superior mental health. Ability to see in true perspective freely is also important characteristic of emotional stability. Emotionally stable person knows how to face reality. This is freedom from prejudice, revising preconceived notion of long standing concerning one's abilities, one's friends and the value of certain relationships. They realize their limitations and this restrict them from acute frustration. Emotional stable personalities are capable of confronting frustrating situations. The manner in which one reacts to such situations indicates his level of emotional stability. Emotional stability is one of the effective determinants of the personality patterns. It is helpful to control the growth of adolescent development. Stable emotional behaviour at any level reflects the fruits of the normal emotional development. An individual who is able to maintain his/her emotions stable and under control even in extreme circumstances, might still be emotionally stunned or be childish in his/her behaviour sometimes. Emotional stability is the calm and peace in mind. In the state where a person facing a difficult situation and conflict, but remain rational or able to control one's anger or emotion it means that person is emotionally stable. Emotional stability means one handle one's emotions well. If a person is doing a paper on a topic, he/she should focus on how to handle stress, anger, happiness, or any other feelings that human have.

REVIEW OF LITERATURE

Sharma (2006) purports to find out the efficacy of emotional stability on the study habits of visually disabled students. The results reveal that children with high emotional stability have better study habits than their counterparts with low emotional stability.



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Singh et al. (2012) investigated the emotional maturity differentials among university students. They found out no significant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence, 'emotional maturity'. Kumar (2012) conducted a study on higher secondary student's emotional maturity and achievement and pointed out significant difference between them. Quadri (2011) investigated mental health and emotional maturity among child labour students and other adolescence. Chaturvedi and Chander (2010) developed emotional stability scale. Emotional stability remains the central theme in personality studies.

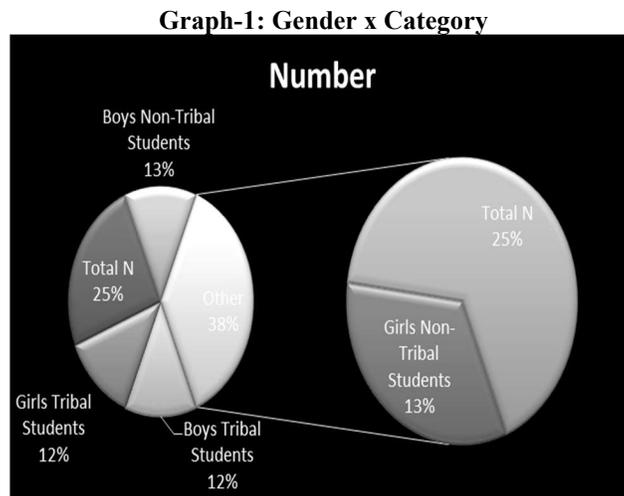
RESEARCH METHODOLOGY

Population: Here we have tried to find effects of blood groups on emotional stability. The population of the present study encompassed the students from the various colleges of B. N. Mandal University, Madhepura, Bihar.

Sample method: Random Sample Method was used to select the sample from population. Applying the proportionate stratified random sampling technique to collect the sample from the population it is tried out to ensure equal representation of both boys and girls students enrolled in various colleges under B.N.Mandal University, Madhepura.

Sample: Accordingly, N=150 (Tribal boys = 75 and Tribal girls = 75) and N = 150 (non-tribal boys= 75 and non-tribal girls = 75) were chosen through applying the scientific procedure. As a whole, 300 data were collected from the different colleges under the jurisdictions of B. N. Mandal University of Bihar which comprises 28% of the population.

Sample size of Gender and Category of college students is represented in a graph below:



Selection of the Tools/ Inventories: The emotional stability of the subjects has been assessed by using Emotional Stability Scale developed by Gupta and Singh (2003), and a Biographical Information Blank was prepared by the researcher for the data collection.

Research Method

Survey Method was used in present study. The data concerned to the variables collected from the sample for fulfillment of the research objectives. 300 College students were included in sample for the information of their Age, Gender/Sex and category. The survey method was used with the help of three different tools for the data collection.

ADMINISTRATION OF TESTS AND COLLECTION OF DATA

For obtaining the data and fact-based information for the present study, we have sought permission and cooperation from many quarters. We have approached Principals of the colleges to seek permission for collecting data from different undergraduate classes. After getting permission from the principal, we have approached various Head of the Departments of the colleges. We have collected data from affiliated as well as constituent colleges of all three districts (Madhepura, Saharsa and Supaul) under the jurisdiction of B. N. Mandal University. With the consent and cooperation of principals and head of the departments of above colleges, we have decided the time and venue so that their college studies were not disturbed. The tests were administered one after the other. The test instructions were clearly read out and explained to them and they were permitted to ask queries and their doubts were cleared before administering the tests. The subjects were asked to record their first response and hand over their test response sheets as soon as they filled up. We have tried our level best that there was no distraction or minimum distraction to the subjects while attempting the test.



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Hypothesis: A single null hypothesis was formulated in the present study. Two different statistical techniques were used for the analyses of the obtained data. The collected data were analyzed with the help of SPSS program with computer.

Ho # 1 there is no prevalence of emotional stability among Tribal and Non-Tribal College Students.

Statistical methods: In order to analyze data, which were primarily nominal data, Analysis of Variance (ANOVA) and t- test were applied to draw results.

Objective of the study

Briefly the objective of the present study is to find out the emotional stability among tribal and non-tribal college students. Although no study has been found out during the review of literature in context to this problem, but it is hypothesized that emotional stability of individual may be affected by categories of the individual concerned. Thus, it is our stride to find out the prevalence of emotional stability among tribal and non-tribal students.

RESULTS AND DISCUSSIONS

To test the null hypothesis (**Ho#1**) that there is no prevalence of emotional stability among Tribal and Non-Tribal College Students. **‘F-test’** has been used to examine the hypothesis and the result has been given in Table-1 below.

TABLE-1
Descriptive Statistics
Mean and Standard Deviation of Emotional Stability of Tribal and Non-tribal College Students

Descriptive EMOTIONAL STABILITY	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					NON-TRIBAL STUDENTS	150		
TRIBAL STUDENTS	150	27.3200	2.13416	.17425	26.9757	27.6643	23.00	30.00
Total	300	27.2633	2.20686	.12741	27.0126	27.5141	23.00	30.00

Table-4.1 reveals that Mean score of Emotional stability of Non-Tribal College students is $X=27.2067$ and Standard Deviation is $\sigma = 2.28299$ and Tribal College Students score Mean Value $X=27.3200$, Standard Deviation $\sigma = 2.13416$. These Mean values indicate that Emotional stability prevails among Non-Tribal and Tribal College students. But the table does not point out the variation of emotional stability among these two groups. So, we have analyzed One-Way Analysis of Variance and the result is given in Table-4.2 below.

TABLE-2: One-way Analysis of Variance

ANOVA						
EMOTIONAL STABILITY						
	Sum Squares	of	df	Mean Square	F	Sig.
Between Groups	.963		1	.963	.197	.657
Within Groups	1455.233		298	4.883		
Total	1456.197		299			

The results of ANOVA are given in Table-2 above. The significance of variance, i.e., p-value, given under the head Sig. is 0.657. Since, the significance value 0.657 is high than 0.05 ($p > 0.05$), the variance between these two groups is not significant as the significant value is less i.e., Sig. 0.197. Therefore, we conclude that the two sample Means do not differ from each other significantly. Here, our null hypothesis is being rejected. It means emotional stability prevails among tribal and non-tribal students.



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By the result of Table-2 (ANOVA), we do not understand whether the difference between sample variance is equal or any two-sample variance is equal. In addition, we may not discover the source of significant difference among the group Means. Since we need pair-wise comparison, it is pointed out that a safe decision making depends on careful understanding of data. There are different experimental and quasi-experimental researches where the observations of the same variables are compared under different conditions. In such situations two-sample test is the most appropriate test.

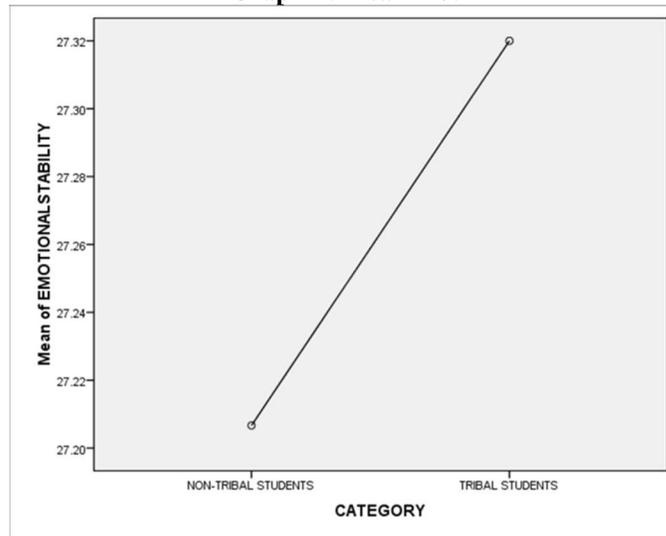
Independent Sample t-test is applied when we draw sample from the population and randomly divided into two groups. The two groups are independent, i.e., the two groups are independent samples of data, each consisting of equal observations. The most appropriate test for this situation is the independent sample t-test. The results of independent sample test are given in Table-3 below:

TABLE-3: Independent Sample Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EMOTIONAL STABILITY	Equal variances assumed	1.627	.203	-.444	298	.657	-.11333	.25517	-.61549	.38883
	Equal variances not assumed			-.444	296.656	.657	-.11333	.25517	-.61550	.38884

The Table-3 shows the t-value, degree of freedom, significance level and 95% confidence interval for the Mean. The t-value of -0.444 for df = 298 is not significant as significance value is 0.657 which is >0.05 level. Therefore, we conclude that there is no difference between the groups in relation to emotional stability but there is variation in emotional stability between the groups. Mean values reveal that there is prevalence of emotional stability between groups and it varies between Tribal and Non-Tribal College Students. The degree of variance may be seen in Graph-2 given below:

Graph-2: Mean Plot



The Graph-2 clearly depicts that Tribal College Students have high emotional stability rather than Non-Tribal College Students of B. N. Mandal University, Madhepura.



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A careful perusal of the results of the present study reveals that emotional stability is found one of the most important aspects. It is pointed out that emotional stability is found both in tribal as well as non-tribal college students but there is variation in degree. Emotional stability is higher in tribal college students rather than non-tribal college students. Emotional stability has been viewed as a multi-trait non-cognitive psychological concept. Emotional stability is defined as a process in which personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personality. Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. Also, it is considered that emotional stability of a person is characterized by evenness of moods, intent, interests, optimism, cheerfulness, composure, feeling of being in good health, freedom from feeling of guilt, worry or loneliness, freedom from day dreaming, freedom from perseveration of ideas and moods. It is observed that emotionally stable person is who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, The signs of an emotional stability are calmness of mind and freedom from anxiety and depression. An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections; these subjects look boldly ahead for facts and situations and do not give into occasional fluctuations in their mood (Smithson,1974; Thorndike and Hagen,1979; Pavlenko et al. ,2009 and Hay & Ashman, 2003)). Menninger (1999) recommended the criteria of emotional maturity, includes the ability to deal constructively with reality, to adapt to change, a relative freedom from symptoms that are produced by tensions and anxieties, to find more satisfaction in giving than receiving and to relate to other people in a consistent manner with mutual satisfaction and helpfulness. It is a capacity to sublimate and to redirect one's instinctive hostile energy into creative and constructive outlets.

In the present study we have found that tribal students have high level of emotional maturity it is because individuals who are emotionally stable generally find that they are more comfortable with themselves and find those things in life that include other people, are more enjoyable and much less chaotic than people who are emotionally unstable. Emotionally stable individuals handle their problems better and even reduce the number and intensity of future problematic situations. The mature person has developed attitudes in relation to him and his environment which have lifted him above 'childishness' in thought and behaviour.

Further it is observed in the present study is that tribal girls' college students have highest emotional stability than their counterpart. While it is found that non-tribal boys college students have shown highest emotional stability than girls. In other words, it is to say that tribal girls and non-tribal boys have highest emotional stability. It means an emotionally stable person will have many psychological traits such as knowing what one wants and making it happen; thinking before acting and having control over one's behavior; self-reliance and the ability to take responsibility for one's life and actions; patience; the ability to connect with others in a cooperative and positive way; genuinely caring about others and demonstrating that ability; honesty and living by one's principles; having moderation and balance in all things; having the ability to follow through, even when it is difficult and humility and the ability to say, 'I was wrong, I am sorry.' These attributes are found in tribal girls and non-tribal boys.

Thus, it is to say that emotional stability 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 development is part of a person's personality development and it refers to the ability to express and control one's emotions (Johnson,2008).

CONCLUSION

The detail derived results have been presented in tabular form and all results have been discussed in the light of the available literature. On the basis of the results, it is concluded that tribal students have high level of emotional maturity and particularly tribal girls' college students have highest emotional stability than their counterpart. While it is also found out that non-tribal boys' college students have shown highest emotional stability than non-tribal girls.

It is said that emotions are the prime movers of one's behaviour and can influence cognition, including perception. Thus, emotional phenomena play an important part in personality development from both an intra and an inter-personal perspective. Emotional stability is a stable psychic quality of a person; it is being formed in the society, but the specificity of its formation is determined by individual traits of the students. Emotionally stable person will have many traits such as optimism, evenness of mood, freedom from feeling of guilt, worry or loneliness, self-reliance and also have the ability to connect with others in a cooperative and positive way. Therefore, it deals with one's capacity to create positive mental attitude.



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