



# **Emotional Stability of Day Scholars and Boarders Adolescent Boys: A Study**

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## **Author's contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

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## **ABSTRACT**

Emotions are found in all living beings of the earth and our most powerful force that influence actions. As emotional stability refers to the person's ability to remain stable and balanced, the life of adolescents a very much influenced by the emotions and instincts. The emotional changes during adolescence include anxiety, agitation, fear, anger, pleasure, love, envy, and competitions. The present study examines the difference between boarding and day scholars adolescent boys in terms of emotional stability and medium. The sample of the study consists of 24 boarders and 28-day scholars. A purposive sampling technique was used. The data was collected using an Emotional Stability Test for Children (ESTC). Statistical analysis was done using a t-test. The findings indicated a significant difference between boarding and day scholar adolescent boys concerning emotional stability and no significant difference was found in the emotional stability of adolescent boys concerning medium.

*Keywords: Emotional stability; day scholars; boarders; adolescent.*

## **1. INTRODUCTION**

Emotions appear to play several roles in life. They are an important adjunct in communication

as signals to others and sometimes to ourselves. In producing arousal, they can improve our chances of survival. They also serve to motivate us to pursue specific behaviors: Guilt may cause

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us to correct our misdeeds; love may lead us to strengthen relationships with other people. Thus, emotion is defined as a feeling of pleasantness or unpleasantness, with the emphasis being on the person's awareness (conscious experience) of the emotional state.

## **1.1 How Emotions Affect Adolescents Personal and Social Life**

### **1.1.1 Emotions add pleasure to everyday experiences**

Even such emotions as anger and fear add pleasure to life by giving adolescents some excitement. Mainly, their enjoyment comes from their pleasant aftereffects.

### **1.1.2 Emotions color adolescents outlooks on life**

How adolescents view their roles in life and their position in the social group is markedly influenced by whether they are shy, frightened, aggressive, curious, or happy.

### **1.1.3 Emotions prepare the body for action**

The more intense the emotion, the more it upsets homeostasis (stability) to prepare the body for action. If this preparation is not needed, it will make children nervous and edgy.

### **1.1.4 Emotions affect social interactions**

All emotions, pleasant and unpleasant, encourage social interaction. From them, adolescent learns how to modify their behavior to conform to social expectations and standards.

### **1.1.5 Emotional tensions disrupts motor skills**

Bodily preparation for action plays havoc with motor skills causing adolescents to become awkward and clumsy and leading to such speech disorders as slurring and stuttering.

### **1.1.6 Emotional responses when repeated develop into habits**

Any emotional expression that gives children satisfaction will be repeated and, in time, develop a habit. As children grow older, if they find social reactions to their emotional expressions unfavorable, uprooting the habit will be difficult, if not impossible.

### **1.1.7 Emotions serve as a form of communication**

Through the facial and bodily changes that accompany the emotions, children can communicate their feelings to others and determine what the feelings of others are.

### **1.1.8 Emotions affect the psychological climate**

In the home, the school, the neighborhood, all the playgroup children's emotions affect the psychological climate and it, in turn, affects them. A childish temper tantrum annoys and embraces others, charging the emotional climate with anger and resentment. This makes children feel unloved and unwanted.

## **1.2 Emotional Stability**

Emotional stability overcomes the fear generated by past errors; it also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralizes environmental instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. When aware of our mission on earth, we should set ourselves a goal and strive to attain it. We should neither stop nor run, but walk on firmly and steadily, never disturbing others. Our faith in the truth of everlasting life should help us to act serenely. We should ask ourselves what we expect from life, how we plan to achieve it, and why we want it. According to Smitson [1], emotional stability is the process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically, and intra-personally. It has been emphasized that the emotionally stable individual can 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 the demands of the situations. An emotionally stable child can make effective adjustments with himself, members of the family, and his peers. It may be suggested that somehow emotional stability is related to a person's socioeconomic status in some or other way.

In emotional stability, the dominance of unpleasant emotions can be counteracted to some extent by pleasant emotions, and vice versa. Emotional stability can be achieved in two ways. The first is control of the environment to

see that unpleasant emotion a quickly outweighed by pleasant once so that the balance will be in favor of the pleasant. The second and by far the more practical way is to help children develop an emotional tolerance-the ability to withstand the effects of the unpleasant emotions. Since anger is the most common unpleasant emotional experience in adolescence, frustration, tolerance, or the ability to accept frustration, is the most important form of emotional tolerance for adolescence.

Emotional stability can be defined as having a congruent transition of emotional states and moderate emotional resilience to environmental influences (or cues). Someone who can 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 [2,3]. 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... [4,5].

Moffat [6] stated that boarding schools prove to be playing an important role in the development of a child's mind and personality. At boarding, a school child is provided an environment of healthy competition with other classmates and age mates, which motivates the children to improve their performance and exceed over others. Along with this spirit to work as one team and the feeling of kinship is taught daily lifestyle and etiquette. This facilitates them to maintain soundly in the future in practical life.

Bhat and Shah [7] in their study of the mental health of hostlers and non-hostlers concerning academic achievement found that hostlers have better mental health as compared to non-hostlers and academic achievement of hostlers is high as compared to non-hostlers.

### 1.3 Objectives

To assess the Emotional Stability of Adolescent boys.

To study the difference in the Emotional Stability of Day Scholar and Boarding adolescent boys.

To study the difference in the Emotional Stability of Hindi and English medium adolescent boys.

### 1.4 Hypothesis

The following hypothesis was formulated to attain the above objectives:

There exists no significant difference between the Emotional Stability of Day scholar and Boarding Adolescent Boys.

There exists no significant difference between the Emotional Stability of Hindi and English medium Adolescent Boys.

## 2. METHODOLOGY

For the present study i.e., "Emotional Stability of Day Scholars and Boarding Adolescent Boys: A study", total of 52 boys were selected from Sainik School. The sample constituted was of age varying from 12-14 years, studying in class VII. They came from diverse Socio-Economic backgrounds. The boys residing in the Boarding were wards of serving and ex-army officials. The sample size is limited to 52 because of non-availability and economic reasons. The present study deals with the homogenous group (i.e. Boys) and studies a particular trait of the sample (i.e. Emotional Stability), so the sample is selected by the Purposive Sampling Method.

### 2.1 Tools

In the present study, the "Emotional Stability Test for Children" was adopted from Dr. A. Sen Gupta and Dr. A. K. Singh [8] to measure the Emotional Stability of Adolescent Boys (Class VII). The scale consisted of 15 items with two alternate responses varying from Yes or No, each to be rated on 2 point scale. The minimum and maximum scores obtained on the scale are 0 to 15 respectively. Here, a high score presented low emotional stability. This scale test-retest reliability is 0.72 and Half split reliability is 0.72. The validity of the scale is 0.53 and 0.61.

Keeping in view the criteria and conditions of research, proper rapport was established with the students. Necessary instructions related to the test were given to the students. 10 to 15 minutes was allotted to complete the test. Thus the data from 52 students were collected.

### 2.2 Scoring

The test was scored using the scoring key. The maximum possible scores of the test are 15. In the Emotional Stability test for Children, each

item of the test is scored as either +1 or 0. There are two types of items in this test, that is, positive and negative. All positive items which are endorsed by the subjects as 'Yes' and Negative items, items No. 9 and 10, which are endorsed by the subjects as 'No' are given a score of +1. A score of zero is given to all other answers. This high score on the test indicates low emotional stability or control and whereas a low score on the test indicates high emotional stability.

Table 1 shows that among 52 adolescent boys there were 4 students (i.e. 7.69%) with high test scores of emotional stability. According to scoring manual, the adolescent boys with high test scores indicate low emotional stability. 36 adolescent boys (i.e. 69.23%) were having medium test scores of emotional stability. No. of adolescents boys with low test scores of emotional stability were 12 (i.e. 23.08%) which indicates that they possess high emotional stability.

**2.3 H<sub>1</sub>: There Exists No Significant Difference in the Emotional Stability of Day Scholar and Boarder Adolescent Boys**

Table 2 indicates the Mean and S.D. values of the Emotional Stability of adolescent boys in boarding were 7.5 and 2.828. And the Mean and S.D. of emotional stability of adolescent boys who are day scholars were 14.068 and 0.707 respectively. The t- value was 11.076 (df-50). Thus it is significant at 0.01 level of significance. The day scholar adolescent boys are high on mean value (14.068) compared to the mean value of hostler boys (7.5). As per the scoring manual of the tool, high test scores means low emotional stability and vice-versa. So, the scores show that the day scholar adolescent boys have low emotional stability than the boys who are staying in boarding schools. The t –value which shows a significant difference in emotional

stability of day scholars and boarder adolescent boys at 0.01 level of significance.

This is further strengthened by the result of the study of Bhat and Shah [7], in which hostlers show better Academic Achievement (Mean- 331) as compared to non-hostlers (Mean- 308.60). The study also revealed hostlers are having better Mental health (Mean -213.80) as compared to non- hostlers (Mean- 201).

Thus, it can be concluded that there exists a significant difference in the Emotional Stability of Adolescent boys studying in Boarding and Day Scholars. Thus H<sub>1</sub>: “There exists no significant difference in the Emotional Stability of Day scholar and Boarder Adolescent Boys” is Rejected.

**2.4 H<sub>2</sub>: There Exists No Significant Difference between Emotional Stability of English and Hindi Medium Adolescent Boys**

Table 3 shows the Mean and S.D. values of the Emotional Stability of adolescent boys studying in the Hindi medium were 13.636 and 1.414. And the Mean and S.D. of emotional stability of adolescent boys studying in English medium were 14.667 and 2.828 respectively. The t- value was 1.013 (df-50) The p value is 0.1562 which is not significant at 0.01 level of significance.

The adolescent boys whose medium if the instruction is English (14.667) are slightly high on mean values when compared to adolescent boys studying in the Hindi medium (13.636). As per the scoring manual of the tool, high test scores mean low emotional stability and vice-versa. But here as the difference in mean scores of Adolescent boys of English and Hindi medium are minimum, no significant difference in their Emotional Stability is found. This means that the medium of instruction has no impact on

**Table 1. Showing the level of emotional stability of adolescent boys**

Sr. no.	Level of emotional stability	N = 52	
		No. of adolescent boys (F)	%
1	High Scores (10-15)	4	7.69
2	Middle Scores (5 - 10)	36	69.23
3	Low Scores (1 – 5)	12	23.08
Total		52	100

F – Frequency, % - Percentage

Low —→

High —→

Emotional Stability

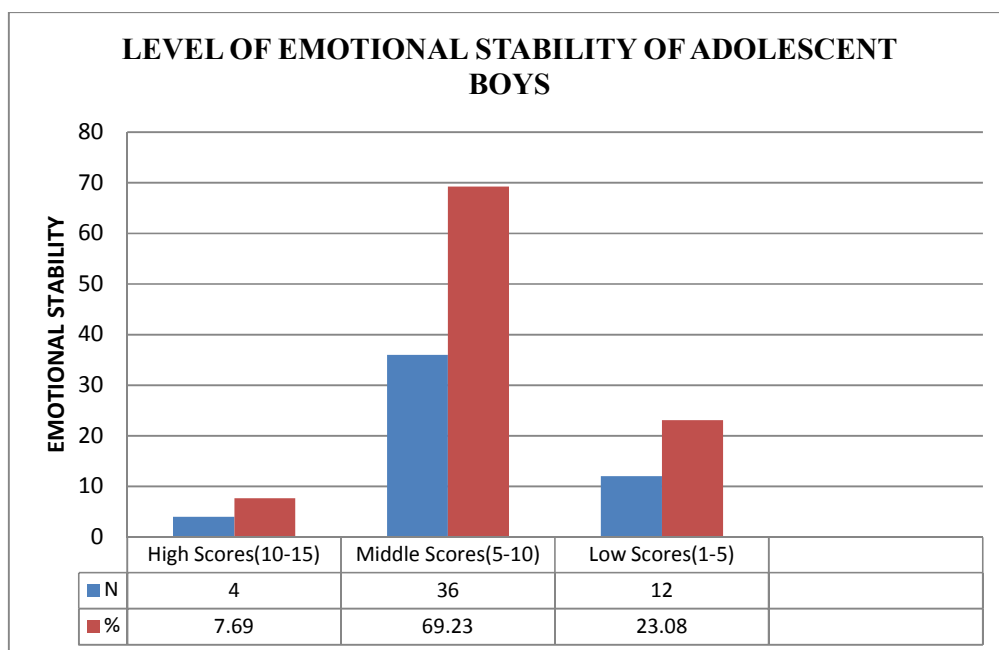


Fig. 1. Level of emotional stability of adolescent boys

Table 2. Difference in means of emotional stability of day scholar and boarder adolescent boys

Category	No. of students	Mean	S.D.	t- value	p- value	Level of significance
Boarding	25	7.5	2.828	11.076	<0.00001	Significant
Day Scholars	27	14.068	0.707			p< 0.01

Table 3. Difference in means of emotional stability of adolescent boys concerning medium

Category (Medium)	No. of students	Mean	S.D.	t- value	p- value	Level of significance
Hindi	29	13.636	1.414	1.013	0.1562	Not Significant
English	23	14.667	2.828			p < 0.01

Emotional Stability. This result is further strengthened by the t- value 1.013, which shows no significant difference in Emotional Stability of English and Hindi medium Adolescent boys at 0.01 level of Significance.

It can be concluded that there exists no significant difference in the Emotional Stability of Adolescent boys studying in English and Hindi medium. Thus H<sub>1</sub>: “There exists no significant difference between Emotional Stability of English and Hindi medium Adolescent Boys” is Accepted.

H<sub>1</sub>: There exists no significant difference in the Emotional Stability of Day scholar and Boarder Adolescent Boys.

The t- value 11.076 was significant at 0.01 (df = 50, p< 0.01). Hence the above Hypothesis is Rejected.

H<sub>2</sub>: There exists no significant difference between Emotional Stability of English and Hindi medium Adolescent Boys.

The t- value 1.013 was not significant at 0.01 (df = 50, p< 0.01). Hence the above Hypothesis is Accepted.

### 3. CONCLUSION

Emotional Stability is considered as one of the important psychological aspects which affect the learning of students. Adolescent students are required to develop flexibility and adaptability in situations where emotional control may reduce their performances.

It is observed through the selected respondent’s responses that very few (N=04) adolescent boys have low emotional stability, and this may lead to

anxiety and inferiority feelings. "It is found that if the adolescent students do not have emotional stability in the home there are chances that they may lead to the emotional unstable in their life. It may cause relationship issues, self-esteem problems, may have no self-worth, eating disorders, depression, jealousy, and more" Pandey S, et al. [9].

During the process of study, some characteristics of Emotional Stability were found in Boarding Adolescent boys like emotional maturity, self-confidence, stability in plans and affection whereas the Day scholar adolescent boys were found to have low self-esteem, negative emotions, violent behavior, suspicious and distrustful etc depicting emotionally instable. It is because hostlers are living in competitive, informative and educative enjoyments as well as leading a more disciplined life and enjoying better facilities of Sainik school hostels. This will lead to higher academic achievements and success in life.

Some remedial tools for treating the emotional instability of day scholar adolescents are mental support, create awareness, consider the education of family members, encourage family and peer communications, periodic and proper counseling and developing self-regulation capacity. Thus as the present world is tormented by problems like oppression, exploitation, social economic and political crises etc, hostels play an important role for individuals to achieve victory in the present world.

### CONSENT

As per international standard or university standard, participant's written consent has been collected and preserved by the author(s).

### COMPETING INTERESTS

Author has declared that no competing interests exist.

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