

Research Paper

A Study of Emotional Stability of Secondary School Students in Relation to Environmental Adjustment

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ABSTRACT

Education is the process of the acquisition of knowledge, values, skills, beliefs and habits. It is termed as transmission of cultural heritage from one generation to another. It may be understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to do a particular job and be able to earn money. The more generous definitions of education, where it is understood as development and refinement of one's personality, without necessarily an eye to economic advantage, have been out of use for long, and one finds only scattered instances of the practice of education with such aims. In present context, education, in is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and enlarge their available set of opportunities and choices for a sustained improvement in security and safety. It is not only a means to enhance human capital, productivity and, hence, the compensation to labour, but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Education is significant not only as means to other ends, but it is an attribute that is valued in itself, by most individuals. More importantly, it is a critical invasive instrument for bringing about social, economic and political change and a durable integration of people, particularly those 'excluded', from mainstream of any society.

Keywords: *Emotional Stability, Secondary School Students, Environmental Adjustment*

Education has been acclaimed as the prime mover of development and advancement. It opens the doorway to modernization. An integrated education system welcomes all students, and supports them to learn together, whoever they are and whatever their abilities and capacities. Human beings, regardless of their having a disability or not, have basic needs that must be met in order to feel fulfilled. The basic needs of food, water and shelter are necessary for us to exist. It is also easy to see that when you don't eat right or exercise, it, can adversely affect your health and capacity to function in other areas of your life. Having meaning and purpose to what you do and who you are, provides inspiration. Feeling useless or doing things that are meaningless, decreases motivation and self-esteem. A sense of belonging, being loved, having relationships and friendships with others enriches our lives. Feelings of loneliness and separation can have a negative impact in all areas of our lives. Education helps meet the need to learn and grow and not remain stagnant. However it

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is not enough. If we focus on one need at the expense of the others it does not maximize the overall quality of life. When all these needs are met in an integrated way, each area adds strength in the ability to achieve fulfilment in the other areas. Inclusion is about meeting all those needs and maximizing a person's overall quality of life.

Despite encouraging developments, it is recognized that current programmes have largely been insufficient or inappropriate with regard to needs of children and youth who are vulnerable to marginalization and exclusion. Where programmes targeting various marginalized and excluded groups exist, they have functioned outside the mainstream – special programmes, specialized institutions, and specialist educators. Notwithstanding the best intentions, too often the result has been exclusion: ‘second-rate’ educational opportunities that do not guarantee the possibility to continue studies, or differentiation becoming a form of discrimination, leaving children with special needs outside the mainstream school life. Inclusive education seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

Emotional Stability

Emotional stability is a significant and useful state of being. With managed emotions and under control, yet still having the ability to feel intense emotion and understand the reason for the emotions, a power in situations is gained. Simply put, emotions are the ability of humans to evaluate and understand or analysis what is happening at any given moment. That does not mean that the understanding and interpretation of emotions are correct. Emotions are the responses towards situations, whether that response is an accurate interpretation of events around you or not.

Emotional Stability is considered as the degree to which a person is well adjusted, calm and secure. Emotional stability is the effective determinants of the personality patterns and it also helps in controlling of emotional development. An individual who is capable of controlling emotion in extreme situation is the emotional stable individual. Smitson (1974) said Emotional stability is the process in which the personalities of an individual continuously strive for greater emotional health. Emotional stability is essentially a measure of anxiety versus wellbeing, where emotions are controlled rather than highly variable. Only emotionally stable people can experience true empathy and empathy is a prime requirement for successful interpersonal relationship (Sheema (2005)). Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self esteem tended to perform better in overall teaching effectiveness. Kaufhold & Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual difference and promote cooperative learning so as to solve problem and guide the students to promote social competence. Research into teach Emotional stability enables the person to develop an integrated and neutral way of perceiving the problems of life. This organizational capability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability. One develops feelings, insight and attitudes that help in understanding the realities of life and circumstances that create miserable situations in life. Emotional stability is a significant indicator for multicultural proficiency. Competent educator and mentors are expected to train, instruct and supervise student’s trainees from different cultural backgrounds and are able to improvise as the situation requires. Especially in international classrooms with a mix of cultural backgrounds, it can be hard to deal in an effective way with stressful events and situations. Educators and mentors requires the

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capacity to maintain one's emotional balance under these stressful circumstances and stay far away from emotional instability.

Environmental Adjustment

Environmental Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment. It is a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment. Environmental adjustment can be interpreted as both process and the outcome of the process in the form of some achievements. The concept of environmental adjustment is not as simple as adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature. Environmental Adjustment can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

Environmental Adjustment is the process by which living organisms maintain a balance between his needs and the circumstances that influence the satisfactions of these needs.

Shaffer, L.S.

Environmental Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

Coleman, James C

Need of the study

Emotions have dominant value in life. To control one's emotions is necessary for healthy and successful life. A person who fails to control his or her emotions faces a lot of problems in day to day life. Even emotional stability results in a happy and adjustable life; therefore, emotional stability is a very important aspect of human life. Emotionally stable individuals are peaceful and happy, they are satisfied with their life; they deal with the situation in a perfect way and solve their issues easily. In present days where people live with a highly ambitious and competitive society to work hard for a prosperous life, they do a lot for the betterment of life but on another side, emotional pressure is also increasing in students who have a tough competition from in their life till getting a job, they lose their control over their emotions which results in an imbalanced and maladjusted personality. Because of their uncontrolled emotions and maladjusted personality, their family suffers a lot, even they fail in nurturing and maintaining relationships. Also, our students who have no control on their emotions misbehave with their classmates, roommates, teachers etc. thus they become dangerous for society also. Thus, emotional stability is essential for educational growth and development; teachers should teach students to adjust themselves in every environment and 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 a huge number of researches to highlight the importance and various aspects of emotions and environmental adjustment.

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The process of adapting environmental conditions is also called an adjustment. Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. We are living in society and while living in a society, we should live with love, co-operation, kindness and sense of sharing with others. It is because; every society has certain customs, traditions, norms and ideals, the fulfillment of which is the primary responsibility of man, so that he can reside well in the society. Any man can be called socially intelligent when he adjust himself in the society. If a man adjust himself in more and behave in society, only then he can adjust himself in the society.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence. Modern age is the age of cutthroat competition, which results in tensions and stresses. Achievement is the end product of all educational endeavors (Balsubramaniyan, 1997). The main concern of all educational efforts is concentrated on student's achievement. Curriculum and co-curricular offerings have tremendously expanded, gripping the students in the adjustment problems. Feeling the insecurity, conflicts within themselves, bad company and low achievement creates emotional tensions and stress among the students. Unable to face the changing trends in the society, the students are taking to drug addiction and even the suicidal note is increasing. All these factors necessitate a more formal, systematic and intensive process of carrying on the methods of analysis. A systematic structure of investigation must be involved to improve the performance of students in different spheres, to introduce an atmosphere conducive to intellectuals and to minimize the stress on students. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general, the educational system itself. In fact, it appears as if the, whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic Endeavour's. Intelligence of the child should be molded according to the norms of the society so that he can understand how he can adjust with/make adjustment to his family, friends, near and sear ones, relatives and to his environment at large.

The present study will be going to reveal some interesting results in finding. A study of emotional stability in relation to environmental adjustment of secondary school students. The results of the study will be helpful to the teachers, parents, school administrators, researchers and stakeholders redesigning the process and products in improving the environmental adjustment of secondary school students. It will also suggest some further studies for the future researchers. In the light of present situation, importance of this study can't be over estimated. Hence the researcher is keen to undertake the present study.

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Objectives of the study

The study will be to achieve the following objectives.

- To study the relationship between Emotional stability and Environmental Adjustment of secondary school students.
- To study the relationship between Emotional stability and Environmental Adjustment of boys of secondary schools.
- To study the relationship between Emotional stability and Environmental Adjustment of girls of secondary schools

Hypotheses of the study

- There is no significant relationship between Emotional stability and Environmental Adjustment of secondary school students.
- There is no significant relationship between Emotional stability and Environmental Adjustment of boys of secondary schools.
- There is no significant relationship between Emotional stability and Environmental Adjustment of girls of secondary schools.

Delimitations of the study

The present study will be delimited to:

1. The study was confined to Faridabad district only.
2. The study was confined at the secondary level.

METHODOLOGY

The present study is a descriptive survey which aims at analyzing the emotional stability and Environmental Adjustment of secondary school students of Faridabad district only.

Sample

The sample for the present study comprises of 100 students studying in class IXth & class Xth from different secondary schools of Faridabad district selected randomly.

Tools

Following tools were employed to collect the data for the present study:

1. Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh
2. Environmental adjustment - self-made environmental adjustment scale constructed and standardized by investigator was used.

Hypotheses Wise Findings:

Correlation Between Emotional Stability and Environmental Adjustment of Secondary School Students

The coefficient of correlation between Emotional stability and Environmental adjustment of secondary school students is 0.67. The 'obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant negative correlation between emotional stability and environmental adjustment of secondary school students. **Hence hypothesis -1**, "There is no significant relationship between emotional stability and environmental adjustment of secondary school students" is rejected.

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Correlation Between Emotional Stability and Environmental Adjustment of Boys of Secondary Schools

The coefficient of correlation between Emotional stability and Environmental adjustment of boys' of secondary school students is -0.56. The obtained 'r' is much higher than the tabulated values. So, it is concluded that there is significant negative correlation between emotional stability and environmental adjustment of boys of secondary school students.

- Hence hypothesis -II, "There is no significant relationship between emotional stability and environmental adjustment of boys of secondary schools" is rejected.

Correlation Between Emotional Stability and Environmental Adjustment of Girls of Secondary Schools

The coefficient of correlation between Emotional stability and Environmental adjustment of girls of secondary school students is -0.77. The obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant negative correlation between emotional stability and environmental adjustment of girls of secondary school students.

- Hence hypothesis -III, "There is no significant relationship between emotional stability and environmental adjustment of girls of secondary schools" is rejected.

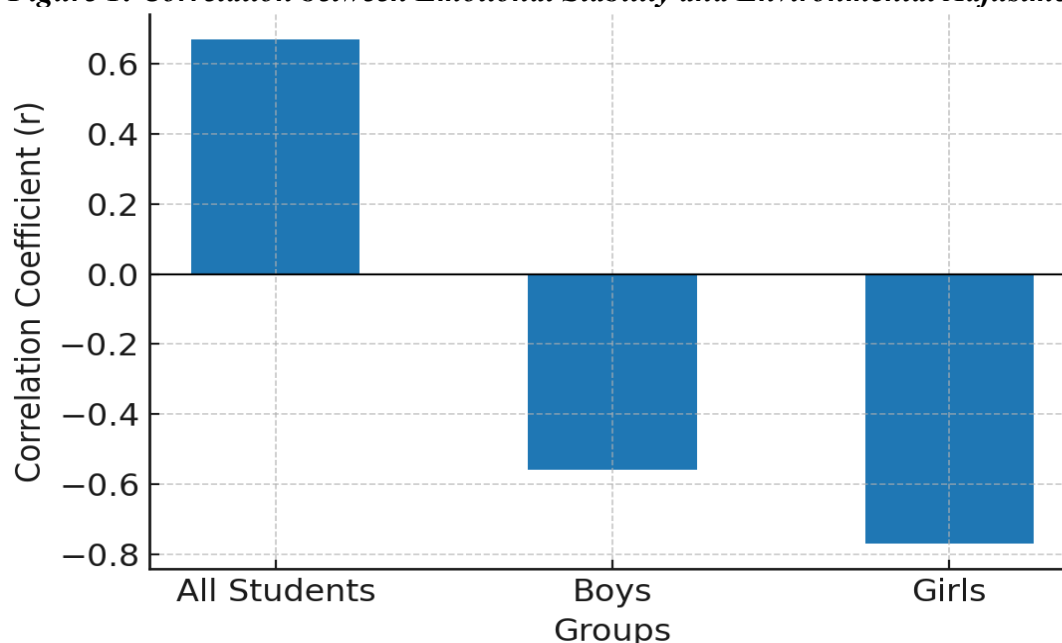
RESULTS AND DISCUSSIONS

The study examined the relationship between emotional stability and environmental adjustment among secondary school students. Correlation analysis was conducted separately for the overall sample, boys, and girls. The findings are presented below:

Table 1: Correlation between Emotional Stability and Environmental Adjustment

Group	Correlation (r)	Interpretation
All Students	0.67	Significant correlation; hypothesis rejected.
Boys	-0.56	Significant negative correlation; hypothesis rejected.
Girls	-0.77	Strong significant negative correlation; hypothesis rejected.

Figure 1: Correlation between Emotional Stability and Environmental Adjustment



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The results indicate that there is a significant relationship between emotional stability and environmental adjustment of secondary school students. Interestingly, the direction of correlation varies by gender. While the overall correlation for all students shows a moderately strong positive relationship ($r = 0.67$), boys and girls demonstrate significant negative correlations ($r = -0.56$ and $r = -0.77$, respectively).

This suggests that while emotional stability may generally enhance environmental adjustment, the dynamics differ when gender is considered. For boys and girls, higher emotional stability may correspond to lower adjustment, possibly due to contextual, cultural, or social pressures influencing coping strategies.

These findings highlight the complexity of emotional stability in relation to environmental adjustment and underscore the need for gender-sensitive interventions. Teachers and counselors must adopt strategies tailored to the needs of both boys and girls to foster better adjustment and emotional well-being.

Educational Implications

- Educational consultants, curriculum specialists, school psychologist and other personnel should pool their expertise in order to develop academic learning activities that impact upon behavior and better adjustment.
- Students with learning disabilities experienced significant problems of behavioral adjustment in class room. Class room problems of students with learning disability should be evaluated as a part of replacement evaluations.
- It will help the students to make better adjustments in school as well as in their social life.
- It will lead to diagnosis, remediation and enhancement of learning.
- This study can help us to relate the level of emotional stability with the environmental adjustment of students because if a teacher is not emotionally stable and competent, then his teaching can never become effective because emotional stability and environmental adjustment are the pre-requisites for a good and effective teacher.

Suggestions for further Study

- Only two correlates of secondary school students namely emotional stability & Environmental adjustment has been taken, it would be desirable to take up more variables.
- Instead of conducting the research on secondary school students, representative sample of some other group of students may also be undertaken.
- The present study covers only representative sample of students from Faridabad district. The study may be replicated on a large sample in order to get a better understanding of variables under study.
- Environmental adjustment of senior secondary school students may be compared with other different variables.

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Conflict of Interest

The author(s) declared no conflict of interest.

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