

The Relationship Between Emotional Stability and Self-Esteem Among Adolescents (Aged 13-16) in Public Schools in Irbid Qasabah

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Abstract

This study aimed to reveal the relationship between emotional stability and self-esteem among adolescents (aged 13-16) in public schools in Irbid qasabah and to identify the differences in both emotional stability and self-esteem according to the difference in the following demographic variables: gender, age. The sample of the study consisted of (200) male and female students from the basic stage in public school in Irbid qasabah. The researchers used the emotional stability scale and the self-esteem scale as tools of the study. The results of the study indicate that there is a high and positive correlation coefficient between the emotional stability and the self-esteem. It also shows that there is a statistical significance of the predictive capacity for the level of self-esteem through the emotional stability and there are no statistical significance differences in the emotional stability and self-esteem according to the difference of the variables, gender and age.

Keywords: Emotional stability, Self-esteem, adolescence.

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1. Introduction

Emotions are a significant element in the life of each person, as they are connected to every aspect of the daily life of the individual that make his life enjoyable and varied. It is an essential part of the comprehensive and integrated growth process because it is one of the pillars that develops the right personality as it directs individuals with all the different emotions, attitudes and emotions to the right path of development (Al-Sayed, 1998).

Emotions have multiple negative effects that can influence the thought of a person in a way that can not make sound decisions, since he may lose his emotional stability, his ability to control himself and his will. Negative emotions also render a person vulnerable to disruptions, which for the simplest reasons leads, to a loss of control over his actions and emotion and produces strong emotions that may not be compatible with the simplicity of the situation he faces, emotional stability is necessary for psychological integrative development, such as the integrative thinking and awareness. As these factors lead to the achievement of personal and emotional harmony between individuals that is reflected in their actions towards the various situations they experience in their lives (Arafat, 2009).

Emotional stability includes two important concepts of psychology: stability and emotion; the concept of stability means that a person has a constant energy that tends to distribute evenly within the human mind, that represents the middle state of tension within the human being and return to this state is the process of stability (Al-Obaidi, 1991). Emotion is one of the systems that make up the individual in his outward appearance, expressing a group of movements resulting from the instability which leads to exacerbation of this instability and exceeding the limits of moderate activity (Suliman, 2006). Chaturvedi and Chander (2012) believes that emotional stability is a construct consisting of a group of components which are calm, optimistic, endurance, emotional independence, the ability to use logic to control emotions and the ability to empathize with the emotions of others.

Because of the importance of emotional stability and its fundamental impact on the longevity of individual life and its continuity in a way, that ensures its growth for the better, Eisenk considered emotional stability as one of the basic dimensions in the personality which constitutes a continuous line extending between two points from the positive electrode represented by the emotional stability to the negative electrode represented by neuroticism. The emotional stability represents the calm, steady, disciplined, optimistic and subtle person. While a person with neuroticism he may tend to internalize phobias and other neurotic traits, such as anxiety, panic, aggression,

negativity and depression. (Al-Zubaidi and Al-Obaidi, 2011) .

Several studies addressed the subject of emotional stability because of its great importance some of these studies are: Al-Kafafi (1987) stated that emotional stability is of great importance because it is a characteristic of those who are intelligent and productive in coping with the material social environment, benefited from their skills and resources, who do not feel guilty and have a high self esteem. Van Zalk et al. (2011) indicated that people with low emotional stability have few friends and they choose friends who have the same characteristics like them. Leung and Sand (1981) revealed that students with a high degree of self-esteem was higher in their emotional stability than students with a low degree of self-esteem.

Self-esteem plays a significant role in shaping the behavior of the individual where the individual behaves with people according to his idea of himself, so the individual's self-esteem acts as a driving force to face life seriously and vigorously. When an individual's self-esteem is low and negative the individual surrenders to life situations. While individual's high self-esteem plays an important role in the compatibility of the individual and his psychological health. Individual's self-esteem stems from his soul despite being influenced by the surrounding factors, so if we choose for ourselves the appreciation and we gain it respect then we choose the stimulating path for it to build the required self-appreciation, While a person who relies on others in his or her self-esteem can one day lose these external factors from which he derives his or her importance and recognition, and thus loses himself with it so the sense of appreciation must arise from within, rather than from outside. (Schultz, 1983) .

Alburt believed that self-esteem is included in all the emotional aspects of an individual. Some consider that positive self-esteem is essential and very important to the extent that all personality structures play a role in organizing it (Al-Daidan, 2003). Scientist Carl Rogers also sees the need for appreciation as a general requirement of all human beings and this appreciation comes from others. According to him each individual needs to receive a positive appreciation from others through which he builds his self-esteem (Al-Azza and Abdel-Hadi, 1999). Maslow's Hierarchy of Needs addresses the basic needs of a person. The need for self-esteem occupies the fourth rank in the hierarchy and in which Maslow classified two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). When an individual fails to fulfill these needs, he feels defeatism, weakness and imperfection. While the need for respect from others diminishes with the passage of time or with old age because it has been satisfied and the need for respect and self-esteem remains the most important. To achieve self-respect and emotional stability, it requires balancing the primary needs listed in Maslow's hierarchy, eventually reaching the highest self-esteem hierarchy (Engler, 2012.)

There are other factors that affect self-esteem, the most important of which are the social factors that significantly contribute to personality development, such as family unity and the involvement of parents which has a significant impact at the first stages of developing the psychological and moral aspects of an individual's character. The school is the second factor that helps to form the character of an individual where he expresses himself through new situations he experiences and through his interaction with others. In terms of mental ability, a teenager in school compares his performance to those around him and his participation in the school environment which affects the level of his self-esteem. Another aspect is the peer group that profoundly affects adolescent self-esteem because at this point the teenager is isolated from his family environment and his interaction with his peers leads to an exchange of experiences. Physical changes in the adolescence stage play a great role in shaping adolescent's self-esteem which may affect him negatively or positively. These effects appear more in the females' character and is represented in the perception of others about their external appearance, body size, color of the skin and their ability to bear criticism from others. Another factor is the emotion factors as a teenager has the ability to emotional stability, whether the situation is pleasing or sad and he is able to make the right decision during the emotions, and thus his satisfaction with himself and his self-esteem is high because he has control and containment on the situation with self-confidence (Abu Asaad, 2015).

Some studies have indicated that there is a relationship between self-esteem and a set of variables related to mental and personal health in general. Saricam, Yilmaz, Gulbahce and Cardak (2013) study showed that person's self-esteem can be classified into a high self-esteem and low self-esteem explaining that individuals with a high-esteem are less exposed to psychological stress that occurs due to external events, they are able to deal with their negative internal feelings and with environmental stresses. Where the individuals who have low self-esteem, they suffer from poor adaptation, feelings of helplessness, inferiority, non-acceptance of the problems they face and do not have the means to confront these problems. The Khazaie; Shairi; Heidari and Jalali (2014) study also indicated that self-esteem is the individual's positive view of his skill and abilities that influence his interaction with others, and he can impose his respect and opinions on everyone. Leary: Schreindorfer and Haput (1995) reported that low

self-esteem involved many negative social symptoms, such as substance use, violence and dysfunctional relationships, as well as an indicator of the likelihood of developing mental illnesses, especially depression, while higher self-esteem is less prone to depression and stress.

From the foregoing, the researchers see that an individual who wants to enjoy mental health needs to be able to fulfill his basic needs. The best example of this is the teenager who seeks to achieve his mental health by preserving his psychological, social and other stability to keep pace with life and society. And benefited from his presence within his family and society to attain an emotional stability that helps him cope with changes occurs during his age stage, achieve academic success and other matters that develop his personality and achieve his self-reliance. Emotional stability is one of the most important measures indicating mental health and healthy personality among adolescents. This study, therefore, aims to identify the level of prediction of self-esteem through the level of emotional stability among adolescents from the aged (13-16 years) in Irbid qasabah.

2. The problem of the study

Adolescence is an important topic to be addressed by any researcher as it is a topic in which different psychological and physiological changes occur, particularly among teenagers, where mental and physiological development that affect their social and school behaviors at this stage. Therefore, the family and the school must take this shift into account among teenagers, as on the one hand they need support, and on the other hand this adolescent's low or high self-esteem is due to the level of emotional development and emotional stability that that he experiences. Consequently, the existence of self-esteem with social support helps to maintain emotional stability in view of the seriousness of the stage that every adolescence is going through; it is well recognized that mental and physical health is the ultimate requirement that the adult seeks. As a teenager lives a stage full of changes and problems, considered to be a shift that a teenager is undergoing, so adolescence needs a lot of attention from his family and the party around him, particularly from his self-esteem and emotional well-being, such as emotional stability (Burzik, 2017).

In May 2014, the World Health Organization published a major report titled "Providing Health for Adolescents in the World"; it reviews health policies used in (109) countries, of which (84%) give some attention to adolescents, as the statistics provided by the United Nations and Global health is an indication of the interest of global and charitable organizations in the category of adolescents and youth and most of the surveys address this category. It pointed to some psychological instability, poor self-esteem, psychological instability. It also mentioned the reasons why teenagers follow different paths to expose themselves such as family and social pressures. (A report of the Global Health, 2014).

An emotionally stable adolescent has the ability to control his emotions in circumstances that trigger anger, keep his nerves relaxed and think well about crises and adversity, and not fluctuate because of trivial stimuli. In addition to his ability to take responsibility, to do what he is supposed to do and obtain stability in maintaining and avoiding aggressive behaviors. His emotions are regulated by psychological integration, which integrates situational factors, motivations and experiences (Hay and Ashman, 2003). Undoubtedly, every teenager has a general awareness of his personality this awareness is specifically related to his self-esteem and how other look at him. Self-esteem is an important concept in psychological life because the teenager's good opinion of himself positively contributes to the development of his abilities and in what he achieves his psychological and social compatibility. Self-esteem is also one of the most important dimensions related to the human personality that affects his behavior (Tunisia, 2018).

This study aimed to address the emotional stability and its relationship to self-esteem among adolescents aged (13-16 years) in public schools in Irbid qasabah, because it is considered a transitional stage from childhood to adolescence and is also a period of preparation for maturity and adulthood. It is the stage that is characterized by clear and continuous growth towards maturity in all aspects of personality; physical, sexual, mental, and emotional maturity until it achieves the level of emotional, social and psychological independence. He is also expected to learn the norms of social behavior, to bear responsibility, to be able to make decisions with the same and to plan for his future, which helps to appreciate himself and gain self-esteem.

3. Study questions

1. What is the level of emotional stability among adolescents (aged 13-16 years) in Irbid qasabah?

2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) of the emotional stability level among adolescent students (aged 13-16 years) according to the difference of the two variables (gender, age)?
3. What is the level of self-esteem among adolescent students (aged 13-16 years) in Irbid qasabah?
4. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) for the level of self-esteem among adolescent students (aged 13-16 years) according to the difference of the two variables (gender, age)?
5. What is the relationship between the level of emotional stability and the level of self-esteem among adolescent students (aged 13-16 years) in Irbid qasabah?
6. Is it possible to predict self-esteem through the level of emotional stability among adolescents (aged 13-16 years) in Irbid qasabah?

4. Significance of the study

1. This study added to the psychological library a new theoretical literature on relatively new variables, which is the emotional stability and its relationship to self-esteem.
2. The importance of the age stage that the study deals with which is adolescence and identifying the subjects that support their emotional stability and self-esteem so that they can grow up without experiencing instability, anxiety and tension.
3. This study may confirm or deny the existence of relations between emotional stability and self-esteem.
4. Provide details to professionals in the social, educational or therapy matters that leads to the attitudes towards implementing the most appropriate method that keeps the individual in an acceptable state of self-esteem.

5. Theoretical framework

5.1 Emotional stability

Emotions are an integral part of the human and emotional building system as well as their importance in determining their personal characteristics early in their lives. The human emotional structure is extraordinarily complex and extremely resistant to change (Mutawa, 2004). Emotions, whether the positive or negative is an important and vital part of the integral cycle of development, including the psychological structure of the human being (emotional system) because of its association with all aspects of the individual's daily life. Emotions are also correlated with different physiological and cognitive elements, particularly the expressive behaviors that communicate with each other that is suddenly appeared and are difficult to control (Gifford, 2002).

Emotions differ according to the degree of their intensity, depending on the weakness and strength of the stimulator, the personality of the individual, his way of thinking, behavior and his psychological state at the time of excitement. There are some individuals who have an emotional stability that makes them able to control their emotions in a way that helps them achieve adaptation, deal efficiently with the pressures, problems and tensions that they face their environment (Attia, 2014).

Emotional stability was defined by several scientists and researchers according to their perspective and their research methodology. Some researchers defined it as emotional stability, others emotional reliability or emotional independency and all these concepts lead to the same meaning (Hay and Ashman, 2003). Where Al-Muzaini (2001, P. 69) defines emotional stability as: "the control of the emotions and dealing flexibly with the current and new situations and events which increases an individual ability to lead the positions and others." Abdel-Khaleq (2014, P.32) stated that emotion is: "an emotional state of acute, sudden, turbulent and disorganized, different from the usual state of the individual, characterized by arousal, alertness, tension and desire to do something, and the emotion has internal components (physiological, emotional and cognitive) and external (behavioral like facial expressions). While Bani Younis (2018, P.227) defined the emotion as: "a complex state of a human which involves physical changes including fast breathing, increased heartbeat, secretion of glands, and sweating. The mental aspect is a state of irritation or disorder, characterized by a strong feeling that usually creates an impulse towards a specific form and pattern of behavior".

The importance of emotional stability lies on being a condition of happiness, reassurance and competence in

dealing with one of the important aspects of the environment surrounding the individual, adapting to different life situations, whether social, academic, professional or other. Thus, an individual should be able to adequately control his emotions, feelings and express them appropriately (Bhagat, Simbak and Haque, 2015).

Maslow claims that a healthy or normal personality appears to embrace democratic values as they do not react to others on the basis of gender, status or religion and would respect any individual with acceptable ethics regardless of the social background, education, political belief, gender, and color. They understand the reality fully clearly. Their relationship with others is not confined to the community in which they live but broaden and extend to include all people from different cultures (Abu Asaad and Arabiyat, 2018.)

Eisenk pointed out that the emotional stability is a basic dimensions in the personality that extends between two points of the positive pole represented by the emotional stability to the negative pole represented by neuroticism, and the emotionally stable person has the following features: temperate, reliable Self-adjusting, careful contemplative, planned, able to handle stress. While the instable person (nervous) he is irritable, tense, depressed and unstable. He is also aggressive, fickle, impulsive, reliant, sensitive, obsessive and neglected. (Naissa& Jamal, 2010.)

5.1.1 Explanatory theories related to emotional stability

Psychology theories varied in explaining the essence of emotions, their role in shaping the individual's personality and their emotional stability. Among those theories which are most common are:

Psychoanalytic theory: Freud - the founder of the analytical school - believes that mental health is represented in the ability to confront and control biological and instinctive motivations in light of the requirements of social reality, as it is represented in the ability of the ego to reconcile the demands of the Id and the super ego. Freud believes that a person cannot reach a partial achievements of his mental health, because in the case of a permanent conflict between the components of the ego and the demands of reality, since the concept of emotional disturbance occurs when sexual energy is impeded from reaching its goal, and turns into a repressed emotional charge. (Corey, 2005). This theory emphasizes that the human stability which is a physiological balance stems from the satisfaction of instincts. Therefore, for Freud most people are somewhat neurotic and emotional stability is an ideal thing, conflict and anxiety are inevitable matters for man. Freud has overemphasized his emphasis on the conflict that occurs between personality systems, which is the cause of the disturbed psychological stability (Ali and Salman, 2013).

Theory of Human Motivation: Maslow has emphasized the importance of the emotional stability trait through his views in which he asserts that the human being has a fundamental nature, which is either being benevolent or neutral but not evil. He said that proper growth is based on achieving this nature towards maturity as it requires sound environmental conditions. Unhealthy environment or that impedes an individual and does not allow him to fulfill his desires, aspirations, and choices may make him vulnerable to the collapse of mental health. Maslow also found out that there is a set of needs that an individual wants to satisfy and that, because of psychological stress or emotional distress, a person who is unable to meet his needs is unable to function in a Boolean way (Al-Zubaidi and Al-Obaidi, 2011.)

Cognitive theory: One of the leaders of this theory is Lazarus, who asserts that our emotions are determined by our appraisal of the stimulus, but it suggests that immediate, unconscious appraisals mediate between the stimulus and the emotional response. The appraisal theory of emotion proposes that emotions are extracted from our "appraisals" (i.e., our evaluations, interpretations, and explanations) of events. These appraisals lead to different specific reactions in different people as our interpretation of a situation causes an emotional response that is based on that interpretation. Mental health includes the ability to interpret experiences in a logical way that enables the individual to maintain hope and use appropriate cognitive skills to confront crises and solve problems person with mental health can use appropriate cognitive strategies to get rid of the stressful events facing him and he lives with hope and does not allow the despair to infiltrate himself (Al-Anani, 2011). Others claim that the strength and quality of emotions that appear in the individual depend on the strength of the needs, and the assessment of the individual's ability to satisfy these needs in a specific situation. Some emphasized the important role of mental processes by their influence in emotional situations as the experiences of the individual and the extent of his awareness of what is going on around help him in interpreting his feelings and in light of this interpretation, he decides how he behaves in the situation facing him. Accordingly, this enables him to control his emotions. Then he will face the situations positively and will achieve emotional stability (Kanani, 2002).

5.1.2 Studies that dealt with emotional stability and its relationship to other variables

Leung and Sand (1981) study aimed to reveal the relationship between self-esteem and emotional stability among university students. The study sample consisted of (200) male and female students. Study results showed that students with high self-esteem in their emotional stability were higher, while students with low self-esteem have low emotional stability.

Al-Mutawa (1996) study aimed to identify the nature of the relationship between psychological balance and some aspects such as: the motivation for achievement and the trend towards tests and students' self-esteem in the light of some demographic variables (gender, educational stage, grade, economic and social level, age, and the order of the student in his family). The sample of the study consisted of (107) male and female students from the preparatory and secondary levels (50 males and 57 females). The results of the study indicated a significant positive correlation between the self-esteem and the attitude towards the tests and there is a significant positive correlation between the self-esteem and the motivation to achievement. The results also indicated that there were no statistically significant differences between the genders in both the psychological stability variable, and the motive to achievement and self-esteem and the attitudes towards tests.

The Mubarak (2008) study aimed to measure the emotional stability and the concept of self among distinguished students and their ordinary peers and to identify the type of relationship between them. A study sample consisted of (200) male and female students from distinguished and ordinary students. The results showed that the sample had emotional stability, and the concept of self was high. The results also showed that there is a positive correlation between the concept of emotional stability and the concept of self among distinguished and ordinary students and that there were statistically significant differences in the concept of emotional stability in favor of the gender variable. The result revealed that there were no statistically significant differences in the concept of self, due to the gender variable.

Caprara; Vecchione; Bardaranelli and Alessandri (2013) study aimed to investigate the development and interplay of emotional stability and affective self-regulatory efficacy beliefs through adolescence to young adulthood. A latent growth curve approach was used to investigate level and stability of emotional stability and self-efficacy in managing negative emotions and in expressing positive emotions. The sample of the study consisted of (198) adolescents (at the beginning of the study were 15 and at the end of the study 21). The results indicated that initial levels of emotional stability and self-efficacy beliefs are highly correlated. In accordance with the posited hypothesis, the growth rate of perceived self-efficacy in managing negative emotions predicted the growth rate of emotional stability, whereas the opposite path was not significant. The growth rates of perceived self-efficacy in expressing positive emotions and emotional stability were not related to each other.

Kumar (2013) study aimed to reveal the level of emotional stability and its relationship to the social and economic level of students in public and private high schools. The study sample consisted of (100) male and female students. The results of the study showed that there were no statistically significant differences in the level of emotional stability among students who study in public and private schools and that there were differences in the general rate of social and economic status of students attributable to the emotional stability and that the level of emotional stability among the study sample was moderate.

Abu Yunus (2016) study aimed to reveal the level of emotional stability and its relationship to critical thinking among high school students in Sakhnin. The sample of the study consisted of (200) male and female students, of whom (99) were male and (101) female secondary school students in Sakhnin. The researcher prepared and used two tools: the emotional balance scale, and the critical thinking scale. The results revealed that both the level of emotional stability and the level of critical thinking came at moderate level among high school students in Sakhnin. The study results also showed that there were differences in the level of emotional stability due to the gender variable and the differences came in favor of females. And that there were no statistically significant differences in the level of emotional stability attributable to the variable of academic specialization. The results revealed that there was statistically significant between emotional stability and critical thinking among high school students in Sakhnin.

5.2 Self-esteem

The concept of self-esteem is a basic requirement and a very important element of individual personality. Thus, the characteristics and attributes that accompany individuals with high self-esteem and individuals with low self-esteem must be pointed. Individuals who enjoy high self-esteem tend to be confident, responsible, understanding

and optimistic about what life will bring (Kafafi, 2009.) They are also flexible, able to handle social situations, sensitive to their needs and the needs of others in controlling them, so they act independently in different situations. (Cripe, 2001) . Carranza, Chhoun and Hudley (2009) study showed that individuals with high self-esteem are most able to control themselves, control their lives, the most productive, happy and satisfied with their lives, and they are optimistic and realistic when facing challenges. Whereas individuals with low self-esteem feel unqualified in performing the roles and requirements assigned to them, see themselves negatively, make comments and gestures suggesting that they do not value themselves or indicate defining themselves as useless or insignificant and see themselves as unloved. The concept of self-esteem has many definitions whereby (Abraham, Gregory, Wolf and Pemberton, 2002, p. 431) define self-esteem as: “The calendar in which the individual assesses himself, keeps it for himself and expresses approval or disapproval in the sense of positive or negative attitude the individual creates towards himself. Koinis (2009, P. 5) sees self-esteem as: “the degree to which individuals feel positive towards their own capabilities ”.

In conclusion, the researcher believes that differences in the definition of self-esteem are due to the difference of opinion between the researchers to self-esteem, but they all agreed that self-esteem is characterized by the extent of the individual's appreciation of his mental, cognitive, physical, and personal abilities. It also due to the individual's goals, self-confidence, experiences gained from the surrounding environment, the extent of his social self-acceptance that contributes together in directing individual behaviors, deepening and focusing on how he sees himself.

5.2.1 Explanatory theories of self-esteem

There are many theories that address self-esteem in terms of its origin, growth and its impact on the behavior of the individual, and those theories differ in terms of their theorist including:

Theory of psychoanalysis: The psychologist Freud is one of the most prominent pioneers of this trend, psychologists of this trend focus on the concept of (the ego) and its influential role in building the personality of the individual and his self-esteem. According to this theory – The ego develops to mediate between the unrealistic id and the external real world. It is the decision-making component of personality. The ego operates according to the reality principle, working out realistic ways of satisfying the id's and the superego's demands. It works to satisfy the motives of the id in a way that achieves satisfaction and acceptance of the individual and avoids criticism of the reality (Al-Dahri, 2008). The psychologists of this theory believe that human nature has three basics: the first five years of a person's life have a great influence on his behavior and in his future life, whether the behavior is normal or abnormal. An individual's libido defenses are essential determinants of his behavior. Much of the individual's behavior is governed by unconscious determinants (Arabiyat and Zghoul, 2008). Self-esteem according to this theory is related to the development of three processes: increasing complexity in movement, increasing cognitive abilities, developing a sense of self or psychological identity. Where these processes begin with the child from birth, they start to improve with his age and the child's capabilities interact at every age stage with the experiences an individual obtain from his environment (Khatib, 2004).

Self-theory Carl Rogers : Rogers believed that the self is the essence of the human personality, and that the concept of the self is the cornerstone that organizes human behavior. He thought that the concept of the self is influenced by the experiences of the individual and the values of the parents. He pointed to three sources for forming the personality of the individual which is the values of the parents and their goals, the evaluation of the society in which he lives and the direct experiences. According to Rogers an individual wants to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal self. The concept of the self of the individual has different functions, including: the motivational function, which stimulates the behavior of the individual to achieve the goal and the cognitive function, which leads to the integration of individual behavior in order to achieve the self-image of the individual. (Al-Dahri, 2008) . Rogers divided the self into three types: the social self, the self-image and the ideal self. The social-self is the perceptions of the individual that define the image that he believes that others in society believe about him that is seen through the interaction of the individual with others. As for the self-image, is the way we see ourselves. Self-image includes what we know about ourselves physically, socially or our personality. The ideal self is the self we would like to be whether in terms of the psychological or physical aspect (Hamed, 2010).

5.2.2. Studies that dealt with self-esteem and its relationship to other variables

Ghanayem (2010) study aimed to identify the level of self-esteem among high school students in the Akka region and its relationship to achievement and the socio-economic level. The sample of the study consisted of (220) male and female high school students in the Akka region. The researcher built a self-esteem scale. The results of the

study indicated that the degree of self-esteem among students came at a high degree, and the emotional field came first followed by the social field and the mental field came in the last rank. The results also indicated that there were statistically significant differences attributable to the impact of gender in all areas and in the overall tool, there were statistically significant differences attributable to the achievement variable in favor of high achievement in all areas and in the overall tool, and that there were also statistically positive relationships between self-assessment and academic achievement and the socio-economic level among high school students in the Akko area.

Robins, Donnie Lan, Weidman, and Conger (2010) study aimed to reveal the relationship between self-esteem and mood in a sample of American teenagers of Mexican descent. The study sample consisted of (646) adolescents. The study used the questionnaire in the data collection process. The results revealed that the level of self-esteem among adolescents came with a high degree and showed a high level of emotional pressure. The results showed that there were no statistically significant differences in negative emotions between adolescents of high and low self-esteem and the existence of a correlation between the low level of self-esteem and aggressive behaviors in adolescents.

Civici (2010) study aimed to reveal the mediating role of self-esteem in the relationship between life satisfaction and depression in a sample of adolescents. The sample of the study consisted of (255) adolescents in the 11-15 age group. The study used the Sternberg Self-Estimation Scale, the Life Satisfaction Scale, and the Depression Scale. The results indicated that the adolescent self-esteem level was moderate, and that self-esteem mediated the relationship between life satisfaction and depression.

Kuhlberg; Dena and Zayas (2010) study aimed to identify the effect of family conflicts on self-esteem, psychological problems, and suicide attempts among Hispanic adolescents. The study sample consisted of (226) adolescents. The study used the interview method in the data collection process. The results of the study indicated that there was a correlation between family conflicts and between the low level of self-esteem and the prevalence of psychological problems and suicide attempts in adolescents.

Tator (2011) concluded a study aimed to identify self-esteem and motivation for achievement and their relationship with aggressive behavior among students of the preparatory stage in the city of Nazareth. The sample of the research consisted of (364) male and female students from the elementary stage. The researcher used tools: Self-estimation Scale, Achievement Motivation Scale, and the Aggressive Behavior Scale Prepared by the Researcher. The results of the study showed that both the degrees of self-esteem, motivation of achievement and aggressive behavior among students of the elementary stage in the city of Nazareth from their perspective within the intermediate level and the results also showed a statistically significant correlation relationship between both self-esteem, motivation of achievement and aggressive behavior among students of the elementary stage in the city Nazareth.

Sarlcam; Yilmaz; Gulbahce; Gulbahce and Cardak (2013) concluded a study aimed to identify the level of self-esteem and its relationship to academic achievement, mental and psychiatric skills, and the level of self-confidence. The sample of the study consisted of (180) male and female students from the elementary stage in the Turkish city of Ankara. The researchers used the self-assessment scale, the students' academic records, and the teacher's observation in the data collection process. The results showed that the level of self-esteem among primary school students was moderate, and that there were statistically significant differences in the level of self-esteem due to gender in favor of males, and it also indicated a positive correlation with statistically significant between high level of self-esteem and between high level of academic achievement and high level self-confidence.

Khazaie; Shairi; Heidari and Jalali (2014) study aimed to detect the level of self-efficacy, the level of self-esteem, and the level of social anxiety, shame and violence. The sample of the study consisted of (311) male and female students from the secondary stage. The study used the self-efficacy scale, the self-esteem scale, the social anxiety scale, the shame scale, and the violence scale. The results showed that the level of self-efficacy, self-esteem, social anxiety, shame and violence among students was average. The results also pointed to the presence of statistically significant differences attributable to gender in the level of self-efficacy, the level of self-esteem, and the level of violence in favor of males, and the presence of a statistically significant function attributed to gender in the level of shyness in favor of females.

Al-Azzam (2014) conducted a study aimed to identify the role related to gender and its relationship to self-esteem among the sample of adolescent students in Irbid Governorate. The research sample consisted of (1120) male and female students, of whom (511) were male and (609) were female. The researcher used a gender-related role scale and self-esteem scale. The results of the study showed that the prevailing sexual patterns among male students in adolescence was: male, human, and non-distinctive, and female sexual styles, respectively, and for females the

female, human, and non-distinctive and male patterns were respectively, and the results also showed that the spread of the spreading role Sex among male and female students in adolescence differs according to the age group, and that the self-esteem of male adolescent students does not differ according to the age group or the role associated with sex, or the interaction between them, and it showed that the self-esteem of adolescent students differs according to the general category Confidential or pattern of interaction between sex and age group.

Al-Muntashri (2017) study aimed to detect the relationship between self-esteem and psychological compatibility among a sample of high school students and to identify the differences between high and low in self-esteem and psychological compatibility, as well as to identify the impact of the academic specialization (scientific, literary, administrative), and classroom (first Second Third). The sample of the study consisted of (200) high school students in Al-Ardiyat governorate, Al-Qunfudah education, the sample age ranged from (15 to 21) years. The researcher used the self-esteem scale prepared by Schwel and Nasr, and the psychological compatibility scale prepared by the researcher. The results indicated that there was a positive and statistically significant correlation between self-esteem and psychological compatibility among high school students, and the results also showed a statistically significant difference between the average high and low grades of self-esteem of students in the psychological adjustment variable in favor of the high estimate, and that there were a statistically significant effect of the grade variable Academic (first, second, and third), and academic specialization (scientific, literary, and administrative) in varying degrees of study sample individuals on the self-esteem scale, and the psychological compatibility scale.

6. Study tools

6.1 Emotional stability scale

The researchers used the emotional stability scale prepared by (Dicks, 2013), translated by Al-Asmari (2016). The scale included (25) items in its final form that were divided into five dimensions; self-awareness which comprised of (5) paragraphs represented in paragraphs (1, 6, 11, 16, 21). The emotional control dimension, consisted of (5) paragraphs (2, 7, 12, 17, 22). Self-motivation included (5) paragraphs (3, 8, 13, 18, 23). Emotions consisted of (5) paragraphs (5, 10, 15, 20, 25). Social skills with (5) paragraphs (5, 10, 15, 20, 25). The researchers used the Likert scale- 4 points to measure the opinions of the member of study sample. Described as the following: very highly agree (4), highly agree (3), weakly agree (2), rarely agree (1) and by putting a sign (√) in front of the answer that reflects the degree of their approval. The following classification was also adopted to judge the arithmetic averages as follows: From (1-2 low). From (2.1-3 moderate). From (3.1 to 4 high).

6.2 Self-esteem Scale

The researchers used the self-esteem scale by Helmreich, Stapp and Ervin, 1970 translated by Zaraa (2016). The scale consists of (32) items. It contained positive expressions on the scale, represented by (4-5-6- 7-8-9-10-11-14-15-16-17-18-19-20-22-24-25-26-27-30-2); and the negative expressions that are (1-2-3-12-13-13-21-28-28-29-31). To correct the self-esteem scale, the items were responded to by the words (applies) given one degree, (not applicable) given zero.

The reliability of the two scales of study: To confirm the reliability of the study tools, the measuring scales were applied to the study sample consisting of (200) students, and the Pearson correlation coefficient between the two applications was calculated to extract the reliability of the test-retest as shown in Table (1) . The Cronbach alpha equation was applied to the two measures of study and their total.

Table (1) indicates that the correlation coefficient of the "self-esteem" scale was (0.73), while the correlation coefficient of the "emotional stability" scale was (0.80), and these percentage are indications of high and acceptable coefficients for the application of the study tool (the questionnaire).

Table1 . Cronbach alpha and test-retest coefficients for the two study criteria.

Scales	Cronbach alpha	Test-retest reliability
Emotional stability	0.80	0.83
Self-esteem	0.73	0.75
Total	0.96	0.97

7. Method and Study Procedures

7.1. Study Methodology

The current study depended on the descriptive approach of both correlative and comparative aspects, for justifying the relation between emotional stability and self-esteem among adolescents (aged 13-16) in public schools in Irbid Qasabah. The descriptive method is one of the scientific organized analysis and interpretation forms for describing a specific phenomenon or problems to be quantitatively described through collecting regularized data and information about the phenomenon or problem, then analyzing and classifying them under accurate review (Fraenkle and Wallen, 1993). The correlative approach is used for recognizing if there is relation between two or more variables, then recognizing the degree of that relation, thus it aims at recognizing having relation or not, and whether it is positive or negative. The correlative approach helps recognizing relation between variables and its degree, but without clarifying reason and result, and in case of having relation then it would be considered as indicator and evidence for predicting reason and result, while in case of having no relation or low relation; then that would be an indicator for non-causality (Al-Assaf, 2003).

7.2 Study community

The current study community consists of all students enrolled in general education schools in the Qasabah of Irbid Governorate for the intermediate and secondary levels for the year 2019/2020, and their number reached (19,360) students, of whom (10656) ten thousand and six hundred and fifty six students in the intermediate stage, and (8704) pupils One thousand seven hundred and fourteen students at the secondary level, according to the data of the Ministry of Education in the Qasabah of Irbid Governorate for the intermediate and secondary levels for the academic year 2019/2020.

7.3 Study Sample

The study sample consisted of (200) male and female students from the basic stage of the schools in Irbid qasabah, namely: (Hamm Elementary School for Boys, Othman bin Affan Secondary School for Boys, Soom Secondary School for Girls, Maryam Bint Omran Elementary School for Girls) Table (2) illustrates the distribution of study sample according to variables: (gender, age).

Table (2) shows the distribution of the study sample according to the gender and age variables. The frequency of the gender variable; males was (100) , females (100) with a percentage of (100%) for the two categories (male and female). The age variable: the frequency rate for students with (14 years) reached (64) with a percentage (32%), while the for students (15 years) it was (61) with a percentage (30%). The frequency rate for students who are (13 years) was (44) and a percentage of (22%) . While the frequency of students (16 years) reached (31) and a percentage (15%).

Table 2. Frequency and the percentage distribution of the study sample according to the gender and age variables, n = 200.

Variables	Categories	Frequency	percentage
Gender	Male	100	100%
	Female	100	100%
Age	13 yrs.	44	22.0%
	14 yrs.	64	%32.0
	15 yrs.	61	%30.5
	16 yrs.	31	%15.5
Total		200	100%

8. Results

Results related to the first question: What is the level of emotional stability among adolescents (aged 13-16 years) in Irbid qasabah? To answer this question, the mean and standard deviations of the "emotional stability" scale were extracted according to the variables (gender, age), and a two-way ANOVA test was applied to detect the differences for the "emotional stability" scale according to the gender and age variables. Table (3) shows the means and the standard deviations of the items of the "emotional stability" scale, the most prominent of which was in favor of item (11) "I realize which senses I am currently using" with a mean of (3.43) and a high level. while the second rank was in favor of item (15), "I leave a good impression when dealing with others" with a mean of (3.34) and a high level. The third rank was in favor item (19) which reads "I show my sympathy for others" with a mean of (3.21) and a high level, while item (1) stated that "I get physical disorders when I get excited "with a mean of (2.78) and a moderate level. The overall mean of the "emotional stability" scale was (2.78) and with a moderate level.

Table 3. The mean and the standard deviations for the items of the "emotional stability" scale and for the overall scale.

No.	Items	Mean	SD	Rank	Level
11	I realize which senses I am currently using	3.43	0.80	1	high
15	I leave a good impression when dealing with others	3.34	0.88	2	high
19	I show my sympathy for others	3.21	0.92	3	high
3	I always get ready when performing a task	3.20	0.86	4	high
24	I participate in conversations with others	3.15	0.97	5	high
12	I use "self talk" to change my emotional states	3.08	0.99	6	high
8	I recover myself again after failure	2.98	1.02	7	moderate
20	I give advice and moral support to others if needed	2.98	1.00	8	moderate
9	I feel when others feel sorry	2.89	0.94	9	moderate
18	I stop or change my negative habits	2.83	0.98	10	moderate
25	I accurately reflect the feelings of others to get back to	2.80	0.96	11	moderate

	them again				
10	I build a consensus base with others	2.78	0.96	12	moderate
21	I Identify the time when I become defensive	2.77	0.91	13	moderate
13	I create motivation when doing chore	2.73	0.93	14	moderate
4	I can influence other people's behavior	2.72	0.99	15	moderate
5	I can find a successful solution when conflict with others	2.64	1.05	16	moderate
14	I help others to control their emotions	2.67	0.96	17	moderate
16	I can identify when my moods are shifting	2.63	1.01	18	moderate
17	I keep calm when I am targeted because of the anger of others	2.62	1.06	19	moderate
23	I do what I said	2.58	1.01	20	moderate
7	I can determine the situations in which I feel angry and how to control myself	2.57	0.99	21	moderate
6	I quickly calm down when I feel angry	2.49	1.09	22	moderate
22	I can control my positive emotions	2.47	1.03	23	moderate
2	I relax when I'm under stress in a situation	2.20	0.99	24	moderate
1	I get physical disorders when I get excited	1.70	0.97	25	low
Overall means of emotional stability		2.78	0.41	moderate	

Results related to the second question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) for the level of emotional stability in adolescent students from aged (13-16 years) according to the difference of two variables (gender, age)? To answer this question, the mean and standard deviations of the "emotional stability" scale were extracted according to the variables (gender, age), and a two-way ANOVA test was applied to detect the differences for the "emotional stability" scale according to the gender and age variables. Table (4) indicated that there are apparent differences for the "emotional stability" scale according to the difference of two variables: (gender, age). To detect the differences the two-way ANOVA test was applied as shown in Table (5) below. Table (5) shows that there are no statistically significant differences at the level of the statistical significance ($\alpha \leq 0.05$) for the "emotional stability" scale according to the difference in gender and age variables, where the values of F did not reach the level of significance (0.05).

Table 4. Results of extracting means and standard deviations of the "emotional stability" scale according to the variables (gender, age)

Variables	Categories	No.	Means	SD
Gender	Male	100	2.74	0.40
	Female	100	2.81	0.42
Age	13 yrs.	44	2.81	0.41
	14 yrs.	64	2.73	0.38
	15 yrs.	61	2.83	0.45
	16 yrs.	31	2.71	0.41

Table 5. The results of applying the two-way ANOVA test to detect the differences of the "emotional stability" scale according to the difference of two variables (gender, age)

Independent variables	SS	DF	MS	F	P value
Gender	*.276	1	*.276	1.629	*.203
Age	*.481	3	*.160	*.948	*.419
Error	33.029	195	*.169		
Corrected total	33.744	199			

**Dependent variable: the emotional stability scale

Results related to the third question: What is the level of self-esteem among adolescent students (aged 13-16 years) in Irbidqasabah? To answer this question, frequency and percentages of students' responses to the items of the "self-esteem" scale, Table (6) illustrates that. Table (6) e shows the frequencies and percentages of the responses of the study sample on the items of the "self-esteem" scale. Most of the responses were "no" for the item (18) which stated, "My appearance is not as good as most people", with a frequency =166, mean =0.17 and a low level. While the highest frequency rate for students' responses was "yes" to item (5) "Others feel pleased to be with me", with frequency =168 and mean= (0.84) and a low level.

Table 6. Frequency and percentages of students' responses to the items of the self-esteem scale.

No.	Items	Frequency		Means	SD	Rank
		No	Yes			
18	My appearance is not as good as most people	166	34	0.17	0.38	low
5	Others feel pleased to be with me	32	168	0.84	0.37	low
3	I wish I had some of my characteristics changed	58	142	0.71	0.45	low
4	I have no difficulty in making my own decisions	47	153	0.77	0.43	low
2	I find it difficult to speak in front of my classmates	142	58	0.29	0.45	low

6	I get annoyed quickly when I'm at home	117	83	0.42	0.49	low
7	I need a long time to get used to the new things	100	100	0.50	0.50	low
8	My female colleagues liked me	42	158	0.79	0.41	low
9	My father usually takes care of my feelings	51	149	0.75	0.44	low
10	I easily give in to my problems	158	42	0.21	0.41	low
11	My father expects many things from me	105	95	0.48	0.50	low
12	It is hard to be as I wish	118	82	0.41	0.49	low
13	All things of my life seem confused or chaotic to me	124	79	0.38	0.49	low
14	My classmates usually follow my opinions	71	129	0.65	0.48	low
15	I underestimate myself	134	66	0.33	0.47	low
16	I have been through many times when I want to leave the house because of the distress I feel	87	113	0.57	0.50	low
17	I often feel bad at school	79	121	0.61	0.49	low
1	I often wish I were someone else	93	193	0.54	0.50	low
19	I say what I want to say without hesitation	67	133	0.67	0.47	low
20	My father understands me	60	140	0.70	0.46	low
21	Most of the people are loved from the people around them more than me	112	88	0.44	0.50	low
22	I often feel as my parents put pressure on me in some situations	115	85	0.50	1.14	low
23	I am not often encouraged at school	125	72	0.39	0.52	low
24	I usually don't care about anything	98	102	0.51	0.50	low
25	Others cannot count on me	150	50	0.25	0.43	low

Results related to the fourth question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) for the level of self-esteem among adolescent students (aged 13-16 years) according to the difference of the two variables (gender, age)? To answer this question, the mean and standard deviations for the self-esteem scale were extracted according to the two variables (gender and age), and a two-way ANOVA test was applied to detect the differences for the "self-esteem" scale according to the variables (gender, age). Table (7) shows the apparent presence of the "self-esteem" scale according to the difference of two variables: (gender and age). To detect the differences, a two-way ANOVA test was applied as shown in Table (8). Table (8) indicated that there are no statistically significant differences at the level of the statistical significance ($\alpha \leq 0.05$) for the "self-esteem" scale according to the difference in gender and age variables, where the values of F did not reach the level of significance (0.05).

Table 7. Results of extracting means and standard deviations for the "self-esteem" scale according to the variables (gender, age)

Variables	Category	No.	Mean	SD
Gender	Male	100	0.52	0.13
	Female	100	0.51	0.13
Age	13 yrs.	44	0.53	0.11
	14 yrs.	64	0.50	0.13
	15 yrs.	61	0.53	0.14
	16 yrs.	31	0.49	0.13

Table 8. Results of applying the Two-Way ANOVA test to detect the differences in the "self-esteem" scale according to the difference of two variables (gender, age)

Independent variable	SS	DF	MS	F	P value
Gender	*0.009	1	*.009	*.562	*.454
Age	*0.047	3	*.016	*.921	*.432
Error	3.291	195	*.017		
Corrected total	3.348	199			

**Dependent variable: the emotional stability scale

Results related to the fifth question: What is the relationship between the level of emotional stability and the level of self-esteem among adolescent students (aged 13-16 years) in Irbidqasabah? To answer this question, the correlation coefficient ((Pearson Correlation) was extracted between the emotional stability scale and the self-esteem scale, Table (9) illustrates this. Table (9) shows that the correlation coefficient between the emotional stability scale and the level of self-esteem was (0.671). With a statistical significance of (0.000), this indicates a high and positive correlation coefficient between the two scales.

Results related to the sixth question: Is it possible to predict self-esteem through the level of emotional stability among adolescents (aged 13-16 years) in Irbid qasabah ? To answer this question, Simple Linear Regression was applied. To detect the predictive power of self-esteem according to the level of emotional stability. As shown in Table (10) below. Table (10) shows that the value of (R²), which indicates the rate of prediction reached (0.450), and this indicates that (45%) of the variance in self-esteem is explained by the emotional stability variable, as the value of β (0.211), F (161.963) and with a statistical significance (0.00). This indicates the existence of a predictive power with statistical significance for the level of self-esteem through emotional stability.

Table 9. Correlation coefficient between emotional stability and the level of self-esteem

correlation coefficient	P value
0.671	0.000

Table 10. Results of the application of Simple Linear Regression to detect the predictive power of self-esteem according to the level of emotional stability.

Dependent variable	R	R2	βeta	Standard error	F	sig
Emotional stability	0.671	0.450	0.211	0.017	161.963	0.00

** Dependent variable: self-esteem

8.1 Discussion of results:

The researchers attribute the results of the fifth and sixth questions to the fact that emotional stability in adolescents allows them to cope more favorably with their surroundings, enhances their ability to deal with psychological crises to which they are exposed, which leads to increase their self-confidence and their self-esteem. This made it possible to predict adolescence self-esteem through emotional stability and its dimensions. These results are consistent with the concept of psychological analysis theory, which shows that mental health is represented in the ability to confront and control biological and instinctive motivations considering the requirements of social reality. It is also consistent with the concept of human theory, which explained the importance of the emotional stability feature, and that proper growth is based on achieving this nature towards maturity, as it needs sound environmental conditions. Because the unsound environment impedes a person and does not allow him to fulfill his desires, ambitions and choices that make him vulnerable to a mental health collapse. The degree of individual's self-esteem is related to degree of freedom from anxiety, or psychological instability, meaning that if the individual enjoys good mental health and proper psychological development, this assists him to grow naturally, and his self-esteem becomes high. Where if the individual is of the anxious and unstable type, his idea of himself is low and consequently his self-esteem decreases. The results of these two questions are consistent with the result of the Mubarak (2008) study, which revealed that there is a positive correlation between the concept of emotional stability and the concept of self; it is also consistent with the result of Cabrara et al. (2013) study which indicated that the high level of emotional stability and its subjective efficacy has a main role in managing negative emotions, expressing positive emotions, and that the extent of the development of self-efficacy in managing negative emotions predicts the rate of evolution of emotional stability. It is also consistent with the result of the Saricam et al. (2013) study, which showed a positive correlation relationship with statistical significance between the high level of self-esteem, the high level of academic achievement and the high level of self-confidence. It is also consistent with the result of Al-Muntashari (2017) study, which showed a positive and statistically significant correlation between self-esteem and psychological compatibility among high school students. The researchers explained the results of the fourth question to the fact that self-esteem varies depending on the different situations and experiences that the person encounters and his confrontation with these situations depends upon the age stage he is going through. Actually, the more a person gets older, the more his self-esteem becomes clearer and differentiated because he realizes his role which is compatible with his abilities and nature that God gave him, and the difference between him and the opposite gender. Self-esteem varies according to gender. Several studies have attempted to reveal the difference between the genders in the degree of self-esteem, and through reviewing the results of the various studies that dealt with the degree of the relationship of self-esteem to the genders, it was found that the study results were contradictory, some of which indicate its results that males are more self-esteemed than females, Whilst other studies showed contradictory findings and some other studies indicate no gender differences in self-esteem. This study agrees with the result of the Ghanayem (2010) that there were no statistically significant differences attributable to the effect of gender. It also agrees with Al-Azzam (2014) study which indicated that the self-esteem of male adolescent students does not differ according to the age group, and showed that the self-esteem of female adolescent students differs according to the age group or the interaction between the gender and age groups. This study is consistent with Fellaki's (2015) study that there are no statistically significant differences in self-esteem due to the age variable (older and younger). Where it differed with Sarikam et al. (2013) study in terms of the presence of statistically significant differences in the level of self-esteem attributed to gender that's in favor of males. It also differed with the Khazaie et al. (2014) that indicated a statistically significant difference due to gender in the level of self-esteem in favor of males, and the presence of a statistically significant function attributed to gender in the level of shyness in favor of females. This study differs with Al-Muntasri's (2016) study that showed statistically significant differences between males and females in the overall score of the self-esteem scale for outstanding students according to the gender variable in favor of females. The result of the third question differs with the result of the Mubarak study (2008), which indicated the presence of statistically significant differences in the concept of emotional stability due to the gender variable. And with Ezhilarasi and Nanadnini (2014) study revealed that age had a statistically significant effect on emotional stability. And the study

of Zubeidat (2015), which indicated that there were statistically significant differences in the level of emotional stability because of the gender and in favor of males. And Al Rabie (2016) study that showed the presence of statistically significant differences in the level of emotional stability as an overall and in the field of flexibility in dealing with attitudes and events attributable to the gender variable in favor of males. It also differed with the study of Abu Yunus (2016), which showed that there were differences in the level of emotional stability attributed to the gender variable, the differences were in favor of the females. The researchers attributed the difference between the results of the current study and the results of previous studies to various reasons and factors affecting adolescents and the emergence of problems emotional instability they have including: lack of economic independence as adolescents depend on their parents and other adults, especially with regard to financial aspects and the internal conflicts that arise from the teenager's transition from childhood to adolescence despite the teenager's continuous attempts to achieve his independence and responsibility, he still needs others to help him and continues to seek help in order to achieve his security and reassurance. The teenager must make the vital decisions that determine his future life, especially those are related to his education, the profession, issues related to marriage and family, the practice of some hobbies and how to choose his friends.

9. Conclusion

The current study is distinguished by being one of the specialized researches in the field of social and educational psychology in the research environment, and according to the researchers' knowledge, there is a lack of research that combines the social and educational fields. The research also deals with the relationship between two important variables: emotional balance and self-esteem, and this research helps. By developing preventive and treatment programs such as: limiting behavioral emotions that cause many psychological problems, and also helps to direct those interested or those with specialization in methods of dealing with those in adolescence, especially as it is an important stage in the formation of personality, and the research also sheds light on the variable of self-esteem Which is important in creating a balance in an individual's life and contributes to forming healthy social and personal relationships, and enables them to interact with the environment in which he lives to achieve himself as a person of value and characterized by respect and sympathy for others, and reduces their psychological and social problems. The current study reached many results, the most important of which are:

1. There is a high and positive correlation coefficient between the emotional stability and the self-esteem.
2. There is a statistical significance of the predictive capacity for the level of self-esteem through the emotional stability.
3. There are no statistically significant differences at the level of the statistical significance ($\alpha \leq 0.05$) for the "emotional stability" scale according to the difference in gender and age variables.
4. There are no statistically significant differences at the level of the statistical significance ($\alpha \leq 0.05$) for the "self-esteem" scale according to the difference in gender and age variables.

10. Study recommendations

Considering the results of this study and its interpretations, the researchers recommend the following:

1. Preparing targeted programs that increase the levels of emotional stability and self-esteem among adolescents and youth.
2. Employing the local media to develop the emotional side of adolescents, by presenting various orientation programs, in addition to providing positive models for adolescents so that they can be emulated and work to show the advantages of positive and socially acceptable behavior by society.
3. Conducting more studies and research on the factors affecting emotional stability and self-esteem and setting appropriate programs and providing solutions to reduce these influencing factors.

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