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EMOTIONAL STABILITY OF HIGH SCHOOL TEACHERS

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ABSTRACT

The aim of the present study is to investigation of Emotional Stability of High School Teachers.71 samples were selected from one government institution, one self-financing institution, and one aided school using the random sampling technique. In this study, the normative survey method was applied. The ***Karthiyatini S &Hemalatha Kalaimathi D., (2017). Emotional Stability Questionnaire*** *was used in this study. This scale contains 40 items in 3-point scale with reliability score of 0.826 and a validity score of 0.902. Descriptive, deferential, correlation, and regression analyses were carried out using SPSSIBM23. The high school Teachers Emotional Stability is Average (4-7). There is a significant relationship between income and Emotional Stability of high school teachers. There is negative significant correlation between Emotional Stability of high school teachers and their Type of Management and positive significant correlation between Emotional Stability of high school teachers and their Income. The prediction model contained one of the nine predictors and was reached in one step with 8 variables removed. The model was statistically significant, F (1, 69) = 9.847,p < .001, and accounted for approximately 12 % of the variance of Emotional Stability (R^2= 0.125, Adjusted R^2=0.112). The Income received the strongest weightage in the model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: with Income uniquely accounted for approximately 35%, of the Emotional Stability. Inspection of the structure coefficient suggests that, the Income was relatively strong indicators of Emotional Stability of High School Teachers.*

KEY WORDS: *Emotional Stability, High School Teachers*

INTRODUCTION

"A Study on Emotional Stability Among High School Teachers" explores how educators manage their emotions in a demanding teaching environment. Emotional stability is vital for maintaining a positive classroom atmosphere, encouraging student engagement, and effectively handling challenges. Yet, stressors such as large class sizes, demanding curricula, student behavior issues, and administrative pressure can compromise this stability. Despite its importance, emotional stability among high school teachers remains under-researched. This study aims to examine contributing factors, assess differences across subject areas, explore links to burnout, and evaluate the role of school support systems in promoting teacher well-being.

SIGNIFICANCE OF THE STUDY

A study on emotional stability among high school teachers is important because it directly affects student learning and classroom dynamics. Emotionally stable teachers are better at managing stress, handling disruptions, supporting students consistently, and modeling healthy coping strategies. Research links teacher emotional stability with improved student engagement and academic performance. Such teachers foster positive relationships and create supportive learning environments. Studying emotional stability can help identify areas where teachers need support, reduce burnout, and improve job satisfaction and retention. Early identification of emotional regulation issues allows for timely interventions, while findings can inform policies and professional development focused on teacher well-being.

NEED OF THE STUDY

A study on emotional stability among high school teachers is vital, as a teacher's emotional well-being directly affects the classroom environment, student learning, and job satisfaction. Emotionally stable teachers are better equipped to handle challenges, manage classroom dynamics, and support students effectively. In contrast, high stress and emotional strain can lead to burnout and reduced effectiveness. Understanding the factors that cause emotional stability allow for early intervention of the problem. Rendering targeted support, helping to create a more positive and productive learning environment**.**

STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is "**A Study on Emotional Stability among High School Teachers."**

OPERATIONAL DEFINITION

- **High School Teachers**: High school teachers are educators who teach students in grades 9–12. They help students develop academically and personally.
- **Emotional Stability:** The score obtained by the high school Teachers in **Emotional Stability Questionnaire (** Karthiyatini S &HemalathaKalaimathi D. 2017).

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OBJECTIVES

1. To evaluate the total Emotional Stability of high school Teachers.
2. To measure the Emotional Stability of high school Teachers and their relationship with subsamples.
3. To predict Emotional Stability of high school Teachers
4. To identify the dominant Emotional Stability of high school Teachers.

HYPOTHESIS

1. The total Emotional Stability of high school Teachers are high.
2. There is no significant relation between Emotional Stability of high school Teachers and their relationship with subsamples.
3. There is no significant predictor of Emotional Stability of high school Teachers
4. There are no significant dominant Emotional Stability of high school Teachers.

METHODOLOGY

Normative survey method is used in the present study. In brief it is an attempt to analyze, interpret and report the present level of Emotional Stability of High School Teachers. **Karthiyatini, S &Hemalatha Kalaimathi, D., (2017). Emotional Stability Questionnaire** was used in this study. This scale contains 40 items in 3-point scale with 18 positive statements (1,2,4,6,10,12,14,18,22,24,26,27,30,31,34,36,38,40)and 22 Negative statements (3,5,7,8,9,11,13,15,16,17,19, 20,21,23,25,28,29,32,33,35,37,39). The scoring for the positive statements Yes-2, No-0, Sometimes, Perhaps, occasionally, Usually, Uncertain -1 and for negative statements Yes-0, No-2, Sometimes, Perhaps, occasionally, Usually, Uncertain -1. (Appendix 1). Researcher modified Emotional Stability Questionnaire (ESQ) of PSY-COM SERVICES, 1995. It consists of sixty items but the investigator and the supervisor modified it in to forty items. The Emotional Stability Questionnaire (ESQ), developed by PSY-COM SERVICES in 1995, is scored by converting total raw scores into STEN scores(Appendix 2). A STEN score of 8-10 indicates high emotional stability, 4-7 indicates average, and 1-3 indicates low emotional stability. 71teachers from several high schools in the Cuddalore district were selected using random sample techniques. There are 50 teachers are working in Co-education schools and 21 teachers are working in Unisex schools in this study across these 71 samples. Descriptive analysis, Differential analysis, Multiple correlation and Regression analysis were cried out with the help of IBMSPSS23**.**

ANALYSIS OF THE LEVEL OF EMOTIONAL STABILITY.OF HIGH SCHOOL TEACHERS

TABLE 1
PERCENTAGE ANALYSIS OF EMOTIONAL STABILITY SCORE

S.No	Emotional Stability	STEN Score	N	Percentage
1	Low	1-3	13	18
2	Average	4-7	43	61
3	High	8-10	15	21
4		Total	71	100

The above table 1 shows that 61 % of high school Teachers Emotional Stability score is Average (4-7), 21 % of high school Teachers Emotional Stability score is High (8-10), and21 % of high school Teachers Emotional Stability score is Low (1-3) **Thus, the high school Teachers Emotional Stability is Average (4-7).**

TABLE 2.
MEAN AND STANDARD DEVIATION OF EMOTIONAL STABILITY

EMOTIONAL STABILITY	N	Mean	STD
Raw Score	71	53.93	10.02
STEN Score	71	**5.5**	**2.0**

The above table 2 shows the mean score and standard deviation of high school Teachers **Emotional Stability Raw score** are found to be 53.93**and** 10.02respectively. And its STEN score are found to be 5.5**and** 2.0respectively. Thus **it is concluded that the high school Teachers Emotional Stability is average (4-7).**

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TABLE 3
DESCRIPTIVE ANALYSIS OF
THE EMOTIONAL STABILITY OF TOTAL SAMPLE

S.No	Variable		N	Mean	Std. Deviation	T	
1	**Nature of School**	Unisex	21	55.52	10.51	**0.867**	**NS**
		Co-education	50	53.26	9.85		
2	**Locality of the school**	Urban	57	54.25	9.88	**0.533**	**NS**
		Rural	14	52.64	10.89		
3	**Medium of Instruction**	Tamil	43	54.58	9.47	**0.676**	**NS**
		English	28	52.93	10.92		
4	**Board of School**	CBSE	28	51.71	8.41	**-1.517**	**NS**
		State board	43	55.37	10.79		
5	**Marital status,**	Married	64	53.92	10.17	**-0.019**	**NS**
		Unmarried	7	54.00	9.24		
6	**Usage of ICT**	Yes	54	54.13	10.46	**0.298**	**NS**
		No	17	53.29	8.74		
7	**Income**	0-50k	39	50.74	9.09	**3.138**	**S**
		51k-1l	32	57.81	9.86		

1. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between Unisex and Coeducation high school teachers. The calculated t-value of 0.867 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between** Unisex and Coeducation high school teachers **in Emotional Stability.**
2. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between Urban and Ruralhigh school teachers. The calculated t-value of 0.533 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between Urban and Ruralhigh school teachers in Emotional Stability.**
3. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between Tamil and English medium high school teachers. The calculated t-value of 0.676 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between Tamil and English medium high school teachers in Emotional Stability.**
4. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between CBSE and State Board high school teachers. The calculated t-value of -1.517 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between CBSE and State Board high school teachers in Emotional Stability.**
5. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between Married and Unmarried high school teachers. The calculated t-value of -0.019 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between Married and Unmarried high school teachers in Emotional Stability.**
6. According to the computed t-value, there isn't much of a difference in **Emotional Stability** between ICT using and ICT non-using high school teachers. The calculated t-value of 0.298 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, it may be concluded that there is no difference between ICT using and ICT non-using high school teachers in Emotional Stability.**
7. According to the computed t-value, there is much of a difference in **Emotional Stability** between Rs1-50000/- and Rs 51000-1 Lakh earning high school teachers. The calculated t-value of 3.138 indicates that it is significant at the 5% level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. **Therefore, it may be concluded that there is difference between Rs1-50000/- and Rs 51000-1 Lakh earning high school teachers in Emotional Stability.**

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TABLE 4. DESCRIPTIVE ANALYSIS OF THE EMOTIONAL STABILITY OF TOTAL SAMPLE							
S.No	**Variable**		**N**	**Mean**	**Std. Deviation**	**F**	
8	**Teaching Experience**	1-10 years	29	52.76	11.33	**2.530**	**NS**
		11-20 years	24	52.00	8.16		
		21-30 years	18	58.39	9.15		
9	**Type of Management**	Government	19	57.32	9.39	**2.482**	**NS**
		Aided	24	54.71	11.46		
		Private	28	50.96	8.49		

8. The obtained f-value suggests that there is no significant variation in the Teaching Experience and Emotional Stabilityof High School Teachers. Considering that the computed f-value (2.530) is significant at the 5% level. As a result, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, the Emotional Stability is not same among high school Teachers with different Teaching Experience.**

9. The obtained f-value suggests that there is no significant variation in the **Type of Management** and Emotional Stabilityof High School Teachers. Considering that the computed f-value (2.482) is significant at the 5% level. As a result, the null hypothesis is accepted and the alternative hypothesis is rejected. **Therefore, the Emotional Stability is not same among high school**

Teachers with different Type of Management.

Table 5 CORRELATION BETWEEN PERSONAL VARIABLES AND EMOTIONAL STABILITY		
S.No	**Personal variables**	**Correlation Score**
1	**Teaching Experience**	.202
2	**Nature of School**	-.104
3	**Type of Management**	-.259*
4	**Locality of the school**	-.064
5	**Medium of Instruction**	-.081
6	**Board of School**	.180
7	**Marital status**	.002
8	**Usage of ICT**	-.036
9	**Income**	.353**
Note: * - significant at 5%level-- significant at 1%level**		

Table 5 showed that the coefficient of correlation between the Emotional Stability of high school teachers and their Teaching Experience, Nature of School, Locality of the school, Medium of Instruction, Board of School, Marital status and Usage of ICT is found to be 0.202, -0.104.-0.064, -0.081,0.180, 0.002, and -0.036are not significantly correlated at 0.05% level. The coefficient of correlation between the Emotional Stability of high school teachers and their Type of Management found to be -0.259is significantly correlated negatively at 0.05% level. The coefficient of correlation between the Emotional Stability of high school teachers and their Income found to be 0.353is significantly correlated positively at 0.05% level. **It is concluded that there is negative significant correlation between Emotional Stability of high school teachers and their Type of Management and positive significant correlation between Emotional Stability of high school teachers and their Income.**

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TABLE 6
STEPWISE REGRESSION OF TOTAL EMOTIONAL STABILITYAND ITS PERSONAL VARIABLES

Model		Unstandardized Coefficients		Standardized Coefficients	r	Sr^2	Structure Coefficient
		B	Std. Error	Beta			
	(Constant)	43.675	3.455				
1	Income	7.069	2.253	.353	0.354	0.125	0.354

Note. The dependent variable- **Emotional Stability**,R^2= 0.125, Adjusted R^2=0.112, Sr^2 is squared semi-partial correlation, F (1, 69) = 9.847.

Table 6 shows Teaching Experience, Nature of School, Type of Management, Locality of the school, Medium of Instruction, Board of School, Marital status, Usage of ICT, Income and Emotional Stability were used in a stepwise multiple regression analysis to predict Emotional Stability of the high school students. The correlation of variables is shown in table.5. As can be seen correlations with Type of Management, Income and Emotional Stability were statistically significant.

The prediction model contained one of the nine predictors and was reached in one step with 8 variables removed. The model was statistically significant, F (1, 69) = 9.847,$p < .001$, and accounted for approximately 12 % of the variance of Emotional Stability (R^2= 0.125, Adjusted R^2=0.112). Emotional Stability is primarily predicted by Income**.** The raw and standardized regression coefficient of predictors together with their correlation with Emotional Stability, their squared semi-partial correlations, and their structure coefficients are shown in table-6. The **Income** received the strongest weightage in the model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: with **Income** uniquely accounted for approximately **35%,** of the Emotional Stability. Inspection of the structure coefficient suggests that, **the Income**
was relatively strong indicators of Emotional Stability of High school Teachers.

CONCLUSION

The findings of this study indicate that teachers with 21–30 years of experience, employed in unisex government Tamil medium state board schools located in urban areas, who integrate ICT into their teaching practices and earn a monthly salary between ₹51,000 and ₹1,00,000, exhibit moderate levels of emotional stability. This suggests that despite their extensive experience, technological engagement, and relatively high earnings, these teachers maintain an average level of emotional resilience. So teachers should be given training in SWOC analysis, Stress management techniques and mental health strategies.

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