



Research Article

THE EMOTIONAL STABILITY AND EMOTIONAL MATURITY OF FOURTH YEAR TEACHER EDUCATION STUDENTS OF THE BULACAN STATE UNIVERSITY

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ABSTRACT

Emotion plays an important role in establishing camaraderie and helps deal with situations that test an individual's patience. However, for students, classroom environment together with peer-pressure and on-the-job training increases the chance of getting stressed. Maturity and stability has been differentiated to provide better alternatives to increasing risks of being unable to cope with difficult situations. While it is believed that emotional stability leads to emotional maturity, this common view is to be tested in different areas: self-collected; determined; calm; average; sensitive; feisty; and neurotic. Emotional maturity on the other hand, is measured as: sign of good emotional maturity; sign of having hindrances if they fail to address issues; sign of having troubles in life. Descriptive survey research methodology is used, specifically the correlation study, since it attempts to establish the perceived difference between the emotional stability and emotional maturity. The level of emotional stability is measured using the 30-item Emotional Stability Questionnaire (ESQ), emotional maturity is measured using the 20-item Emotional Maturity Questionnaire (EMQ). As far as emotional stability is concerned that existed among the fourth year students, these traits are being average, calm and sensitive. Twenty-five of the respondents are manifesting a good sign of emotional maturity, having standard deviation of 4.43 in the test. Having a t-test value of -2.9304 at 62 degrees of freedom and a p-value lower than 0.05 ($P=0.0047$), there is a significant difference that existed between the respondents' perceived level of emotional stability and their perceived level of emotional maturity.

KEYWORDS: Emotional Stability, Emotional Maturity, Education Students

INTRODUCTION

The ever increasing trends in information technology and different classroom situations make us finding it harder than ever to cope with stress in the academe. Research on stress has greatly expanded in recent years. But in spite of this attention, confusion remains about the causes, effects, and its prevention. Stress may be defined as a physical or emotional response that occur when the requirements of a certain task do not match the capabilities, resources, or

needs of the doer. It also may lead to poor health or sometimes injury. The idea that stress is somewhat similar with challenge is sometimes applicable, but these concepts are not the same.

Differences in individual characteristics such as personality and coping style are most important in predicting whether certain situation will result in stress – in other words, what is stressful for one person may not be for someone else. This viewpoint leads to prevention strategies that focus on individuals and ways to help them cope with demanding situations Although the importance of individual

differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. The excessive workload demands and conflicting expectations may also be aggravating factors. Such evidence argues for a greater emphasis on working condition the key source of stress, and for redesigning activity as a primary prevention strategy.

Emotional maturity is often a significant predictor of the level of success that individuals will achieve in their lifetime. People with high emotional maturity are likely to know what they want and have the capacity to make it happen. They have better self-control and think before they act. They are also self-reliant and have the ability to take responsibility for their actions. They have patience and are willing to delay gratification or wait for someone else to do something. Similarly adolescents with high emotional maturity have better ability managing, directing and controlling themselves in each and every action they manifests and thus this results in their high self-confidence (Uppal, 1996).

Uppal added that having emotional matured minds are most likely to have a sense of balance and equanimity in dealing with stress. They have strong personal boundaries and are not boundary-invaders; they know where they end and when other people begin. They have humility and the ability to admit when they are wrong. They are both self-aware and aware of others. Lastly they are not whiners and blamers.

FRAMEWORK

The relationship that exists between the perceived emotional stability and emotional maturity of the fourth year education students of Bulacan State University Main Campus of school year 2013-2014 can be conceptualized by using the paradigm shown in figure 1.

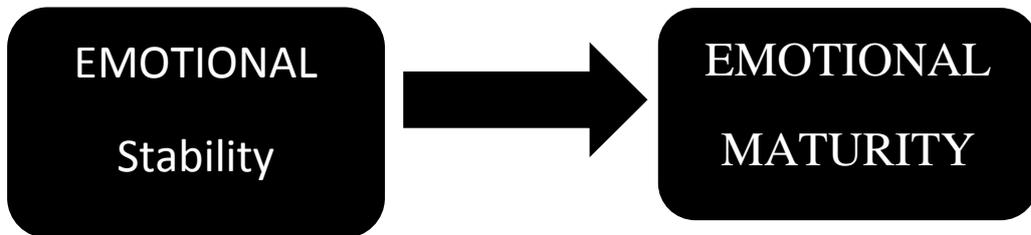


Fig. 1Conceptual Model of the Study

Frame 1 of the graphic representation shows the perceived level of emotional stability of fourth year education students of Bulacan State University Main Campus of school year 2013-2014.

Frame 2 of the graphic representation shows the perceived level of emotional maturity of fourth year education students of Bulacan State University Main Campus of school year 2013-2014.

MATERIALS AND METHODS

Research Design

The researcher used the descriptive survey research methodology, specifically the correlation study since the study attempted to establish the perceived difference

Emotional stability is an important and useful state of being. With emotion managed under control, yet still having the ability to feel emotion and understand the reason for the emotions, a power in situations is gained. Emotionally stable individuals describe themselves as calm and composed. They are satisfied with their life and their ability to cope with daily challenges. They are relaxed and assertive individuals. They know their own minds and are comfortable with themselves. Optimistic and positive, they find it easier to deal with stress.

According to Bandura’s social cognitive theory, self-efficacy beliefs influence the choices people make and the courses of action they pursue. Individuals tend to engage in tasks about which they feel competent and confident and avoid those in which they do not. Efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and hoe resilient they will be in the face of adverse situations.(Pajares and Schunk, 2001)

Beliefs of person competence also help determine the outcomes. Students confident in their writing capabilities anticipate high marks on writing assignment and expect the quality of their work to reap academic benefits. The higher the sense of efficacy, the greater the effort of persistence and resilience. Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in an activity. As a consequence, self-efficacy beliefs exercise a powerful influence on the level of accomplishments that individual ultimately realizes. (Bandura, 1995).

between the emotional stability and emotional maturity of the fourth year education students of the Bulacan State University Main campus. According to Best as cited by Calderon and Gonzales (1993), a descriptive study describes and interprets what is. It is concerned with conditions of relationships that exist, practices that prevail. This technique will investigate the extent of effects in

which variations in one factor correspond with variations in one or more factors base on the correlation coefficient and will be further subjected to the multiple stepwise linear regression analysis. In order to gauge the level of emotional stability, the researcher used the 3 item Emotional Stability Questionnaire (ESQ) developed by the personality test center. The 20-item Emotional Maturity Questionnaire was adapted by the writer from the work of Josephine Ganu (1999) entitled "Factors Associated with Success from Entrepreneurship Ventures in Cavite" which was published by the College of Business of the Adventist University of the Philippines.

Locale of the study

The study primarily focused on establishing the levels of emotional stability and emotional maturity of fourth year students, Bachelor of Technical Teacher Education major in Food Service Management at the Bulacan State University Main Campus College of Education year 2013-2014. The study included all the thirty-two students enrolled in the second semester in the main campus of the aforementioned school year. The population of this study included all the fourth year students, Bachelor of Technical Teacher Education major in Food Service Management, enrolled during the second semester of school year 2013-2014 at the Bulacan State University Main Campus.

Instrumental Analysis

The researcher relied heavily on questionnaire as the major instruments in gathering information from the respondents. In order to gauge the level of emotional stability, the researcher used the 30-item Emotional Stability Questionnaire (ESC) developed by the Personality Test Center. The 20-item Emotional Maturity Questionnaire was adopted by the writer from the work of Josephine Ganu (1995) entitled Factors Associated with Success in Entrepreneurship Ventures in Cavite which was published by the college of Business of the Adventist University of the Philippines in Cavite, Philippines.

Data Analysis

Data analysis was limited to the use of the following statistical tool frequency count percentage, weighted mean and standard deviation to find the descriptive measures of the independent and dependent variables in this study. The student's t-test for the difference of two means was utilized to test if there was difference in the perceived emotional stability and emotional maturity of the respondents.

RESULTS AND DISCUSSION

The population of this study included all the fourth year students, Bachelor of Technical Teacher Education major in Food Service Management, enrolled during the second semester of school year 2013-2014 at the Bulacan State University Main Campus.

Majority of the respondents are aged 20 and the second biggest group aged 19 with seven individuals. There are students whose age varied from 18, 22 and 20 respectively. The oldest in the group are aged 24 and there were two of them. The female respondents outnumber the male

respondents in this study. To wit, there are 8 male students in the class of 4-A as compared to 24 female counter parts. This only confirms the fact that there are more female students than male who are enrolled in teacher education program. Furthermore, the respondents in this study are all single except for 1 female student whose age is 24 and is already married.

There are only three personality traits as far as emotional stability is concerned that existed among the fourth year students, Bachelor of Technical Teacher Education major in Food Service Management, enrolled during the second semester of school year 2013-2014 at the Bulacan State University Main Campus. And these traits are being average, calm and sensitive.

This further means that those respondents with calm emotions are individual with undisturbed by passions or emotions, they are not agitated or excited and usually tranquil and quite in act or speech. They display an attitude of serenity, tranquility, placidity and repose, and more importantly, they display a disposition free from stress. On the other hand, the respondents characterized with sensitive emotional stability are those individuals who have acute mental or emotional sensibility. They have the sense of feeling, possessing or exhibiting the capacity of receiving impressions from external objects as a sensitive soul.

Majority of the respondents know how to handle an unexpected or undesired situation when they cannot do anything to change it. It means that they have a high level of understanding through the eyes of a certain age of a person. This also depicts the capacity to manage and to check one's emotions, to evaluate others' emotional state and to persuade their judgment and actions. Whereas, minority of the respondents who are having hindrances to address issues make them see things from a pessimistic point of view and help them react in situations in an immature ways. Immature people are selfish people who allow the behavior of other to make them feel bad and antagonistic.

Having a t-test value of -2.9304 at 62 degrees of freedom and a p-value lower than 0.05 ($P= 0.0047$), the H_0 is rejected and the H_a is not rejected. This means that there was no relationship that existed between the two variables being taken inconsideration. Thus, there is a significant difference that existed between the respondents' perceived level of emotional stability and their perceived level of emotional maturity.

This means that the respondents' level of emotional stability has nothing to do with the level of the respondents' social maturity. Furthermore, if the fourth year students taking-up Bachelor of Technical Teacher Education major in Food Service Management during the second semester at the Bulacan State University Main Campus school year 2013-2014 have a high sense of emotional stability, it does not follow that their sense of social maturity is also high or if the respondents' sense of emotional maturity is low. The sense of emotional stability would not be also the same. It could be that the sense of emotional stability of the respondents is high while the sense of emotional maturity is low, and vice versa.

The strength of one's emotions and the individual's ability to handle difficulties in their life and to understand and have empathy for others, including his ability to inspire and lead others have nothing to do with the individual's capacity to manage and to cheer one's emotions to evaluate others' emotional state and to persuade their judgment and actions. A person's emotional stability is totally insignificant with his emotional maturity.

Also, respondents' level of emotional stability has nothing to do with the level of the respondents' social maturity. Furthermore, if the fourth year students taking-up the Bachelor of Technical Teacher Education major in Food Service Management, enrolled during the second semester of school year 2013-2014 at the Bulacan State University Main Campus have a high sense of emotional stability, it does not follow that their sense of social maturity is also high. Or if the respondents' sense of emotional maturity is low the sense of emotional stability would not be also the same. It could be that the sense of emotional stability of the respondents is high while the sense of emotional maturity is low, and vice versa.

This further means that the strength of one's emotions and the individual's ability to handle difficulties in their life and to understand and have empathy for others including his ability to inspire and lead others have nothing to do with the individual's capacity to manage and to check one's emotions, to evaluate others' emotional state and to persuade their judgment and actions. A person's emotional stability is totally insignificant with his emotional maturity.

Hence, ones' perceived levels of emotional stability and emotional maturity are very much influenced by his/her relationship history. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom.

CONCLUSIONS

On the basis of the significant findings of this study, the following conclusions are drawn:

There are only three emotional Stability traits that existed among the respondents and these traits are that of being average, calm, and sensitive.

Majority of the respondents are manifesting a good sign of emotional maturity. Minority of the respondents are manifesting signs of having hindrances if they fail to address their issues. No respondent is displaying any signs of having troubles in life.

There is a significant difference that existed between the respondents' perceived level of emotional maturity.

RECOMMENDATIONS

Ways or schemes in order to enhance the emotional stability of the respondents should be encouraged and developed.

Ways or schemes in order to enhance the emotional maturity of the respondents should be encouraged and developed.

Further study utilizing the multiple logistic regressions with consideration of the different compounding variables should be utilized to establish the kind of strength of relationship between the levels of emotional stability and emotional maturity of the respondents.

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