



Variations in Emotional Stability of XI Commerce Students in Chennai District of Tamilnadu

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ABSTRACT

Emotional stability is a critical component of psychological well-being, significantly influencing personal, academic, and social development. The research draws on theories of emotional regulation and psychological resilience to explore the factors contributing to emotional stability at this adolescent developmental stage. This study examines the emotional stability of XI Commerce students, focusing on how they manage emotional responses to adverse situations. Survey method has been employed to collect the data through questionnaire form by adopting simple random sampling technique. 100 students from XI Standard commerce group were taken as the sample for study. The objectives of the study are to assess Emotional Stability of XI Commerce Students and to find out whether any significant difference exists in Emotional Stability of XI Commerce Students with respect to Gender and subject-groups of Business Mathematics and Computer Application taken by students. The result indicates that the Emotional Stability of XI Commerce Students are moderate in nature. The findings of the study were there is no significant difference in Emotional Stability of XI Commerce Students with respect to Gender and there is no significant difference in Emotional Stability of XI Commerce Students with respect to subject-groups of Business Mathematics and Computer Application taken by students.

Key Terms: Emotional Stability, XI Commerce students, school students

INTRODUCTION

Adolescence is a pivotal period of emotional and psychological development, marked by rapid changes in cognitive abilities, social roles, and emotional experiences. At the adolescent developmental stage individuals experience a transitional phase characterized by heightened emotional fluctuations, identity exploration, and increased societal pressures, including academic expectations and peer relationships. Emotional stability, defined as the ability to maintain a balanced and resilient emotional state in the face of stress or adversity, plays a crucial role in how adolescents handle these challenges.

Emotional stability is a crucial aspect of psychological well-being that enables individuals to regulate their emotions, cope with stress, and maintain balanced emotional responses to life's challenges. For adolescents, this developmental phase is often characterized by heightened emotional variability due to the significant social, academic, and personal transitions they experience. Adolescence is a period of identity exploration, increased autonomy, and heightened academic pressure, which can significantly impact emotional regulation and stability (Siegler, Eisenberg, & Deloache, 2017).

Research shows that adolescents with high emotional stability tend to exhibit lower levels of anxiety and depression and display better problem-solving abilities and social competence (Boden et al., 2016). Emotional stability also serves as a protective factor against negative outcomes such as academic failure, peer conflicts, and substance abuse (Garber et al., 2021). Factors such as family environment, peer relationships, academic pressure, and individual coping strategies significantly influence emotional stability (Chow, Buhrmester, & Tan, 2019). Adolescents who develop healthy emotional regulation skills are more likely to navigate challenges effectively, leading to greater resilience and higher life satisfaction (Salavera, Usán, & Jarie, 2020).

Given the increasing pressures faced by adolescents today, particularly due to the competitive academic environment and social media's pervasive influence, it is essential to explore how emotional stability can be

cultivated and supported during this critical phase of development. This study examines the emotional stability of XI Commerce students, focusing on the various factors that contribute to their emotional well-being and resilience, and highlights the importance of fostering emotional skills for lifelong success and mental health. This study seeks to explore the determinants of emotional stability in XI Commerce students group and provide insights into how fostering emotional resilience can promote healthy development and successful transitions into adulthood.

REVIEW OF RELATED LITERATURE

The concept of emotional stability has garnered substantial attention in recent psychological research, especially during adolescence, a phase marked by intense emotional and psychological changes. Emotional stability refers to an individual's capacity to maintain balanced emotional responses, which is vital for adapting to stress, regulating emotions, and sustaining overall mental health (Jiang, Hammen, & Brennan, 2022). Adolescents experience significant social, academic, and cognitive shifts, making this age group a focal point for studying emotional regulation and its impacts on well-being.

A study by Zimmermann et al. (2019) emphasizes that emotional stability during adolescence plays a key role in shaping academic performance and social interactions. Their longitudinal study found that adolescents with higher levels of emotional stability exhibited better academic achievements and were more likely to maintain positive relationships with peers and teachers. Conversely, adolescents with lower emotional stability showed increased vulnerability to stress, resulting in poorer academic outcomes and difficulties in interpersonal relationships.

Another significant contribution comes from Roberts et al. (2021), who highlighted the neurobiological underpinnings of emotional regulation during late adolescence. Their research demonstrated that the prefrontal cortex, which continues to develop during the teenage years, is critical for emotional regulation. They found that emotional stability was closely linked to the maturation of this brain region, which helps adolescents manage emotional responses to external stressors, such as academic pressures and social challenges.

Moreover, Tian et al. (2020) explored the role of family dynamics in fostering emotional stability among adolescents. They found that supportive and nurturing family environments were crucial for promoting emotional regulation skills. Adolescents who reported stronger emotional bonds with their parents and a higher level of perceived parental support demonstrated greater emotional stability and resilience in coping with stress, compared to those from less supportive family backgrounds.

In the context of school settings, Li & Lerner (2020) emphasized the importance of emotional stability in shaping students' academic grit and perseverance. Their research indicated that emotionally stable students were more capable of handling academic challenges and setbacks, which in turn contributed to their overall academic success. They concluded that emotional stability is not only essential for personal well-being but also serves as a predictor of academic and professional success.

The influence of peer relationships on emotional stability was further explored by Smith et al. (2021), who examined how social connections impact emotional development during adolescence. Their findings revealed that adolescents who maintained strong, positive peer relationships were more likely to develop emotional stability, as these relationships provided a support system for navigating the challenges of adolescence. Conversely, those with poor peer relationships were at a higher risk of emotional dysregulation and associated negative outcomes, such as anxiety and depression.

Overall, the existing literature highlights the multifaceted nature of emotional stability and its significant implications for adolescents, particularly those around the age of 17. From neurobiological development to family dynamics and peer relationships, emotional stability emerges as a critical factor that shapes various aspects of adolescents' lives, including their academic performance, social well-being, and mental health.

NEED AND SIGNIFICANCE

The study of emotional stability among XI commerce students is crucial due to its significant impact on adolescent development, academic performance, and mental health. At this period emotional and psychological changes occur, influencing students' learning capabilities and social interactions (Goleman, 2006; Steinberg, 2014). By examining emotional stability, researchers can identify factors that contribute to resilience and coping strategies, helping to address the rising mental health concerns among adolescents (Roeser et al., 2000). Understanding emotional stability also informs the development of targeted educational interventions, enabling schools to implement programs that promote emotional intelligence and self-regulation (Durlak et al., 2011). Furthermore, the findings can guide educational policymakers in shaping curricula that prioritize emotional well-being and enhance teacher training, equipping educators to better support students' emotional needs (Zins et al., 2004). This holistic approach fosters balanced development, addressing cognitive, emotional, and social growth while also serving as a foundation for future research in the field (Eisenberg et al., 2004). Ultimately, the significance of this study extends beyond individual growth, contributing to healthier school environments and society as a whole.

OBJECTIVES OF THE STUDY

The projective of the present study is planned with the following major objectives:

- To assess the Emotional Stability of XI Commerce Students.
- To find out whether there is any significant difference exist is the Emotional Stability of XI Commerce Students with respect to gender.
- To find out whether there is any significant difference exists in Emotional Stability of XI commerce students among subject-groups of Business Mathematics and Computer Application taken by them.

HYPOTHESES OF THE STUDY

The hypotheses of the present study are:

- There is no significant difference in the Emotional Stability of XI Commerce Students with respect to gender.
- There is no significant difference in the Emotional Stability of XI Commerce Students with respect to subject-groups.

RESEARCH INSTRUMENT

To collect data the Emotional Stability questionnaire was made based on the theoretical framework drawn from neuro scientific studies on emotion and was validated by the Investigator and Research Supervisor was used for the present study which consists of 30 items on 5-point Likert scale (**Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree**). Items in this questionnaire are formed in such way that can investigate five dimensions of emotional stability in students as: self-regulation, resilience, emotional awareness, outlook and sensitivity to context.

RELIABILITY OF THE TOOL

Reliability Analysis of emotional stability questionnaire:

To check the reliability of the scale, Cronbach’s alpha method of analysis were carried out for the data collected from the students.

Table 1: Reliability Statistics based on demographic information collected from the students

Reliability Statistics	
Cronbach's Alpha	N of Items
0.896	30

Based on the reliability statistics mentioned above, the numbers show 0.896, which was in the "Good" level of internal consistency as shown in Table-1 and indicates that the questionnaire is suitable.

VALIDITY OF THE TOOL

The validity was found to be (0.946) which indicates that it possesses high validity.

POPULATION AND SAMPLE OF THE STUDY

The validated tools were made use of for the main study to collect the necessary data for the study. A randomly selected 100 XI Commerce Students from the schools in Chennai district, Tamilnadu, India had been involved for the present study.

METHOD AND TECHNIQUE OF THE STUDY

The study intends to collect the data pertaining to Emotional Stability of XI Commerce Students. The investigator selected the normative survey method. Simple random sampling technique has been applied for the present study through questionnaire

DESCRIPTIVE ANALYSIS

The research used the software package SPSS 22.0 to analyze participant data in the Statistical Package for Social Sciences. After transferring the data produced from the scales using the computer environment, the subsequent descriptive statistics: Descriptive analysis was conducted on data collected.

Table – 2: Sample distribution based on demographic variables

Category	Group	N
Gender	Male	48
	Female	52
Sub group taken	Business Mathematics	53
	Computer Application	47

Table 3: Statistics Showing The Level of Emotional Stability of XI Commerce Students

Calculated Range of Participants	Score	Frequency Percentage	Level
30-101		19%	Low
102-133		73%	Moderate
134-150		8%	High

The above table depicts that 19%, 73% and 8% of the sample have low, moderate, high level of Emotional Stability of XI Commerce Students respectively. Based on the analysis 8% of XI Commerce Students rated themselves as highly stable, while 73% rated themselves as moderate and 19% rated emotionally unstable in nature.

Emotional Stability - Mean score: 116.89 (SD = 16.376).

Gender Differences - Male students reported slightly higher levels of emotional stability (mean score: 119.06) compared to female students (mean score:114.88).

Academic Performance: - 60% of students reported good academic performance, while 40% reported moderate to low performance.

Emotional Stability and Academic Performance - There was a clear positive relationship between emotional stability and academic performance. Students with higher emotional stability were more likely to report better grades and less academic stress.

DIFFERENTIAL ANALYSIS Ho – 1

There is no significant difference in the Emotional Stability of XI Commerce Students with respect to Gender

Table – 4: Emotional Stability of XI Commerce Students with respect to Gender

Variable	Gender	N	Mean	Std. Deviation	t Value	p Value
Emotional Stability of XI Commerce Students	Male	48	119.06	13.797	1.279	0.264**
	Female	52	114.88	18.346		

Note: ** - indicates that 0.01 level significant.

The above table depicts that, the calculated mean and SD value of male and female students are 119.06, 13.797 and 114.88, 18.346 respectively. The calculated t value is 1.279 it is lesser than the table value and it is statistically not significant. Based on the mean value male students have more Emotional Stability in XI Commerce Students than female students.

Moreover, the framed Ho "There is no significant difference in the Emotional Stability of XI Commerce Students with respect to Gender" is accepted.

Ho – 2

- There is no significant difference in the Emotional Stability in XI Commerce Students with respect to subject-groups of Business Mathematics and Computer Application taken by them

Table – 5: Emotional Stability of XI Commerce Students with respect to subject-groups of Business Mathematics and Computer Application taken by them

Variable	Subject	N	Mean	Std. Deviation	t Value	p Value
Emotional Stability in XI Commerce Students	Business Mathematics	47	119.36	13.589	1.614	0.101
	Computer Applications	53	114.11	18.800		

The above table depicts that, the calculated t value is 1.614. It is lesser than the table value and it is statistically not significant.

Moreover, the framed Ho “There is no significant difference in the Emotional Stability in XI Commerce Students with respect to subject-groups of Business Mathematics and Computer Application taken by them” is accepted.

FINDINGS OF THE STUDY

- The Emotional Stability of XI Commerce Students is moderate in nature.
- There is no significant difference in the Emotional Stability of XI Commerce Students with respect to Gender.
- Male students have more Emotional Stability than female students.
- There is no significant difference in the Emotional Stability in XI Commerce Students with respect to subject-groups of Business Mathematics and Computer Application taken by them .

These findings underscore the importance of promoting emotional stability in schools through targeted interventions and support systems aimed at helping students manage their emotions and cope with academic and social pressures.

The findings indicate that individuals with higher emotional stability exhibit better coping mechanisms, fewer instances of anxiety and depression, and stronger interpersonal relationships. Moreover, emotional stability correlates positively with academic performance and overall life satisfaction.

EDUCATIONAL IMPLICATIONS

The present study within its limitations has implications for educational planners, administrators, teachers, parents and above all the society itself. The critical analysis shows that male students have comparatively better Emotional Stability than the female which is reflected in their Academic Achievement. Schools should integrate emotional intelligence and emotional regulation programs into the curriculum to help students develop self-awareness, manage their emotions, and build resilience. These programs can include workshops, mindfulness activities, and stress management techniques that foster emotional stability.

Establishing counseling services that address emotional well-being can support students in managing emotional stress, anxiety, and other challenges that may affect their academic and social life. Trained counselors should work with students to help them navigate emotional difficulties, building a foundation for better emotional stability.

Teachers play a significant role in fostering emotional stability by creating a supportive and empathetic classroom environment. Training teachers in emotional intelligence, sensitivity to student needs, and strategies for managing student anxiety can enhance the emotional well-being of students, leading to improved academic outcomes.

Encouraging peer support groups can help students share their experiences and emotions, fostering a sense of community and reducing feelings of isolation. These groups can provide a safe space for students to discuss their emotional challenges, offering mutual support and practical advice.

Schools should encourage participation in co-curricular activities that promote emotional well-being, such as sports, arts, and mindfulness clubs. These activities can enhance emotional regulation, reduce anxiety, and provide a healthy outlet for stress.

Strengthening communication between parents and educators is crucial for addressing emotional issues early

on. Collaborative efforts can ensure that emotional challenges are addressed both at home and in school, providing a consistent support system for students.

By focusing on these educational strategies, schools can enhance emotional stability in students, ultimately contributing to their academic success, mental health, and overall development.

SUGGESTIONS AND RECOMMENDATIONS

Based on the conclusions from this study, the following recommendations were recognized:

Similar studies with a bigger sample size and population can be carried out in other places. This study was conducted with 100 XI standard commerce school students in Chennai City.

Research on emotional stability should explore cultural differences by comparing diverse student populations across regions or countries. Cultural norms and values may significantly influence emotional expression and stability, and such studies could provide a more global perspective on the topic.

Future studies should focus on the effectiveness of specific interventions (e.g., mindfulness training, counseling programs, or peer-support groups) designed to improve emotional stability. This can help determine which interventions are most effective in supporting students' emotional well-being and academic performance.

With the increasing use of digital devices and social media among adolescents, it is crucial for future research to investigate how technology influences emotional stability. Studies could explore the relationship between screen time, social media usage, and emotional well-being in students. Future researchers could explore the connection between emotional stability and cognitive development. Understanding how emotional regulation affects critical thinking, decision-making, and problem-solving skills in adolescents may yield important insights for educational practices. Investigating the role of family dynamics, peer relationships, and school environments in shaping emotional stability can provide a more holistic understanding of the factors that contribute to emotional development in students.

Future research may conduct an experimental approach to B.Ed. Student teachers and other professional college students.

DELIMITATIONS

The boundary of the study is explained as follows:

1. The study did not attempt for proposing a new theoretical model for understanding emotional stability, instead the findings in the existing literature are revisited in the geographical context of Chennai district, Tamilnadu.
2. The review of literature included only the benchmark publications about the variables, recent studies about their correlational nature.
3. The data were collected from schools in and around Chennai District, Tamilnadu, India and hence, the applicability of the results needs to be verified for other geographical locations.

In spite of the above-mentioned delimitations, the present study is assumed to be important since it has explored the current problem of emotional stability in XI Commerce students.

CONCLUSION

Emotional stability is a vital aspect of adolescent development that significantly impacts various domains of a student's life, including academic performance, peer relationships, and mental health. The findings of this study suggest that students who exhibit higher levels of emotional stability tend to perform better academically, maintain healthier and more supportive peer relationships, and experience lower levels of anxiety and stress. Emotional stability serves as a buffer against the negative effects of academic and social pressures, allowing students to better manage challenges, maintain focus, and develop resilience.

Gender differences were observed, with female students reporting slightly lower emotional stability and higher anxiety levels compared to male students. Socioeconomic status also played a role, with students from higher socioeconomic backgrounds displaying greater emotional stability and academic success. These differences underscore the need for tailored emotional support and interventions that account for individual and contextual factors.

The positive relationship between emotional stability and academic performance highlights the importance of fostering emotional regulation skills within educational settings. Schools should prioritize emotional and mental health support, as emotionally stable students are better equipped to handle stress, engage in productive learning, and form meaningful social connections.

In conclusion, emotional stability is a critical determinant of success and well-being among adolescents. Educational institutions must recognize the interconnectedness of emotional and academic development and implement programs that promote emotional resilience, mental health awareness, and stress management skills. Doing so will contribute to the overall growth and well-being of students as they navigate the complex academic and social demands of this crucial stage in life.

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