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### A study on emotional stability among children in Sultanpur city

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#### Abstract

Emotional stability is the process in which the personality continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Present research Aims to study emotional stability among children's in Sultanpur city. The sample of the study was selected by Proportionate Stratified Random Sampling method which included 60 (30 boys and 30 girls) children's of age group 10 -15 year from Sultanpur city. Tool used for the research was Emotional Stability Test by (1994) A. Sen Gupta and A. K. Singh. Research finding reveals that the emotional stability level of children's were Average. The major finding of this study most (76.66%) of the boys respondent had middle emotional stability and in girls sample maximum number (70%) of the respondent had middle emotional. As per data boys had extremely emotional stability rather than girls sample.

**Keywords:** Emotional stability, personality, emotional health

#### Introduction

Today, we live in highly ambitious and competitive society where each one of us wants to show better than others. Emotional stability is one of the significant aspects of educational growth and development. Children's behavior also is guided in some degree by emotions. Emotions are present in every activity and they are prime movers of thought and conduct. They play an important role in influencing physical, mental health, social life, character, learning process and area of adjustment. The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development. Therefore emotional stability is considered as one of the important aspect of human life. Children's must be able to control his/her emotions adequately and also expressed them appropriately. Emotions play such an important role in life, it is essential to know how they develop and how they affect personal and social adjustments. Studying children's emotions is difficult because getting information about the subjective aspects of the emotions can come only from introspection-a technique which children cannot use successfully while they are still young.

Even studying their emotional reactions by observation of the overt expression, especially facial expressions and actions associated with different emotions, is difficult as children become interested in con-forming to social expectations. They learn, for example to control the overt expressions of fear, anger jealousy, or even grief when they discover that such emotional expressions serve as unfavorable social evaluations of them.

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

**Emotional Stability:** Emotions have an influential value in life, control on emotions is essential for prosperous life. A person who fails to control his or her emotions faces lot of problems in day to day life. Even emotional stability results happy and adjustable life therefore emotional stability is an important aspect of human life.

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Emotional stability is one of the seven important indicators of mental health. Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Emotional stable individuals are calm and happy, they are satisfied with their life; they deal with the situation in perfect way and solve their problems easily.

### Objectives

- To study the level of emotional stability among the children.
- To find the level of emotional stability among the children's with respect to age gender & types of family.

### Review of Literature

Pant, P. P. & Joshi P.K., (2016) [6] in their study to find out the efficacy of emotional stability of visually disabled students studying in special schools and inclusive setup. The objective of the study is to compare the emotional stability of visual impaired students at secondary level of inclusive setup and special schools. Descriptive survey method has been adopted for the study. Population of the study consisted visually impaired children studying in special schools and inclusive setup. A sample of 100 students was drawn from various schools, through stratified random sampling technique. Emotional Maturity Scale developed by Singh, Y. and Bhargava, M. was used to collect information about students studying in inclusive setup and special schools. Mean, Standard Deviation and t-Scores were used for data analysis. Results reveal that though there was a significant difference in the emotional stability of children studying in inclusive setup and special schools, however, girls studying in different setups of school did not differ significantly in their emotional stability. The study throws light on the fact that children with visual impairment studying in inclusive setup are more emotionally stable than the children with visual impairment studying in special schools.

Wani, M.A.et al., (2016) [9] the cardinal object of the present study was to find the level of emotional stability among Annamalai University students in Tamil Nadu. The sample of present study consists of 300 students divided in two equal group 150 girl. Students in each group 75 students was from general category. The data was collected with the help of emotional stability test developed by A.S. Gupta and AK. Singh Resul revealed that there is no significant difference found between mean scores of emotional stability of boys and girls also the mean scores of emotional stability of students belong to general and sc category. Further finding also suggested that boys are more emotional stable than girls also general category students are more emotional stability the sc category students.

Upadhyay, B. (2014) [7] The present paper is a modest attempt to study the emotional instability trait of personality among different levels of employment status in youth within the age group of 26 to 35 years. The sample is of a scattered in nature and a list of youths is prepared from the Haridwar district of Uttarakhand, India. The total sample consisting of 200 youth selected through cluster random sampling. The Dimensional Personality Inventory (DPI), tools was used to find out the emotional instability trait of personality in youth. The results indicate that female youth are less emotional stable rather than male youth in general

Kumar, P. (2013) [5] assessed the level of emotional stability and socio-economic-status of secondary school student studying in KV and public schools. Total numbers of 100

students were selected randomly from class VIII (both boys and girls) 50 from K.V. and 50 from public schools. The tools administered were (i). Emotional Stability Test for children by Dr. A. Sen Gupta and Dr. A.K. Singh: This test has been developed for the school going students of class VI-VIII. (ii) Socio economic status index by Prof. R. K. Verma and Prof. P. C. Saxena. This test measure the Socio-economic status of the subject in term of following dimensions: family status, parent education, occupation, income, cast, dwelling area, possession of few prestigious commodities, members of famous clubs, political affiliation etc. It also gives weights to income tax as well as wealth tax payers. Result showed that there were no significant difference in the average emotional stability of students studying in KV and Public schools and also found that significant difference in the overall average socio-economic-status of students studying in KV and Public Schools.

### Methods and Materials

#### Research Design

A 'Descriptive Research design' was followed to conduct the present study. Descriptive studies are one in which information is collected without changing the environment i-e Nothing is manipulated. Descriptive research design was used as it is considered to be the best method for collecting information which demonstrates relationships and describes the world as it exists. It was able to seek information on the current status of the respondents with regard to their emotional stability.

#### Sample size

The sample of the present study comprised of 60 students in the age range of 10-15 year were randomly selected of these, there were 30 boys and 30 girls students selected for this study.

#### Sampling design

Stratified Random Sampling method was used to collect the sample for this study. Sample comprise of 60 school students including equal number of boys and girls from four colleges such as Gopal public School Vivek Nagar Sultanpur (U.P) , K. V.M. School Sultanpr (U.P) , Stella Maris Convent Secondary School , Civil line Sultanpur, Kamla Nehru Bal Shiksha Sansthan Lal Diggi Sultanpur in Sultanpur city.

#### Tools and tests of the study-

Emotional stability scale (1994) developed by Dr. (Miss)A. Sen Gupta &Dr. A.K. Singh for school going students of class of class VI & VII were used to assess the level of emotional stability.

#### .Statistical analysis of data

The data obtained was planned to analyze in terms of the objective of the study using descriptive & inferential statistics. The plan of data analysis was adopted accordingly –

- The collected data was coded and transformed to master sheet for statistical analysis.
- Demographic data was planned to represent in term of frequency and percentage

#### Percentage (%)

$$\frac{\text{Number of respondents belonging to particular category} * 100}{\text{Total Number of respondent.}}$$

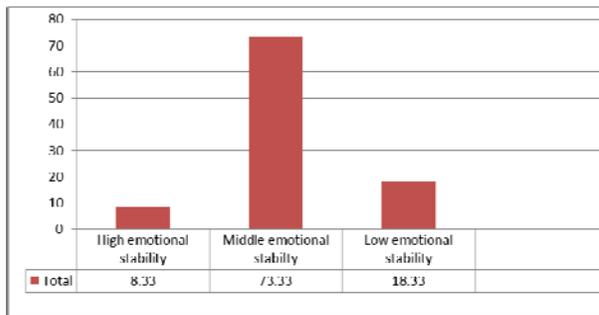
**Results & Discussion**

**Table 1:** To assess the emotional stability of children.

S. No.	Level of Emotional stability	N = 60	
		F	%
1	High	5	8.33
2	Middle	44	73.33
3	Low	11	18.33
	Total	60	99.99

Note – F – frequency %- Percentage

Table 1 show that (73.33) percent of respondents had middle emotional stability, (18.33) percent of respondent had low emotional stability and only (8.33) percent of respondent had high emotional stability.



**Fig 1:** Emotional stability of children

**Difference between emotional stability with age, gender and types of family**

**Table 2:** Distribution of respondent according to age with emotional stability.

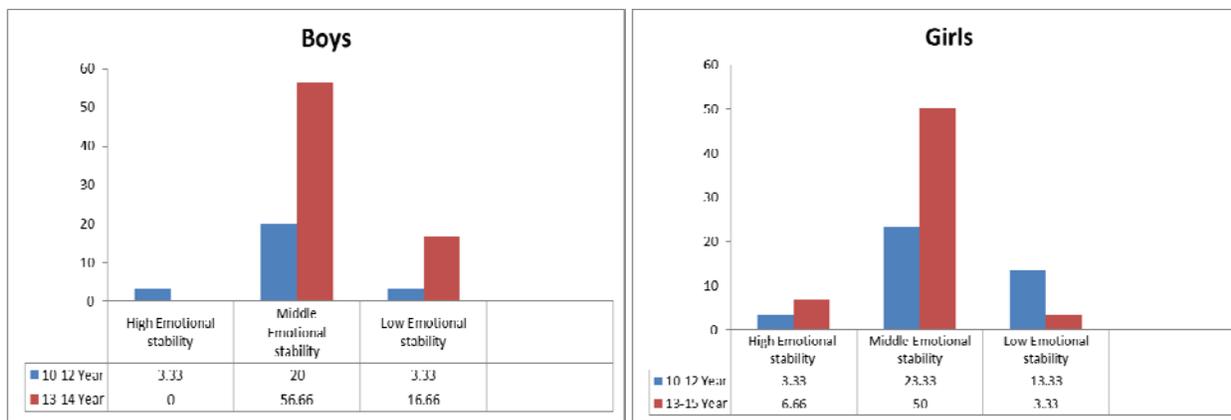
S. No.	Age in Year	N	Level of Emotional stability			N	Level of Emotional stability		
			Boys (n=30)				Girls		
			High Emotional stability	Middle Emotional stability	Low Emotional stability		High Emotional stability	Middle Emotional stability	Low Emotional stability
1.	10-12	8	1 (3.33%)	6 (20%)	1 (3.33%)	12	1 (3.33%)	7 (23.33%)	4 (13.33%)
2.	13-14	22	0 (0%)	17 (56.66%)	5 (16.66%)	18	2 (6.66%)	15 (50%)	1 (3.33%)

Note – F – Frequency %- Percentage

Table 2 revealed that most of the (20%) respondent in boys sample had middle emotional stability (3.33%) respondents had high emotional stability (3.33%) respondents had low emotional stability who belonged to the age group of 10-12years While (56.66%) of respondents had middle emotional (16.66%) respondents had low emotional stability who belonged to the age group of 13-14 years.

On other hand in Girls sample majority of the (23.33%) of the

respondents had middle emotional stability and (13.33%) respondents had Low emotional stability and only (3.33%) of the respondents had high emotional stability who belonged to the age group of 10-12 years while (50%) of the respondents had middle emotional stability and (6.66%) respondents had high emotional stability and only(3.33%) respondents had low emotional stability who belonged to the age group of 13-14years.



**Fig 2:** Emotional stability with their age

**Table 3:** Distribution of respondents according to gender with their emotional stability

S. No.	Level of emotional stability	Boys		Girls		Total	
		F	%	F	%	F	%
1	High Emotional stability	1	3.33	4	13.33	5	8.33
2	Middle Emotional stability	23	76.66	21	70	44	73.33
3	Low Emotional stability	6	20	5	16.66	11	18.33
	Total	30	99.99	30	99.99	60	99.99

Note – F – frequency %- Percentage

Table 3 indicated that most of the (76.66%) respondents in Boys sample had Middle emotional stability and (20%) respondents had low emotional stability and only (3.33%) respondents had high emotional stability.

On other hand girls sample majority of the (70%) of

respondents had middle emotional stability and (16.66%) of respondents had low emotional stability and only (13.33%) of respondents had high emotional stability. (Fig.) Ads per data most of the (73.33%) respondent had middle emotional stability.

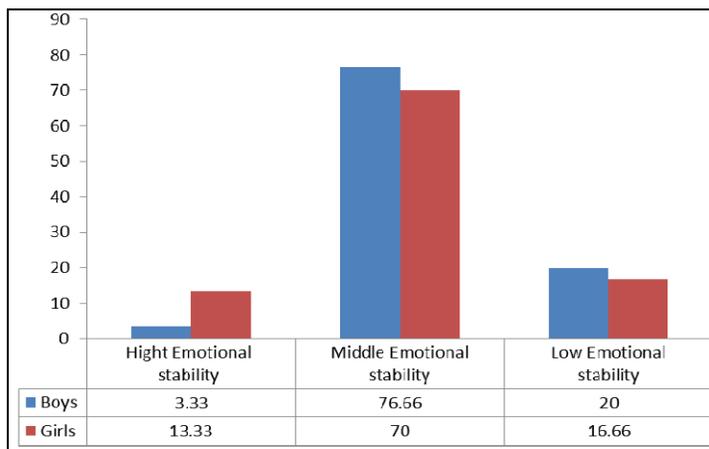


Fig 3: Emotional stability with the gender

Table 4: Distribution of Respondents According to family type with Emotional stability.

S. No.	Family type	N	Level of Emotional stability						N	Level of Emotional stability					
			Boys							Girl					
			High Emotional stability		Middle Emotional stability		Low emotional stability			High Emotional stability		Middle Emotional stability		Low emotional stability	
			F	%	F	%	F	%		F	%	F	%	F	%
1	Joint	19	1	3.33	15	50	3	10	17	6	20	10	33.33	1	3.33
2	Nuclear	11	0	0	8	26.66	3	10	13	2	6.66	11	36.66	1	3.33

Note – F – frequency %- Percentage

Table 4 furnished that most of the (50%) respondents in boys sample had middle emotional stability, (10%) respondents had low emotional stability & only (3.33%) respondent had high emotional stability who belonged to joint family while (26.66%) respondents had middle emotional stability and only (10%), respondents had low emotional stability who belonged to nuclear family.

On other hand in girls sample majority of the (36.66%) of respondents had middle emotional stability, (6.66%) of respondents had high emotional stability, (3.33%) respondents had low emotional stability, who belonged to nuclear family while (33.33%) respondents had middle emotional stability, (20%) Respondents had high emotional stability, and (3.33%) respondents of low emotional stability who belonged to joint family.

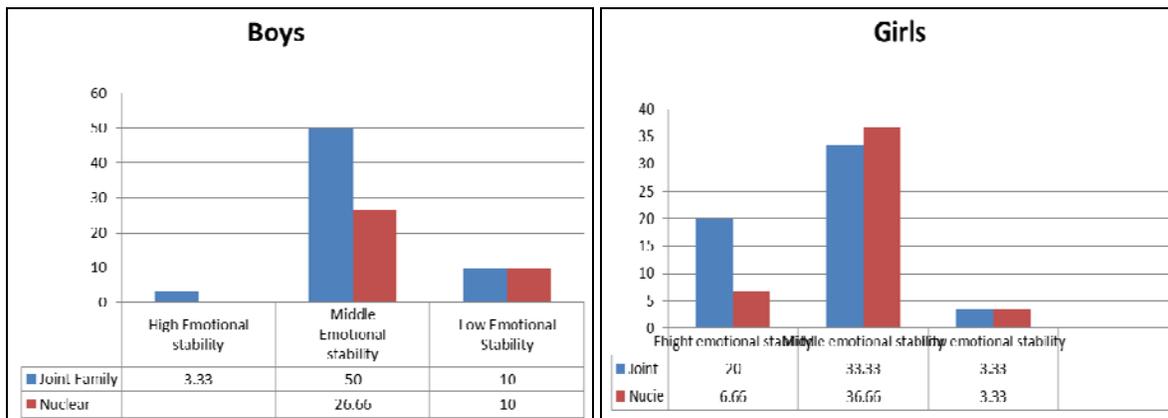


Fig 4: Emotional stability with family type

**Summary and Conclusion**

**Emotional stability children**

- Majority of Boys respondents (73.33%) had middle emotional stability only (8.33%) respondent had emotional stability.

**Differences between selected variable with their emotional stability with age, gender & types of family.**

- The result revealed majority of boys sample 56.66 percent respondents were from 13-14 years group having

Middle emotional stability and in girls sample 50 percent respondents were from 13-14 years group having middle emotional stability. Among both the sample were had Middle emotional stability.

- The majority of the boys sample 76.66 percent respondents were had middle emotional stability and in girls sample 70 percent respondents were had middle emotional stability. As per data majority of boys sample had middle emotional stability rather than girls.

- The majority of boys sample 50 percent respondents were from joint family type having middle emotional stability and in girls sample 36.66 percent respondents were from nuclear family type were had middle emotional stability.

**Limitation of study:**

The sample size was limited.

- The study was conducted in very small area.

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