



Emotional Stability and Self-Concept among Undergraduate College Students

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DOI : <https://doi.org/10.5281/zenodo.17606381>

ARTICLE DETAILS

Research Paper

Accepted: 19-10-2025

Published: 10-11-2025

Keywords:

Emotional Stability, Self-concept and Undergraduate College Students

ABSTRACT

The main purpose of this research was to a study of and emotional stability and self-concept in Undergraduate College Students male and female. The total sample consisted 70 as a variation belonging to 35 male undergraduate college students and 35 female undergraduate college students. Emotional stability scale was measured by Dr. A. Sengupta and Dr. A.K. Singh. Here Gujarati Adaptation was used which was made by Dr. Y. A. Jogsan (2014) and the research tool for self-concept scale was measured by Dr. S.P. Ahluvalya. Here Gujarati Adaptation was used which was made by Dr. Y.A. Jogsan (2014). To check the significant difference between group t-test was applied and check correlation between variables Karl Pearson correlation method was used. Here t-test used result revealed Emotional Stability and Self-Concept Among Undergraduate College Students is a significant difference. While the correlation between emotional stability and self-concept reveals 0.61 positive correlation.

INTRODUCTION:

The undergraduate college life marks a critical period of late adolescence and early adulthood, characterized by significant academic pressure, social change, and the crucial task of identity formation. Navigating this period successfully largely depends on a student's psychological resources, chief among which are Emotional Stability and Self-Concept.

Emotional Stability: This refers to an individual's capacity to maintain a calm, balanced emotional state under stress, demonstrating effective coping mechanisms, endurance, and freedom from neurotic traits like anxiety, aggression, and frequent mood swings. Emotionally stable individuals are better equipped to handle day-to-day frustrations and make rational decisions, making it a vital indicator of mental health.



Self-Concept: This is the total set of perceptions, beliefs, and attitudes an individual holds about themselves. It is a multi-dimensional construct encompassing one's self-image, self-worth (self-esteem), and self-efficacy (belief in one's own abilities). A realistic and positive self-concept helps an individual to grow professionally, academically, and socially.

The college environment introduces multiple stressors—rigorous coursework, financial burdens, establishing new social networks, and managing increased autonomy—all of which severely test a student's psychological equilibrium.

Research in educational psychology strongly suggests that these two constructs are interdependent. Students with a strong, positive Self-Concept are generally more Emotionally Stable, as they possess the resilience and belief in their competence required to cope with adversity. Conversely, low emotional stability can lead to negative self-perceptions, creating a self-reinforcing cycle of maladjustment. Therefore, examining the nature of the relationship between Emotional Stability and Self-Concept is essential for developing effective psycho-educational and counselling interventions tailored for the undergraduate population.

The current study focuses on exploring the relationship between these two variables, often including a comparison of scores across gender, to provide empirical insights into the mental landscape of young adults.

Research Problem:

“Emotional Stability and Self-Concept Among Undergraduate College Students.”

REVIEW OF LITERATURE

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods and gaps in the existing research.

1. Personality Predictors of Longevity: Activity, Emotional Stability and Conscientiousness – Source: Psychosom Med. 2008 July Objective: To examine the association between personality traits and longevity.

Findings: In preliminary analysis among the deceased, those who scored 1 standard deviation (SD) above the mean on general Activity (a facet of Extra version), Emotional Stability (low Neuroticism), or Conscientiousness lived on average 2 to 3 years longer than those scoring 1 SD below the mean. Survival analysis on the full sample confirmed the association of General Activity, Emotional Stability, and Conscientiousness with lower risk of death, such that every 1-SD increase was related to about 13%, 15%, and 27% risk reduction, respectively. The association of personality traits with longevity did not differ by sex, except for Ascendance (a facet of extraversion). Emotional Stability was a significant predictor when the analyses were limited to deaths due to cardiovascular disease, with comparable effect size for General Activity and Conscientiousness.



2. Determining Emotional Stability of Future University Teacher Bota Jaksylykovna Baitukbayeva, 2008 - Kazakh National Pedagogic University N. A. Abai Almaty, Kazakhstan. Objectives: To determine Emotional Stability of Future University Teacher Bota Jaksylykovna Baitukbayeva, 2008 -Kazakh National Pedagogic University N. A. Abai Almaty, Kazakhstan Findings: The emotional Stability is studied by psychologists within the frameworks of professional activities investigation. The analysis of the concept of emotional stability may present in the normal life.
3. Jayesh b. sarvaiya (2017) Self-Concept and Emotional Stability in students. In addition, result indicates that the revealed the significant difference in Self-concept and Emotional Stability of English medium student and Gujarati medium student.
4. Narendra K. Singh, Nishant Goyal and Vinit K. Singh (2016) Gender Differences in Self-concept among School Going Adolescents. In addition, result indicates that the revealed significant difference in Self-concept of the boys and girls among school going adolescents in Indian setting. Female students scored lower on physical Self-concept than male students, but higher on temperamental Self-concept.
5. Kinjal P. Usdadiya(2015) A study of Self-concept and Emotional Stability among Gujarati medium and English medium student. result indicates that the revealed the significant difference in Self-concept and Emotional Stability of English medium student and Gujarati medium student. Positive correlation between Self-concept and Emotional Stability.

Research Objectives

The main objectives of study were as under:

1. To measure the emotional stability in undergraduate male and female college students.
2. To measure the self-concept in undergraduate male and female college students.
3. To measure the correlation between emotional stability and self-concept.

Research Hypothesis:

To related objectives of this study, null hypothesis were as under:

1. There will be no significant difference in emotional stability of male and female undergraduate students.
2. There will be no significant difference in students. self-concept of male and female undergraduate students
3. There will be no correlation between emotional stability and self-concept.

METHODOLOGY

Sample:



According to the purpose of present study total 70 samples has been selected. There were 35 male undergraduate college students and 35 female undergraduate college students were taken as a sample from different undergraduate college of Godhra City (Gujarat).

Tools:

(1) Emotional Stability Scale: The scale was developed by Dr. A. Sengupta and Dr. A. K. Singh. This Scale translated by Dr. Y. A. Jogsan (2014) into Gujarati. The scale consisted of 15 items, each to be rated on 2-point scale. The minimum and maximum score obtained in the scale are 0 and 15 respectively. There reliability and validity are higher.

(2) Self-Concept Scale: The self-concept scale was developed by Dr. S. P. Ahluwalia's (1986). This Scale Gujarati translated by Dr. Y. A. Jogsan (2014). This scale contains 80 items with 2 alternative responses varying from yes or no response, each to be rated on 2-point scale. The minimum and maximum score obtained in the scale are 0 and 80 respectively. There reliability and validity are higher.

Procedure of Data Collection:

In this study random sampling method was used. Initial meeting with the participants was made at different undergraduate colleges of Godhra City (Gujarat). Total 70 participants (35-undergraduate male students and 35-female undergraduate college students) were taken as a sample. They were informed about the purpose of the study upon initial meeting; each participant was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this the both scales were provided to them and they were requested to fill up the both scales as per the instruction given in the scale. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Variables

(I) In dependent Variables

- Male and female undergraduate college students.

(II) Dependent Variables

- The score obtained on the Emotional Stability Scale.
- The score obtained on the Self-Concept Scale

(III) Controlled Variable

- The instructions were given to bouts groups of college students were same. The peaceful environment was maintained during feeling the scale and inventory.



Research design

The aim of present research was to a study of emotional stability and self-concept in undergraduate college student’s male and female. For these total 70 samples were taken with used random method. To check significant difference between groups t-test was used. Check relation between emotional stability and self-concept Karl Pearson 'r' method was used. Result and discussion of study is as under:

Statistical analysis

The main objective of present study was to measure the Emotional Stability and self-concept in student. In its statistical t-test method is used, to check correlation between Emotional Stability and Self-concept Karl Pearson ‘r’ method is used.

RESULT AND DISCUSSION

The main objective of present study was to do comparative study of Emotional Stability and Self-concept in undergraduate college male and female students. In its statistical t-test was used and their correlation was measured. Results discussions of present study is as under:

Table: - 1

Showing t-value score of Emotional Stability in undergraduate college students males and females

Variables	N	Mean	SD	t	Sig. lev.
Male	35	9.16	3.19	2.17	0.05
Female	35	6.52	2.14		

Sig. lev. =0.05 *

According to t-test table of emotional stability table-1 we said that t-value of Gender variable was 2.17. The mean of male undergraduate students received 9.16 and female undergraduate students received 6.52. The standard deviation of male undergraduate student 3.19 and female undergraduate students 2.14. The t-value of gender variable was significant difference at the 0.05 levels. So, we can say that first hypothesis was rejected because significant difference can be seen the t-value of medium was 2.17.

Table: -2

Showing t-value score of Self-Concept in undergraduate college students males and females



Variables	N	Mean	SD	t	Sig. lev.
Male	35	63.49	16.38	5.49	00.5
Female	35	59.32	13.17		

Sig. lev. =0.05 *

According to t-test table of self-concept table-2 we said that t-value of Gender variable was 5.49 The mean of male undergraduate students received 63.49 and female undergraduate students received 59.32. The standard deviation of male undergraduate student 16.38 and female undergraduate students 13.17 The t-value of gender variable was significant difference at the 0.05 levels. So, we can say that first hypothesis was rejected because significant difference can be seen the t-value of medium was 5.49.

Table No. 3

Correlation of Emotional Stability and Self-concept in male and female undergraduate college students

Variables	N	Mean	r	Sig,
Emotional Stability	70	59.32	0.61	0.05
Self-concept	70	36.49		

Here the correlation between emotional stability and self-concept is 0.61. This was positive correlation. It means self-concept increase emotional stability increases and self-concept decrease emotional stability decreases. So, we can say that third hypothesis was rejected.

Conclusion

We can conclude by data analysis as follows.

There was significant difference the Mean scores in emotional stability of male and female undergraduate college students. There was significant difference mean score in self-concept of male and female undergraduate college students. The correlation between Emotional Stability and Self-concept is high positive correlation.

Limitation of the research



This study had several limitations that can be addressed by future research. The participants consist only students of different college of Godhra district. So, it is not representative of all other district. Hence, a more representative participant might yield different result. For example, a participant from different city of Gujarat might show significant interaction effects of different district and city.

Suggestions

Endeavor can be executed to analyze more than 70 data of sample with efficacy to attain better results. For the accumulation of information, varied methods except scale can be adopted. Selection of sample can be accomplished with the intake of different district and city college students, different state to ascertain in their Emotional Stability and self-concept. To crown the research work, other method of selecting sample can be appropriated.

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