A STUDY OF SELF-CONCEPT AND EMOTIONAL STABILITY IN STUDENTS

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ABSTRACT: *Education and language are well connected and are inseparable components of each other. The former is not possible without the latter. Thus a careful decision regarding the medium of instruction in education with reference to the learner's development and learning competence is more crucial when it is being decided in country like India, which is totally diverse in nature. The medium of instruction makes the learning pattern simple or complex. The opinions of people in the country like India for the medium of instruction are confused. The main purpose of this research was to a study of self-concept and emotional stability in students. The total sample consisted 120 as a variation belonging to 60 Gujarati medium students and 60 English medium students. 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). And 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). 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 self-concept and emotional stability is a significant difference. While the correlation between self-concept and emotional stability reveals 0.56 positive correlation.*

Key Words: Self-Concept and Emotional Stability.

Education and language are well connected and are inseparable components of each other. The former is not possible without the latter. Thus a careful decision regarding the medium of instruction in education with reference to the learners' development and learning competence is more crucial when it is being decided in country like India, which is totally diverse in nature. The medium of instruction makes the learning pattern simple or complex. The opinions of people in the country like India for the medium of instructions are shaky. Generally people believe that the education given in second language is always hindering the learners' innate potentials. This has been a major reason to conduct the research.

The present paper discussed on emotional stability and self-concept at students. The study attempts to analyze the various aspects of emotional stability and self-concept among higher secondary students. The end of the twentieth century and beginning of the twenty first century have seen on unprecedented upsurge in activities revolving around the teenage adolescence students. It is the dire need of the hour that as teenage adolescence students we should have proper emotional development to rightly use our human emotions. So our human mind has something vital to do with human emotions and we should give a self-concept to control our emotions with the mind! But our emotions need to be understood, taught, trained and controlled by the mind! Emotional stability moves beyond intelligence to a higher state of consciousness, guided by what one senses, feels and intuits, and one's heart. Emotional stability and self-concept is a tool for promoting students mental health and personality.

On the other hand, Self Concept is one's image in one's eyes. Every person tries to equip on self in such a manner, so as to be liked by others. Self-Concept helps the individual in various important moments of life, e.g. in judgment, in decision making and in other various situations. It is an important mental apparatus which influences every function of life. A realistic Self Concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behavior and adjustment in one's society are determined perception feeling about himself as well as the perception of others towards him. Self-Concept plays a very important in understanding this complex human behavior.

Self-Concept is the picture of own. It is his view of himself as distinct from who he is viewed by other on the basis of his behavior. Roger has derived a systematic form of Self Concept .The individuals Self Concept is the picture of image of himself, his views of himself as distinct from other persons and things. The Self – Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self–concept is not a substance but a process in which three stages viz., self-identity, self-evaluation and self-ideal will take place. Sanchez (2009) believes that the self is

responsible for many successes and failures, as it promotes a positive self-esteem, promoting safety and personal trust to develop skills.

'stressing the idea that much of human leaning occurs in a social environment. By observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes. Individuals also learn from models the usefulness and appropriateness of behaviors and the consequences of modeled behaviors, and they act in accordance with beliefs about their capabilities and the expected outcomes of their actions. (Schunk, 2000, p 78)

Social cognitive theory is one perspective employed by educators and researchers alike to investigate and explain the complexities surrounding the learning process. These concepts can be traced back to the ancient Greeks (including Plato, Aristotle, and Socrates) with their method of philosophical mentoring to facilitate teaching, and emphasis on self-awareness within one's own environment. From this perspective, more recent theorists such as James, Vygotsky, and Piaget have sought to move self-concept and awareness of self from the realm of philosophy to psychology and to outline its parameters. Researchers in the last three decades have defined constructs including self-efficacy, self-regulation, self-concept and locus of self to expand the realm of social cognitive theory, and their theories have been investigated a range of settings (both geographical and situational), stages in education, and diverse variables (gender, age, disability, ethnicity).

Development of Self-Concept

Students frequently display a decline in self-concept during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate (Harter, 1999).

As students transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective- taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Harter, 1999).

The term "Emotion" is derived from the Latin word "Emotes" which means "to mover", "to move" or "to put in motion". In psychology the word "Emotion" is used to describe a state of excitement in the organism. Emotion is complex set of interactions among subjective and objective factors, medicated by neural hormonal system, which can give rise to affective experience such as feelings of arousal, pleasure, displeasure; generate cognitive process such as emotionally relevant perceptual effects, appraisals, labeling processes; activate widespread physiological adjustments to the arousing conditions and lead to behavior that is often, but not always expressive, goal directed, and adaptive.

In fact an emotion has four major components (feeling state, cognitive processes, physiological change and associated behavior). Emotions are characterized by physiological arousal, change in facial expression, gestures, postures, and subjective feelings. The words used by people to describe their emotions typically show consistent patterns for example those who are unhappy reports feelings of sadness. Emotions have both physiological and cognitive elements that directly in flounce individual's behavior.

Emotions have an influential value in life, control on emotions is essential for prosperous life. A person who fails to control his or her emotions faces lot of problems in day to day life. Even emotional stability results happy and adjustable life therefore emotional stability is an important aspect of human life. Emotional stability is one of the seven important indicators of mental health (Matheen, 2011). 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). Emotional stable individuals are calm and happy, they are satisfied with their life; they deal with the situation in perfect way and solve their problems easily.

In present days where people live with highly ambitious and competitive society to work hard for prosperous life they do lot for the betterment of life but on another side emotional pressure is increasing also in students who has a tough competition fromt heir class till getting job, they lose their control over their emotions which results imbalanced and maladjusted personality. Because of their uncontrolled emotions their family suffers lot even they fail in making and maintaining relationships. Also our students who have no control on their emotions misbehave with their classmates, roommates, teachers etc. thus they became dangerous for the society. Thus emotional

stability is essential for educational growth and development; teachers should taught students how to make control, maintain, and develop emotions as emotions are present in every activity and they are prime movers of thought and conduct. That is why researchers conduct huge number of researches to highlight the importance and various aspects of emotions. Here the investigator reviews few of them.

Kamlesh P. Pithava and Yogesh A. Jogsan (2015) Ego Strength and Self-Concept in Adolescents. In addition, result indicates that the study revealed the significant difference in ego strength and self-concept with respect both adolescents boys and girls.

Pushpa M. and Prof. K. Yeshodhara (2014) emotional intelligence and self-concept of B.Ed students. In addition, result indicates that the students from unaided college have possessed high level of self-concept compared to students from aided colleges.

Mohammad Amin Wani and it all., (2016) Emotional Stability among Annamalai university students. In addition, result indicates that the study revealed the no significant difference found between mean scores of emotional stability of boys and girls.

Sheema Aleem (2005) Emotional Stability among college youth. Result shows that male students are found to be more emotional stable than female students.

Objectives
The main objectives of study were as under :
1. To measure the self-concept in Gujarati medium and English medium students.
2. To measure the emotional stability Gujarati medium and English medium students.
3. To measure the correlation between self-concept and emotional stability.

Hypothesis
To related objectives of this study, null hypothesis were as under :
1. There will be no significant difference in self-concept of Gujarati medium and English medium students.
2. There will be no significant difference in emotional stability of Gujarati medium and English medium students.
3. There will be no correlation between self-concept and emotional stability.

METHOD
Participants
According to purpose of present study total 120 samples has been selected. There were 60 Gujarati medium students and 60 English medium students were taken as a sample from different school of Rajkot City (Gujarat).

Instruments
Following instrument were used for data collection.

(A) 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 response 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 is higher.

(B) 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 item, 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.

Procedure of Data Collection
In this study random sampling method was used. Initial meeting with the participants was made at different school of Rajkot City (Gujarat). Total 120 participants were taken as a sample. They were informed about the purpose of the study upon initial meeting, each participants 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 conductive 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 scale were provided to them and they were requested to fill up the both scale 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.

Research Design

The aim of present research was to a study of self-concept and emotional stability in students. For these total 120 samples were taken with used random method. To check significant difference between groups t-test was used. Check relation between self-concept and emotional stability Karl Pearson 'r' method was used. Result and discussion of study is as under:

Result and Discussion

The main objective of present study was to measure the self-concept and emotional stability in students. In it statistical t-test method is used, to check correlation between self-concept and emotional stability Karl Pearson 'r' method is used result discussion of present study is as under.

Result Table 1

Showing t-value score of Self-Concept in Gujarati and English medium students:

Variables	N	Mean	SD	t	Sig.
Gujarati medium	60	64.74	14.38	5.56	0.01
English medium	60	61.96	13.06		

Sig. Level = 0.05= 1.98
0.01= 2.62
NS = Not Significant

According to t-test table of self-concept (table-1) we said that t-value of medium variable was 5.56. The mean of Gujarati medium students received 64.74 and English medium students received 61.96.The standard deviation of Gujarati medium students 14.38 and English medium students 13.06. The t-value of medium variable was significant difference at the 0.01 levels. so we can say that first hypothesis was rejected because significant difference can be seen the t-value of medium was 5.56.

Result Table 2

Showing t-value score of Emotional Stability in Gujarati and English medium students:

Variables	N	Mean	SD	t	Sig.
Gujarati medium	60	5.24	1.67	10.04	0.01
English medium	60	3.88	1.07		

Sig. Level =0.05= 1.98
0.01= 2.62
NS = Not Significant

According to t-test table of emotional stability (table-2) we said that t-value of medium variable was 10.04. The mean of Gujarati medium students received 5.24 and English medium students received 3.88.The standard deviation of Gujarati medium students 1.67 and English medium students 1.07. The t-value of medium variable was significant difference at the 0.01 levels. So we can say that second hypothesis was rejected because significant difference can be seen the t-value of medium was 10.04.

Result Table 3

Correlation of Self-Concept and Emotional Stability in Gujarati and English medium students

Variables	N	r	Sig.
Self-Concept	120	0.56	0.01
Emotional Stability	120		

Sig. Level =0.05= .174
0.01= .228
NS = Not Significant

Here the correlation between self-concept and emotional stability is 0.56. 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 in self-concept of Gujarati and English medium students. There was significant difference in emotional stability of Gujarati and English medium students. The correlation between self-concept and emotional stability is negative correlation.

Limitation of the Research

This study had several limitations that can be addressed by future research. Firsts, the participants consist only students of different school of Rajkot City. So it is not representative of all other city. Hence, a more representative participant might yield different result; for example a participant from different city of Guajrat might show significant interaction effects of different city.

Suggestions

Endeavour can be executed to analyze move them 120 data of sample with efficacy to attain batter results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different city women, different state to ascertain in their self-concept and emotional stability. To crown the research work, other method of selecting sample can be appropriated.

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