



## Emotional Stability Among Prospective Teachers at Elementary Level

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### ARTICLE DETAILS

Research Paper

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### ABSTRACT

Emotional stability is not a luxury but a necessity for prospective teachers as they embark on their journey in education. It forms the bedrock of their effectiveness, enabling them to build positive relationships, manage classroom dynamics, model healthy coping strategies, and prioritize their own well-being. By cultivating emotional stability, prospective teachers not only enhance their own professional practice but also empower their students to thrive academically, socially, and emotionally. In an ever-changing world, emotional stability remains a timeless cornerstone of effective teaching.

The human race as a whole became distinct due to emotions, dreams, and thoughts. Dreams and thoughts are the source of all inventions, discoveries, and advancements in the arts, literature, science, business, education, and other domains of human endeavor. Social and cultural transformations resulted from new ideas. Without a doubt, the ultimate goal of human endeavor was technical improvement. In this setting, the importance of education and training options cannot be understated. The value of education was recognized by philosophers of antiquity even before the advent of literacy. According to Aristotle, human purpose and education have the same objective. It goes without saying that the human ideal is the focus of all teaching, whether overtly or covertly. But Aristotle considers that the education is essential to complete the self- realization of man the happy man, the good man, a virtuous man, but virtue is acquired precisely through education. "Those who are the happiest are not necessarily those for whom life has been easiest. Emotional Stability results from an attitude. It is refusing to yield to

depression and fear, even when black clouds float overhead. It is improving that which can be improved and accepting that which is inevitable. "

- James C. Dobson (1936).

One of the most significant components of human life is thought to be emotional stability. The student has to be able to correctly express and regulate their emotions. According to Scott (1968), emotional stability is one of the seven key markers of excellent mental health. It has an impact on students' learning as well. When an individual or group of people must be flexible and adaptable, emotional control may affect how well they function. People who lack or have very little emotional control may experience guilt, worry, and feelings of inferiority (Frandsen, 1961). It has also been shown that in order for people to have a healthy mental state, these negative emotions need to be swapped out with positive ones. Emotional control may impair performances in situations, which require flexibility and adaptability. On the part of the person or people. If the people have no or very little emotional control it may lead to anxiety, inferiority feelings and guilt (Frandsen, 1961). It has also been found that if the peoples want to be mentally healthy, these unhealthy feelings must be replaced by the feelings of self-respect. The security and confidence can be achieved only after a good sense of Emotional Stability. Emotional Stability is the capacity to maintain one's emotional balance under stressful circumstances.

#### OBJECTIVES

1. To find out the Emotional Stability among Prospective Teachers at elementary level.
2. To compare the Emotional Stability of Prospective Teachers at elementary level in the sub sample
  - 1) Gender
  - 2) Locality

#### HYPOTHESES

1. The Emotional Stability among Prospective Teachers at Elementary level varies.
2. There is significant difference in Emotional Stability among Prospective Teachers at Elementary level with the sub sample
  - a. Gender
  - b. locality

## METHODOLOGY

In the present study Normative survey is used.

## POPULATION

Population of the present study is Prospective Teachers at Elementary level in Kerala state.

## SAMPLE SELECTED FOR THE STUDY

Sample of the study constitutes 200 Prospective Teachers at Elementary level selected from various D. El. Ed. colleges in Trivandrum district.

## STATISTICAL TECHNIQUES

The statistical techniques employed for the present study are: -

- Percentage analysis
- Mean
- Standard Deviation
- 't' test

## ANALYSIS AND INTERPRETATION

Level of Emotional Stability Of Prospective Teachers at Elementary Level ( Total Sample) From the total scores of Emotional Stability obtained from 50 male and 150 female Prospective Teachers at Elementary level, Mean and Standard deviation were calculated and is given in the table (a)

**Table (a)**

Variable	Sample	Mean	S. D
Emotional Stability	200	65.14	5.74

The level of Emotional Stability of Prospective Teachers at Elementary Level as high, average, low were calculated by applying the formula  $M+SD$  (high), between  $M+SD$  and  $M-SD$  (average) and  $M-SD$  (low) respectively. The number and percentage of Prospective Teachers at Elementary level presented in the table (b)

Sl. No.	Level of Emotional Stability	Total number of students	Percentage (%)
1	High	29	14.5
2	Average	144	72
3	Low	27	13.5
Total		200	100

**Table (b).** Level of Emotional Stability of Prospective Teachers at Elementary Level

The table 4.2 shows that 14.5%, 72%, 13.5%, of the Prospective Teachers at Elementary level have high, average, and low level of Emotional Stability respectively.

**Level of Emotional Stability of Prospective Teachers based on their subsample**

Level of Emotional Stability of Prospective Teachers based on their subsamples (gender, locale) was calculated and the details of analysis are given in the following tables:

**Table (c)**

**Level of Emotional Stability of Prospective Teachers based on gender**

Variable	Gender	Sample	Mean	S. D
<b>Emotional Stability</b>	Male	50	65.3	3.51
	Female	150	64.57	5.99

The table (c) shows that the mean score of Emotional Stability of male Prospective Teachers is 65.3 and the standard deviation is 3.51 whereas that of female is 64.57 and 5.99 respectively. For classifying the male and female Prospective Teachers in to three levels - high, average, and low with respect to Emotional Stability scores,  $M + SD$  and  $M - SD$  are calculated. Hence from male Prospective Teachers who scored above  $M + SD$  (68.81) form the high level, those between  $M + SD$  and  $M - SD$  (between 68.81 and 61.78) form the average level and those below  $M - SD$  (61.78) form the low level. In the case of female Prospective Teachers who scored above  $M + SD$  (70.57) form the high level, those between  $M + SD$  and  $M - SD$  (between 70.57 and 58.57) form the average level and those below  $M - SD$  (58.57) form the low level. The number and percentages of male and female Prospective Teachers in each level are presented in the table (d)

**Table (d)**

Levels	Male N= 50		Female N= 150	
	No	%	No	%
High	11	22	25	16.67
Average	32	64	101	67.33
Low	7	14	24	16

It is inferred from the table (d) that 22%, 64% and 14% of male Prospective Teachers have high, average, and low levels of Emotional Stability respectively. From the above table it is also found that that 16.67 %, 67.33 % and 16% of female prospective teachers at elementary level have high, average, and low level of Emotional Stability respectively.

#### **Level of Emotional Stability of Prospective Teachers at Elementary level based on locale**

The mean and standard deviation of the total scores of Emotional Stability obtained from 94 rural Prospective Teachers and 106 urban Prospective Teachers of Elementary level were calculated and are given in Table (e)

**Table (e)**

Variable	Locale	Sample	Mean	S. D
<b>Emotional Stability</b>	Rural	94	66.38	5.59
	Urban	106	64.04	5.69

The table (e) shows that the mean score of Emotional Stability of rural Prospective Teachers is 66.38 and the standard deviation is 5.59 whereas that of female is 64.04 and 5.69 respectively. For classifying the rural and urban Prospective Teachers in to three levels - high, average, and low with respect to Emotional Stability scores,  $M + SD$  and  $M - SD$  are calculated. Hence from rural Prospective Teachers who scored above  $M + SD$  (71.98) form the high level, those between  $M + SD$  and  $M - SD$  ( between 71.98 and 60.79) form the average level and those below  $M - SD$  (60.79) form the low level. In the case of female Prospective Teachers who scored above  $M + SD$  (69.74) form the high level, those between  $M + SD$  and  $M - SD$  (between 69.4 and 58.34) form the average level and those below  $M - SD$  (58.34) form the low level.

The number and percentages of rural and urban Prospective Teachers in each level are given in the table (f)

**Table (f)**

Levels	Rural N= 94		Urban N= 106	
	No	%	No	%
High	14	14.89	15	14.15
Average	71	75.53	68	64.15
Low	9	23	23	21.69

It is inferred from the table 4.6 that 14.89%, 75.53% and 9.57% of rural Prospective Teachers have high, average, and low levels of Emotional Stability respectively. From the above table it is also found that

that 14.15 %, 64.15 % and 21.69% of female prospective teachers at elementary level have high, average, and low level of Emotional Stability respectively.

#### 4.5.5 Comparison of Emotional Stability scores of various sub sample (“t” test)

Emotional Stability scores of Prospective Teachers at elementary level on the basis of various sub samples such as gender, locale was analyzed using t-test and are interpreted under the following headings:

##### Comparison of Emotional Stability scores of Prospective Teachers on the basis of gender (using Welch’s t test)

The responses of the male and female Prospective Teachers were compared with respect to their Emotional Stability so as to find out whether there is any significant difference between the two gender groups. The investigator performed Welch’s t test in order to find out the significant difference between the means of male and female Prospective Teachers in their Emotional Stability. The data and results of the test of significance were shown in Table (g)

**Table (g)**

##### Comparison of Emotional Stability scores of Prospective Teachers on the basis of gender

Variable	Gender	No.	Mean	Variance	t	Result
Emotional Stability	male	50	65.18	11.90	0.82	Not Significant at 0.01 level
	female	150	64.61	35.94		

The table indicates that the computed t value is 0.82. The critical value of t with 144 degrees of freedom (df) at 0.05 level of significance is 1.97. The computed t value 0.82 is less than the critical value. Hence there is no significant difference between the mean Emotional Stability scores of male and female Prospective Teachers at 0.01 level.

##### Comparison of Emotional Stability scores of Prospective Teachers on the basis of Locale (using “t” test).

The responses of the rural and urban Prospective Teachers were compared with respect to their Emotional Stability so as to find out whether there is any significant difference between the means of two groups. The investigator calculated mean and standard deviation of data in order to find out the significant difference of rural and urban Prospective Teachers in their Emotional Stability. The data and result of the test of significance were shown in table (h)

**Table (h)**

**Comparison of Emotional Stability of Prospective Teachers at Elementary level on the basis of locale**

Variable	Locale	No.	Mean	S. D	t	Result
Emotional Stability	Rural	94	66.38	5.59	2.93	Significant at 0.01 level
	Urban	106	64.04	5.69		

The table (h) indicates that the computed t value is 2.93. The critical value of t with 198 degrees of freedom (df) at 0.01 level of significance is 2.58. The computed t value is greater than the critical value. Hence there is a significant difference between the mean Emotional Stability scores of rural and urban Prospective Teachers at 0.01 level. Since the mean value of rural Prospective Teachers (66.38) is greater than that of urban Prospective Teachers, rural Prospective Teachers have more Emotional Stability.

**FINDINGS**

**Findings based on the Level of Emotional Stability of Prospective Teachers at Elementary level (Total sample and sub sample)**

1. The mean score of Emotional Stability of total sample is 65.14 and the standard deviation is 5.74. Percentage analysis shows that 14.5%, 72% and 13.5% of the Prospective Teachers have high average and low levels of Emotional Stability respectively.
2. The mean scores of Emotional Stability of 50 male and 150 female are 65.3 and 64.57 with the standard deviation 3.51 and 5.99 respectively. Percentage analysis shows that 22%, 64% and 14% of male Prospective Teachers have high, average, and low levels of Emotional Stability





respectively. It is also found that that 16.67%, 67.33% and 16% female Prospective Teachers have high, average, and low level of Emotional stability respectively.

3. The mean score of Emotional Stability of 94 rural Prospective Teachers at Elementary level and 106 urban Prospective Teachers at Elementary level are 66.38 and 64.04 with the standard deviation 5.59 and 5.69 respectively. Percentage analysis shows that 14.89%, 75.53% and 9.57% of rural Prospective Teachers have high, average, and low levels of Emotional Stability respectively. And it is also found that that 14.15 %, 64.15% and 21.69 % of urban Prospective Teachers have high level, average level, and low level of Emotional Stability respectively.

### **Findings based on the Comparison of Emotional Stability scores of various sub samples**

#### **('t' test)**

1. Comparison of Emotional Stability scores of Prospective Teachers on the basis of gender reveals that the computed 't' value is -0.82. The critical value of t with 144 degrees of freedom (df) at 0.01 level of significance is 1.66. Since the computed t value -0.82 is less than the critical value there is no significant difference between the mean Emotional Stability scores of male and female Prospective Teachers at Elementary level.
2. Comparison of Emotional Stability scores of Prospective Teachers on the basis of locale reveals that the computed 't' value is 2.93. The critical value of t with 198 degrees of freedom (df) at 0.01 level of significance is 2.58. Since the computed t value 2.93 is greater than the critical value there is a significant difference between the mean Emotional Stability scores of rural and urban Prospective Teachers at Elementary level. The mean score of rural Prospective Teachers (66.38) is greater than that of urban Prospective Teachers, rural Prospective Teachers have more Emotional Stability.

#### **SCOPE OF THE STUDY**

The majority of people in our world today do not act appropriately when faced with strong emotions. The aforementioned is supported by events like acid attacks, suicides, and social annoyances that are frequently covered by news outlets and other media. The two key psychological concepts that help people overcome emotionally unstable situations are emotional stability and self-acceptance. For children to feel content and secure, they require emotional stability. They require it to learn as well. A young child's emotional stability is a requirement for any more education. A person

with emotional stability can learn to view life's challenges in a comprehensive and well-rounded manner.

Our present schooling or academic system consist of curricula which does not enable our pupils to handle any of the emotional situations up to the mark. Nevertheless, I doubt our teachers are fully equipped to deal with those. It is essential that our teachers should have high Emotional Stability then only they can mold their pupil to act accordingly. Teachers with low Emotional Stability are prone to psychological stress and easily experience unpleasant emotions such as anger, anxiety, and depression.

In the dynamic landscape of education, prospective teachers serve as the architects of future generations. Beyond imparting knowledge, they shape young minds, nurture growth, and cultivate a supportive learning environment. Central to their effectiveness is emotional stability, a foundational attribute that underpins their interactions, decision-making, and overall well-being.

Emotional stability encompasses the ability to maintain composure, resilience, and adaptability amidst the myriad challenges encountered in the classroom. It entails managing stress, regulating emotions, and maintaining a balanced perspective even in the face of adversity. For prospective teachers, emotional stability is not merely a desirable trait but an indispensable skillset that directly influences their effectiveness as educators

At the heart of effective teaching lies the establishment of positive relationships between teachers and students. Emotional stability enables prospective teachers to navigate the complexities of human interaction with grace and empathy. By remaining composed and approachable, they create a safe and supportive environment where students feel valued and understood. This fosters trust, communication, and collaboration, laying the groundwork for meaningful learning experiences.

The classroom is a microcosm of society, comprising diverse personalities, backgrounds, and learning styles. Emotional stability equips prospective teachers with the capacity to manage these dynamics effectively. Whether addressing behavioral challenges, diffusing conflicts, or facilitating group activities, they rely on their emotional resilience to maintain order and promote a conducive learning atmosphere. Through patience, consistency, and understanding, they guide students towards academic success and personal growth.

As role models for their students, prospective teachers play a pivotal role in shaping their socio-emotional development. By demonstrating emotional stability, they impart invaluable lessons in

resilience, self-regulation, and coping strategies. Whether navigating setbacks, handling criticism, or managing workload, they exemplify the importance of maintaining a positive mindset and seeking support when needed. In doing so, they empower students to cultivate their own emotional well-being and navigate life's challenges with confidence.

In the demanding field of education, emotional stability is not only beneficial for students but also essential for the well-being of teachers themselves. By prioritizing self-care and emotional resilience, prospective teachers safeguard their mental health and prevent burnout. They recognize the importance of setting boundaries, seeking support, and engaging in self-reflection to maintain their professional efficacy and personal fulfillment. In doing so, they model a healthy work-life balance and contribute to a culture of well-being within the educational community

So, this study throws a light towards the knowledge on level of Emotional Stability of Prospective Teachers at Elementary level. This will help us to make necessary changes in the present D.El.Ed. curricula so as to increase the Emotional Stability among Prospective Teachers at Elementary level and there by molding them to nurture fruitful pupil who actively be a strong pillar of our society and nation. So,

1. The curriculum should emphasize the development of Emotional Stability of learners and curriculum transaction should aim at the attainment of values.
2. Organize seminars, symposium, discussion, conferences, and workshop related to Emotional Stability and Self-Acceptance.
3. Citizenship training camps, special camps, educational clubs, and educational tours should be executed as compulsory programs in prospective teacher education.
4. Special training programs should be organized to improve the Emotional Stability and leadership skills of students
5. Group activities and team activities must be encouraged.
6. An active guidance and counseling cell should be there in every teacher education center.
7. A friendly and approachable atmosphere should be there.

## CONCLUSION

In the demanding field of education, emotional stability is not only beneficial for students but also essential for the well-being of teachers themselves. By prioritizing self-care and emotional resilience, prospective teachers safeguard their mental health and prevent burnout. They recognize the importance of setting boundaries, seeking support, and engaging in self-reflection to maintain their professional efficacy and personal fulfillment. In doing so, they model a healthy work-life balance and contribute to a culture of well-being within the educational community. The study is done so as to understand the emotional stability of prospective teachers at elementary level.

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