
Emotional Stability among Trainee Teachers in India: A Study of Seemanchal Districts of Bihar

Dr. Prerna Mandhyan

Assistant Professor, D. S. College, Katihar, Bihar (India)

E-mail: prerna.mandhyan@gmail.com

ABSTRACT:

Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. Researcher found while reviewing the previous work that emotional stability of teachers determines perceptions of their classroom management, teacher-student relationships, and methodological-didactic setting disruptions. But the question was, is emotional stability matters in rural parts also. Researcher started to think about emotional stability of trainee teacher in backward districts of India. During training, these trainee teachers hardly get proper opportunity to acquire teaching skills as well as skills to deal with the social environment, in which emotional stability plays an important role being a significant trait of personality. Keeping this in mind, the researcher has conducted a study to explore further about the emotional stability of trainee teachers studying in teacher training institutions in Seemanchal districts of Bihar, with respect to their academic stream, nature of institution, and gender. A standardized tool developed by Singh and Kumar (2009) was used to collect the data on seven major traits of emotional stability, i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt. The researcher found in the study that nature of institution is not a significant contributor for the development of emotional stability. Gender-wise also, there is no significant difference in the emotional stability. The emotional stability differs significantly among the trainee teachers from different academic backgrounds, i.e., science, social science and humanities.

Keywords: Teacher training, Emotional stability, Gender, Type of Institutions, Academic streams

INTRODUCTION

In This Era of Technology, everyone is facing difficulties. These difficulties give rise to many psychosomatic problems such as anxiety, tensions, frustrations and mental upsets to every one and teacher is not different. 'A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy, vitality and he should be free from physical defects. This will make him alert, cheerful, happy, dynamic and enthusiastic. He can maintain emotional stability' (Singh, 2009). Therefore, the study of emotional stability that deals with the interplay of forces with intensities and

quantities, is now become an area of consideration among teachers and also among trainee teachers. Abdullaeva (2014) identified:

“Emotional stability as one of the most important professional significant qualities of the budding teachers, which promotes to adaptation and success in professions, conservation of psychological health and stabilities of the emotional condition at realization professional-pedagogical activity, allowing prevent the development of the syndrome of the emotional burning-out and deformation to personalities emerges.”

Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development (Pant and Joshi, 2016). “Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. (Smitson, 1974)”. Shahana (2022) considered emotional stability as an ability to uphold one’s emotional equilibrium over hectic situation. She found it contradictory of emotional unsteadiness and neuroticism.

The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes. (Aleem, 2005). Highlighting the importance of emotional stability for teachers, Sarvaiya (2019) argued that it is a tool for promoting students mental health and personality. The importance of research in the area is well argued by Frenzel, et. al. (2021), who stated that “evidence on teacher emotions and their implications is rapidly growing. However, perhaps because the field is still in its infancy, the questions driving teacher emotion research have been fairly simplistic and overwhelmingly unidirectional.” Therefore, it is essential for educational growth and development. The teachers need to be trained during their teacher training programmes, so that they can further teach students to control, maintain, and develop emotions.

Review of the Related Literature

A lot of studies have been carried out on various psycho-social co-relates of Emotional stability as Sumal et al., (1998) observed that emotional stability was positively and significantly related to morality. Subjects who were emotionally stable obtained higher scores on morality compared to those who were emotionally unstable. Studies concerned with teacher and teacher educators are not enough to explore the need of emotional stability and its impact on teaching. Few studies like Halpi *et at.* (1982), suggests that traits like emotional instability and worry are prevalent among teachers whose pupil control orientation is authoritarian in nature. Studies have revealed that teacher trainees lack emotional stability, a trait deemed desirable by Ryans (1967), while Tarpey (1965) and Elmore and Ellett (1979/80) showed that their student teachers to be emotionally stable, enthusiastic and cheerful. Khatoon (2015) was of the opinion that Emotional stability plays an important role in academic profession as impacts directly the teacher’s behavior and teaching method. Wettstein, et. Al. (2021) acknowledged the importance of *emotional stability as a* resistance to psychological distress. They found that teachers with low levels of emotional stability have more chances for development of psychological stress. They further inferred in their study that emotional stability of

teachers determines perceptions of their classroom management, teacher–student relationships, and methodological-didactic setting disruptions.

These studies have created a confusing picture and researchers started to think about emotional stability of trainee teacher in backward districts of India. During training, these trainee teachers not only acquire teaching skills but also of skills to deal with the social environment, in which emotional stability plays an important role being a significant trait of personality. It has been emphasized that the emotionally stable individual has the capacity to 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 demands of the situations.

In the view of above discussions, researchers have decided to carry out a study of Emotional Stability among trainee teachers.

Statement of the Problem

The research problem can be stated as *“to study the emotional stability of trainee teachers studying in teacher training institutions in Seemanchal districts of Bihar, with respect to their academic stream, nature of institution, and gender”*. In order to make problem researchable, researcher have decided to analyze the seven major traits of emotional stability: Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt.

Objectives of the Study

The major objectives of the study were:

- To analyse the status of emotional stability and its traits among trainee teachers.
- To compare the emotional stability among trainee teachers from Government added Teacher Training Institutions and Self-financing Teacher Training Institutions.
- To compare the major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among trainee teachers with respect to gender.
- To compare the major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among trainee teachers with respect to their academic stream, i.e., humanities, social sciences and sciences.

Hypotheses

H₀₁: There is no significance difference on overall score and on major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among trainee teachers from Government added Teacher Training Institutions and Self-financing Teacher Training Institutions.

H₀₂: There is no significance difference on overall score and on major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among male and female trainee teachers.

H₀₃: There is no significance difference on overall score and on major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among trainee teachers with respect to their academic stream of graduation, i.e., humanities, social sciences and sciences.

Delimitations of the Study

The present study was conducted in three Seemanchal Districts of Bihar state of India. The trainee teachers from all pre-service training colleges are considered as population for study.

Sampling Technique and Sample

For the present study, after enlisting all the government aided and self-financing teacher education institutions, Overall, 350 trainee teachers have been taken in sample by using stratified random sampling technique. Out of which, 136 were from government aided teacher training institutions and 214 were taken from Self-financing Teacher Training Institutions.

Tool Used for the Study

Researcher has used Emotional Stability Questionnaire (ESQ) constructed by Singh and Kumar (2009). This is a 03-point Scale consists of 70 items to measure seven traits of Emotional Stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt. The tool is a standardized tool based on traits suggested by Shepherd (2003) in his personality questionnaire 'Know your Mind.' Tool has a test-retest reliability (with a time-gap of 35 days) at 0.81. Besides face validity, as all items were related to the variable under focus, the scale has high content validity. The content of questionnaire was also examined by four experts of educational psychology and measurement to fix its experts validity. The questionnaire was developed in Hindi language to remove the language hindrance as the region selected for study is a Hindi spoken region.

Statistical Technique Used for Analysis

Researcher has used t-test assuming unequal variance and Single Factor ANOVA to test the hypotheses formulated.

Analysis and Interpretation of Data

As the hypotheses have been formulated, the data collected was analyzed in accordance with the hypotheses. The summarization of data interpretation to compare the emotional stability scores of trainee teachers from Government aided Teacher Training Institutions and Self-financing Teacher Training Institutions has done in the table 1.

Traits	Government (N=136)		Self-Financing (N=214)		t-value (0.05 level of significance)
	Mean	Variance	Mean	Variance	
Self-esteem	25.81	4.17	25.22	7.60	2.27
Happiness	26.91	3.56	25.92	3.97	4.69
Anxiety	26.68	1.95	26.79	4.45	0.63
Obsessiveness	22.36	10.42	22.39	10.17	0.08
Independence	23.43	11.39	25.50	11.51	0.59
Hypochondria	25.54	7.97	24.47	8.40	3.42
Guilt	26.67	3.44	26.15	4.91	2.36
Total Score	177.39	41.56	176.44	81.26	1.14

Table 1: Emotional Stability with respect to nature of Institution

The Table 1 is showing the t-values on all the seven traits of emotional-stability as well as on overall score. On the basis on overall score, the hypothesis H_01 is accepted, i.e., there is no significance differences in emotional stability of trainee teachers of government aided and self-financing institutions.

On analyzing the scores on various traits of emotional-stability, it was found that there is significant difference in scores on self-esteem, happiness, hypochondria and guilt. On the other hand, on traits like, anxiety, obsessiveness and independence, there is no significant difference.

This reflects that emotional stability in general has no linkage with nature of the institution.

In order to test the null hypothesis H_02 : There is no significance difference on major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among male and female trainee teachers, the data was analyzed using t-test and outcomes of the analysis are tabulated in table 2.

Traits	Female (N=196)		Male (N=154)		t-value (0.05 level of significance)
	Mean	Variance	Mean	Variance	
Self-esteem	24.98	7.49	26.05	4.27	4.13
Happiness	26.59	4.42	25.95	3.34	3.04
Anxiety	26.93	2.75	26.52	4.32	1.99
Obsessiveness	22.12	11.38	22.70	8.67	1.71
Independence	24.93	12.67	24.39	12.10	1.44
Hypochondria	25.48	6.65	24.12	9.83	4.34
Guilt	26.07	4.28	26.76	4.34	2.79
Total Score	177.11	69.73	176.42	61.15	0.79

Table 2: Emotional Stability with respect to Gender

The Table 2 is showing the t-values on all the seven traits of emotional-stability as well as on overall score with respect to gender. On the basis on overall score, the hypothesis H_02 may be accepted.

On analyzing the scores on various traits of emotional-stability, it was found that there is significant difference in scores on self-esteem, happiness, anxiety, hypochondria and guilt. On the other hand, on traits, obsessiveness and independence, there is no significant difference. However, this finding is in contradiction with Sarkar and Chakraborty (2021), who found in their study that female students are emotionally more stable than the male students irrespective of their habitat of school. Kumaravelu (2018) also finds similar results when he reported that girls are slightly higher when compared to boys in their emotional stability.

This reflects that certain trait of emotional stability, like self-esteem, happiness, anxiety, hypochondria and guilt are differing significantly between male and female trainee teachers.

In order to test the null hypothesis H_03 : There is no significance difference on major traits of emotional stability i.e., Self-Esteem, Happiness, Anxiety, Obsessiveness, Independence, Hypochondria and Guilt among trainee teachers with respect to their academic stream, i.e., humanities, social science and science. As there were three groups in the hypothesis, the data was analyzed using Single Factor ANOVA and outcomes of the analysis are tabulated in table 3.

Traits	Humanities (N=82)		Social Science (N=111)		Science (N=157)		F-value (0.05 level of significance)
	Mean	Variance	Mean	Variance	Mean	Variance	
Self-esteem	26.29	4.36	25.43	6.36	25.03	6.86	7.07
Happiness	26.60	3.40	26.20	3.45	26.23	4.77	1.14
Anxiety	27.15	2.03	26.88	2.83	26.45	4.53	4.31
Obsessiveness	23.43	10.72	25.60	10.22	24.71	13.65	9.41
Independence	24.10	9.70	25.10	8.74	25.13	7.36	2.55
Hypochondria	22.06	9.61	22.95	11.01	22.13	9.81	2.69
Guilt	26.70	3.50	26.26	4.74	26.24	4.58	1.44
Total Score	176.33	51.14	178.43	67.92	175.92	70.15	3.36

Table 3: Emotional Stability with respect to Academic-stream

The F-ratios in table three reflect that there is a significant difference in the emotional stability scores of trainee teachers with respect to their academic stream of the study. (F value is 3.36, which is more than the critical value 3.02 at 0.05 level of significance.) The comparison of mean score reveals that overall mean score of trainee teachers from social science background is the highest and trainee teachers from science background is lowest. Further, it is also found that there is significant difference in means on the traits like self-esteem, anxiety and obsessiveness. From this analysis, it can be inferred that academic background of the trainee teachers has an association with their emotional stability. The students coming from social science background to teacher training programmes, are significant more stable emotionally.

Findings and Discussion

The researcher while analyzing data found some interesting findings. A few of these are not in tune with existing findings. Emotional stability as emerged as a trait of personality of trainee teachers, which is very essential for their success in teaching profession. A number of researchers has argued and supported it. Abdullaeva (2014), Khatton (2015), McCarthy (2016), Wettstein, et. Al. (2021), etc. are of the opinion that a high degree of emotional stability protects teachers against stress and make them successful teachers with very positive perception towards classroom activities. The researcher found in the study that nature of institution is not a significant contributor for the development of emotional stability. This finding will also help in neutralizing an ongoing debate up to some extent on preparation of quality teachers in government funded institutions and self-financing institutions in the country. The finding that gender-wise there is no significant difference in the emotional stability, is in contradiction of a few studies and also the general assumption, that females are more emotionally stable as compared to males. Another significant outcome of the study is that emotional stability differs significantly among the trainee teachers from different academic backgrounds, i.e., science, social science and humanities. The lowest overall mean score of trainee teachers from science stream on emotional stability reflects that there is a need to work more with them to make them more emotionally stable. Thus, it could be summarized that emotional stability is a significant contributor to

the success of an individual in the teaching profession. The teacher training programmes must ensure the activities and component in the whole programme develop better emotional stability among trainee teachers.

References

- [1]. Abdullaeva S.H. (2014). Shaping to emotional stability future teachers of the professional education, Psychological sciences, *European journal of natural history*, (04), 23-24
- [2]. Aleem, S. (2005), Emotional Stability among College Youth, *Journal of the Indian Academy of Applied Psychology*, 31 (1-2), 100-102
- [3]. Elmore, R. F. and Ellett, C. E. (1979/1980). Personality Characteristics, Belief Systems, and Cognitive Performance of Exiting Teacher Education Students. *Journal of Experiments in Education*. 48(2): 104-109.
- [4]. Frenzel, A. C., Daniels, L. and Burić, I. (2021) Teacher emotions in the classroom and their implications for students, *Educational Psychologist*, 56:4, 250-264, DOI: 10.1080/00461520.2021.1985501
- [5]. Halpi, G., Halpin, G. Harris, K. (1982). Personality Characteristics and Self-Concept of Preservice Teachers Related to Their Pupil Control Orientation. *Journal of Experiments in Education*. 50(4): 195-199
- [6]. Khatoon, N. (2015). Emotional stability, self professional development and its role in effective teaching, *International Journal of Business and General Management*, 4 (04), 9-14
- [7]. Kumaravelu, G. (2018). Emotional stability of high school students in relation to their selected variables, *Journal of Emerging Technologies and Innovative Research*, 5 (01). 167-169
- [8]. McCarthy CJ, Lambert RG, Lineback L, Fitchett P, Baddouh PG. (2016). Assessing teacher appraisals and stress in the classroom: review of the classroom appraisal of resources and demands. *Educational Psychology Review*, 28(3): 577–603
- [9]. Pant, P. and Joshi, P. K. (2016). A Comparative Study of Emotional Stability of Visually Impaired Students Studying at Secondary Level in Inclusive Setup and Special Schools, *Journal of Education and Practice*, 7 (22). 53-58, <https://files.eric.ed.gov/fulltext/EJ1112946.pdf>
- [10]. Ryans, D. (1967). *Characteristics of Teachers*. American Council on Education, Washington D.C.
- [11]. Ryans. D.G (1960), “*Prediction of teacher effectiveness*” In Encyclopedia of Educational Research, 3rd Edition, NY, Macmillan, pp1486-1490
- [12]. Sarkar, P. and Chakraborty, S. (2021). Emotional Stability and Academic Achievement among Students at Upper Primary Level in West Bengal, *International Journal of All Research Education and Scientific Methods*, 9(09), 534-545
- [13]. Sarvaiya, J. B. (2019). A study of self-concept and emotional stability in students, *International Journal of Research and Analytical Reviews*, 6 (01), 201-205
- [14]. Shahana, A. M. (2022). Emotional stability of B.Ed. Student Teachers, *International Journal of Novel Research and Development*, 7 (03), 589-595

- [15]. Singh G. and Kumar G. (2009), Does EQ matters to be An Effective Teacher? A Study of Secondary School Teachers, *Educational Herald*, 38 (4), 46-55
- [16]. Smitson. W. S (1974), “*The meaning of emotional maturity*”. MH, Winter, 58, 9-11.
- [17]. Sumal et al., (1998). Emotional stability and morality: An empirical study. *Indian Journal of Psychological Issues*, 6, 26-28.
- [18]. Tarpey, M. S., (1965). Personality Factors in Teacher Trainee Selection. *British Journal of Educational Psychology*. 35: 140-149.
- [19]. Wettstein, A., Ramseier, E. and Scherzinger, M. (2021). Class- and subject teachers’ self-efficacy and emotional stability and students’ perceptions of the teacher–student relationship, classroom management, and classroom disruptions, *BMC Psychology*, 9:103, <https://doi.org/10.1186/s40359-021-00606-6>

Cite this Article

Dr. Prerna Mandhyan, “Emotional Stability among Trainee Teachers in India: A Study of Seemanchal Districts of Bihar”, International Journal of Multidisciplinary Research in Arts, Science and Technology (IJMRAST), ISSN: 2584-0231, Volume 2, Issue 1, pp. 35-42, January 2024.

Journal URL: <https://ijmrast.com/>

DOI: <https://doi.org/10.61778/ijmrast.v2i1.35>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).