

EMOTIONAL STABILITY AMONG COLLEGE YOUTH WITH REFERENCE TO THE GENDER

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ABSTRACT: *The Emotional stability is vital in students' behavior. The current study aims at gauging the emotional stability of undergraduates with reference to gender orientation. The sample for the present study was randomly drawn from Govt. colleges of the city of Rawalpindi. The sample was comprised of 100 (50 males and 50 females) students. Their age range was from 17-21 years. In order to measure the level of emotional stability in males and females, a self-created poll was utilized. The questionnaire contained 22 items which required the subjects to demonstrate their responses by marking yes, can't say and no. The data was then examined by utilizing descriptive statistics such as percentage and t-test was applied in order to test the hypothesis. The findings of the study revealed that the majority of the students are emotionally stable. Further, the result uncovered a significant difference amongst male and female students as females are emotionally less stable as compared to males.*

Keywords: Stability, orientation, undergraduates, instability, responses

1. INTRODUCTION

One of the main indicators of mental health is emotional stability [1]. Johnson [2] described that emotional stability is defined as the ability to handle difficulties in life and to feel empathy for others.

Emotions seem like a landscape in our lives as a geographical upheaval where we find ourselves like a traveler and our lives seem us uneven and uncertain. [3]. People will face problem if they fail to handle his or her emotions. An emotionally stable person, as per to Pavlenko *et al.*, [4], have the ability to cope with changing condition in surroundings without any intense emotional reaction. While among an emotionally stable person is free from the sign of depression and anxiety and recognized by the calmness of mind [5].

The products of the emotional advancement are directly linked to the stable emotional behavior. A person, who has the ability to control his /her feelings even in unexpected conditions, might still be emotionally stunned or be childish in his behavior at times. According to Baumeister and Bushman [6] emotional experiences accompanied by a bodily reaction, for instance, increased heart rate and sometimes as an evaluative response to a certain event. The term emotionality is often used by researchers which refer to the temperamental or dispositional emotions related attributes. It manifests individual differences during experiences and expression of emotion. [7]. Dealing with emotions is a major component of gender-role socialization. Although the emotional range considered appropriate for males varies cross-culturally, as well as across different social classes, it is typically more restricted than the emotional range condoned for females [8]. Despite the fact that experimental studies report boys crying at least as much as girls up to the age of 5 years. Boys are generally discouraged from displaying such vulnerable emotions. Tarannum and Khatoon [9] revealed that gender is the significant predictor of emotional stability. In most of the cultures, females are considered to be submissive and less emotionally stable, whereas males are regarded as assertive, argumentative and more stable emotionally.

Izard *et al.*, [10] suggested that emotions influence cognition and adaptive functioning. Emotions are known as essential contributors which boost up students' motivation, learning, interpersonal resources as well as memory [11, 12]. It is well-known that emotions play a significant role in an educational setting. However, a lot of researches have emerged on positive and negative emotions along with academic outcomes. Even though some theoretical and empirical work is available in this field. Tarannum and Khatoon [9] uncovered emerging gender differences as an important predictor of emotional stability.

The ability to regulate emotions is different from the ability to stabilize emotions [5]. An emotionally stable person has emotional maturity, self-confidence, and stability in their lives [4]. Academic performance affected by emotional stability positively and negatively. For example, in a positive way, anxiety may increase the level of effort of students towards his/her performance [13], while in a negative way, it weakens students' performance and lead them to withdrawal, avoidance and decrease marks and GPA [14, 15, and 16]. Significant negative correlation ($r=-.369$) has been reported between emotional stability and academic performance of students by Trapmann *et al.*, [17] in meta-analysis study.

Budaev [18] found that females have higher agreeableness and lower emotional stability than males. They also reported that men's emotions are stable than women. Moreover, emotional stability is positively related to morality as observed by Sumal *et al.*, [19]. Researchers explored that emotionally stable students obtained higher scores on morality as compared to those students who were unstable emotionally. Furthermore, Zapata [20] reported that there is a noteworthy difference among students with reference to the level of emotional stability. Students who are emotionally stable can adjust themselves to society. An emotionally stable student has do not let their emotions fluctuate and have stability in their plans. So the purpose of the study is to find out "Is there any difference in emotional stability with reference to gender? It is generally believed that males are emotionally more stable compared to females. The research aims at exploring the gender differences in

emotional stability. We hypothesize that there is a significant difference between male and female students with reference to their emotional stability.

2. Methodology

Sample

Sample of the present study was composed of 100 male (50) and females (50) college students of postgraduate level. Their age range was from 17-21 years. Data was collected from postgraduate colleges of city Rawalpindi.

Measure

In order to measure emotional stability, a self-developed questionnaire was used. The questionnaire consisted of 22 items and required the subject to indicate their responses by making yes, can't say and no. The values given to responses were 3, 2 and 1 respectively. In order to find out the total score, the scoring category 'yes' was multiplied with the total number of items to get a total score i-e total score: $22 \times 3 = 66$. The cutoff score was acquired by multiplying the neutral scoring category 'cannot say' with the total number of items i-e cut off score: $22 \times 2 = 44$. This score 44 was taken as an index i-e the score above 44 indicated emotional instability while the score below 44 indicated emotional stability and if the score was exactly 44, then it showed the point lying between stability and instability.

Procedure

The questionnaire was administered on male and female college students. The purpose of the research was made clear to them. The questionnaire was completely explained to the respondents. After that, they were asked to fill in the measure with no interruption and complete honesty. There was no time limit to fill in the measure. After collection of data, it was analyzed to calculate the results in the form of tables showing the score above of the cutoff score (44) score equivalent to cutoff score (44) and score below the cutoff score, and t-test was applied to prove the hypothesis formulated.

3. Results and Discussion

Table 1: The percentages for the scores of males and females on the scale of emotional stability.

Percentage of scores	above the cutoff score(44)	equivalent to cutoff score(44)	below the cutoff score(44)
Overall percentages of male and female students	66%	13%	25%
Percentages of the scores of males students	40%	20%	40%
Percentage of the scores of females students	82%	6%	10%

Result exposed that there is a significant difference in the percentage of male and female college students with reference to their score on the scale of emotional stability. The percentage of male college students was found to be 40% on the scale of emotional stability and the percentage of female college students was calculated at 82%.

Table 2: Comparison of mean emotional stability scores of males and females

Gender	N	Mean	S D	S E	T	P
Male	50	62.25	7.50			
				1.47	2.87	<.05
Female	50	54.18	5.19			

Above table show that female students are less stable emotionally than male students. Moreover, a significant mean difference was also found between male and female students on emotional stability scale. The obtained difference in the mean adjustment scores of males and females is 8.07 which is not statistically significant because t-calculated is 2.87 which is greater than the critical value ($t=1.99$). Our research hypothesis is, therefore, retained.

These results reveal those female college students obtained high scores on the scale of emotional instability. This result is supported by Aleem [21] and Gramer and Imaike [22]. Researchers found that females are less stable emotionally as compared to males. Moreover, true empathy can be experienced by only emotional stable people, as for successful relations, it is the prime requirement. Furthermore, the reported difference between the emotional stability of male and female student may be due to our culture which represents quite a different set of value for males and females. Females are emotionally less stable due to socio-cultural and parental deprivation.

In our society, females are emotionally unstable due to the fact that they are taught that it is okay to let their emotions out more often, whereas males are taught to keep their emotions built up inside. Studies conducted by Wani *et al.*, [23] and Shaikh *et al.*, [24] find contradicts the findings of a recent study. They explored that male and female students never differ in the mean scores of emotional stability. The significant difference was highlighted between undergraduate and postgraduate students' emotional stability by Qureshi *et al.*, [25].

Moreover, Arora and Kaur [26] found that there is no significant difference between emotional stability and various dimensions of child-parent relationship such as protecting, loving, rewarding and neglecting. Furthermore, in Eastern and Western society, there is discrimination between females and males. An example is pink colour is for baby girl and blue for the baby boy. This difference starts from their birth. Parents also discriminate among their children. They show their affection to boys, so girls feel deprivation. They show less affection to girls, that situation affects their emotional stability. That may explain why females are less emotionally stable, submissive and show crying attitude. The clash between traditional expectations and current opportunities may explain why more young women than men anticipate greater difficulties in integrating their future occupational and family goal.

4. RECOMMENDATIONS

This study suffers from some limitation with regard to the number and selection of participants and the nature of the interventions. So the Same study can be undertaken on a large scale. A further investigation can be made to study the factors that lead towards emotional instability among females. Further studies can be conducted to compare students from government and public schools. The good relationship between the teacher and student will enhance the emotional stability of the students. Parents should provide a good family environment for the children and keep healthy relations with them. Parents should be treated equally and fairly to their children in order to eliminate gender inequality. Freedom to children should be provided to children at home so that they can freely express their feelings and share experiences with them. Undue control and restrictions should not be imposed on children.

5. EDUCATIONAL IMPLICATIONS

Emotional Development is one of the main parts of human growth and development. The development of students' personality is greatly affected by emotions like anger, fear, love etc. The present study may guide parents, teachers, and administrators about the emotional development of their children, students and help them to build a well-balanced personality. In adulthood, emotional development is at peak. And almost all individuals achieve emotional maturity during this period of adulthood. The study will be beneficial for the postgraduates and research scholars to have a kind of consideration towards their emotional development and will make them mindful about the significance of emotional maturity in the present fast changing global world.

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