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A study on emotional stability among children in Faizabad district

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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 Faizabad city. The sample of the study was selected by proportionate stratified Random Sampling method which included 60 (30 boys and girls) children's of age group 10-15 year from Faizabad 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 (80%) of the boy's respondent had middle emotional stability and in girls sample maximum number (70%) of the respondent had middle emotional. As per data girls had extremely emotional stability rather than male sample.

Keywords: Emotional stability, personality, health

Introduction

Emotional Stability refers in one's proneness to negative emotions and anxiety. More resilient Persons (high on emotional stability) are less prone to experiencing negative reactions. More Reactive persons (low on emotional stability) are more prone to experiencing negative reactions.

Depression refers to a wide range of mental health problems characteristic by the absence of a positive affect (a loss of interest and enjoyment in ordinary things and experiences), low mood and a range of associated emotional, cognitive, physical and behavioural symptoms. Distinguishing the mood changes between clinically significant degrees of depression (for example, major depression) and those occurring normally remains problematic and it is best to consider the symptoms of depression as occurring on a continuum of severity. Commonly, mood and affect in a major depressive illness are unreactive to circumstance remaining low throughout the course of each day, although for some people mood varies diurnally, with gradual improvement throughout the day only to return to a low mood on waking. In other cases a person's mood may be reactive to positive experience and events, although these elevations in mood are not sustained with depressive feelings often quickly re-emerging. Emotional are the ability of humans to evaluate and understand or interpret what is happening at any given moment. Emotions have a powerful effect on mankind. They rule one's life. Some psychologists call emotions as a disruptive state of the organism. Emotionally stable person is one who can control his emotions properly, can express spontaneously in diverse useful directions, which are socially approved. Emotional pressure is increasing day by day among adolescents, which has led to imbalanced and maladjusted personalities in the society. Emotional stability is a state of equilibrium in which forces within the individual-his wishes, ambitions and needs are in harmony with themselves and with the stress of the environment. Today, we live in highly ambitions 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 behaviour at any level is that which reflects the fruits of the normal emotional development.0020

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Objectives

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

Review of Literature

Madhavan V, (2016) ^[1] Mental health is a balance between all aspect of life, physical, Spiritual and emotional aspect of a person. Adolescence is a period of transition which leads to emotional instability, lack of adjustment in expressing views and opinions and lack of understanding their parent and teacher. The family system is not only to contribute much for the development aspect of the child as a result school has become an important agency and assumes great responsibility in developing the personality of a child. Hence, the present study aims to study the emotional and adjustment perspective of mental health among rural school students in Tiruchirappalli district. The researcher has adopted Descriptive Research Design by adopting random sampling method. Emotional stability and overall adjustment dimensions of mental health scale development by Alpana Sengupta and Arun kumar singh was used. Sample consists of 50 students from a rural school from Tiruchirappalli district and the findings will be discussed in the paper. Keywords: Adjustment, Adolescence, Emotional stability, mental health, school student.

Zapata ADG, (2015) ^[2] Emotion plays an important role in establishing camaraderie and helps deal with situations that test an individual's patience. However, for students, classroom environment together with peer-pressure and on the- job training increases the chance of getting stressed. Maturity and stability has been differentiated to provide better alternatives to increasing risks of being unable to cope with difficult situations. While it is believed that emotional stability leads to emotional maturity, this common view is to be tested in different areas; self-collected; determined; calm; average; sensitive feisty; and neurotic. Emotional maturity on the other hand, is measured as; sign of good emotional maturity; sign of having hindrances if they fail to address issues; sign of having troubles in life. Descriptive survey research methodology is used, specifically the correlation study, since it attempts to establish the perceived difference between the emotional stability and emotional maturity. The level of emotional stability is measured using the 30- item Emotional stability questionnaire (ESQ), emotional maturity is measured using the 20-item Emotional maturity questionnaire (EMQ), As for as emotional stability is concerned that existed among the fourth year students. These traits are being average, calm and sensitive. Twenty-five of the respondents are manifesting a good sign of emotional maturity, having standard deviation of 4, 43 in the test. Having a test value of -2.9304 at 62 degrees of freedom and a p-value lower than 0.05 ($p=0.0047$), there is a significant difference that existed between the respondents' perceived level of emotional stability and their perceived level of emotional maturity.

Bhagat V, (2014) ^[3] the emotional stability of working men affected by job insecurity at work place has been focused in the present study. Emotional Stability in working men is important since emotional stability toned with motivational behavior of professionals which increases work out put at work place. The main objective of the study was therefore to find emotionality among the professionals of various work sectors and finding out the relation between emotionality and

job insecurity among the respondents. Participants for this study were 200 professionals (males) from industrial, banking, health and educational sectors of Mangalore Karnataka, India. They were selected by random sampling technique. Medico-Psychological questionnaire for general neuroticism was administered to find out the emotionality scores and interview schedule is used to asses' job insecurity among the respondents. To find the relationship between the variables data has been presented in a form of bi-variables for the purpose of examining property movement of variables in relationship between the variables. The results reveal that there is a close relation between emotional stability of working men and their job insecurity at work place. The implication of this study was to develop insight and understanding among the employers, personnel managers, counselors at work place of the fact that emotionality and low work output by an employee is holding relation with their job insecurity at work place.

Sharma d. & Pathania R, (2013) ^[7] The present study was undertaken with the specific objectives viz., (i) to find out the emotional stability and maturity of both ICDS and Non- ICDS Children, (ii) to compare the emotional stability and maturity both ICDS and Non children and (iii) to explore the factors affecting emotional stability and maturity of selected children. The data were collected from two randomly selected blocks (Bhawarna and Sulah) Of Kangra district. A total sample of 150 (100 ICDS and 50 non- ICDS) Pre- schoolers in the age group of 2-6 years was randomly selected. Two standardized scale namely emotional stability scale of Children and Emotional Maturity scale were employed to assess the emotional skills. The collected data were tabulated, processed and analysed by employing statistical techniques like t test, f test, regression analysis and coefficient of variance. The results of the study indicated that the non-ICDS children were found significantly better than that of ICDS in the areas of emotional stability and emotional maturity. Occupation of father contributed significantly to the emotional stability, whereas age of the children and type of occupation of the parents showed positive relationship with emotional maturity.

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 Mahima Science Academy Goshaiganj Faizabad (U.P), Ram Bali Inter College Goshaiganj Faizabad (U.P), Indra Bali Inter College Goshaiganj (U.P), Adarsh upper

Primary vidyalaya hedarganj Faizabad (U.P).The flow chart of the sample is shows in Fig 3.1.

Tools used to assess the level of emotional stability

Emotional stability scale (1994) developed by Dr. (Miss) A. Sen Gupta & Dr. AK. Singh for school going students of class of class VI & VII were used to assess the level of emotional stability. This test was reliable and valid.

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 (%)

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

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	46	76.66
3	Low	9	15
	Total	60	99.99

Note-F-frequency %-Percentage

Table 1. Show that (76.66%) percent of respondents had middle emotional stability, (15%) percent of respondent had low emotional stability and only (8.33) percent of respondent had high emotional stability.

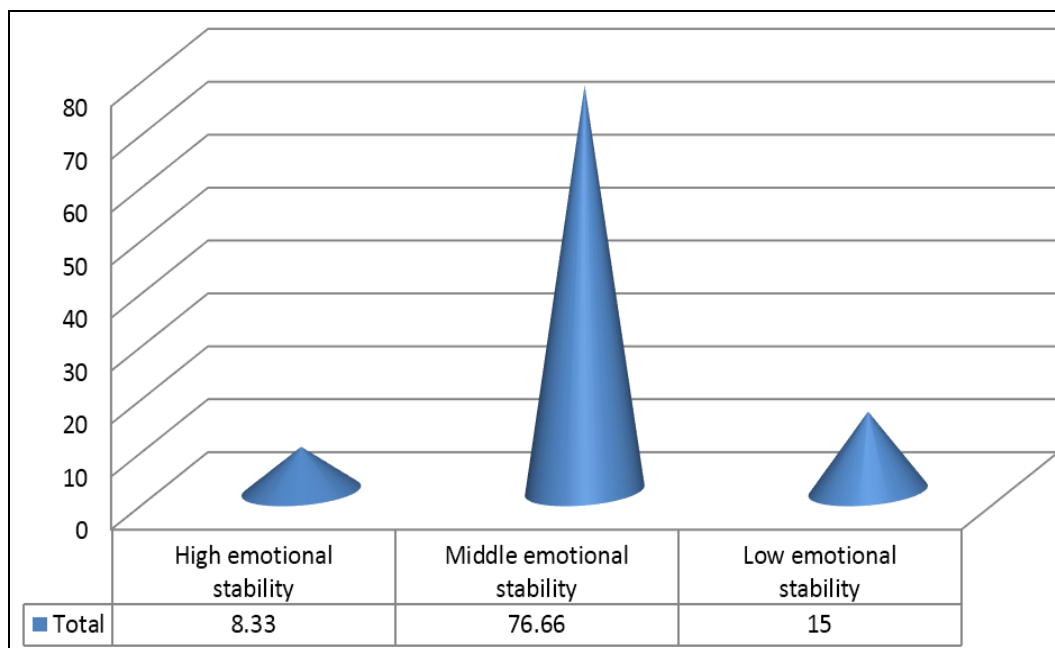


Fig 1: Emotional stability of children

Table 2: 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	3	10	4	6.66
2	Middle Emotional Stability	24	80	21	70	45	75
3	Low Emotional stability	5	16.66	6	20	11	18.33
	Total	30	99.99	30	100	60	99.99

Note- F-frequency %-Percentage

Table 2 indicated that most of the (80%) respondent in Boys sample had Middle emotional stability and (16.66%) respondents had low emotional stability and only (3.33%) respondents had high stability.

On other hand girls sample of the (70%) of respondents had middle emotional stability and (20%) of respondents had low emotional stability and only (10%) of respondents had high emotional stability.

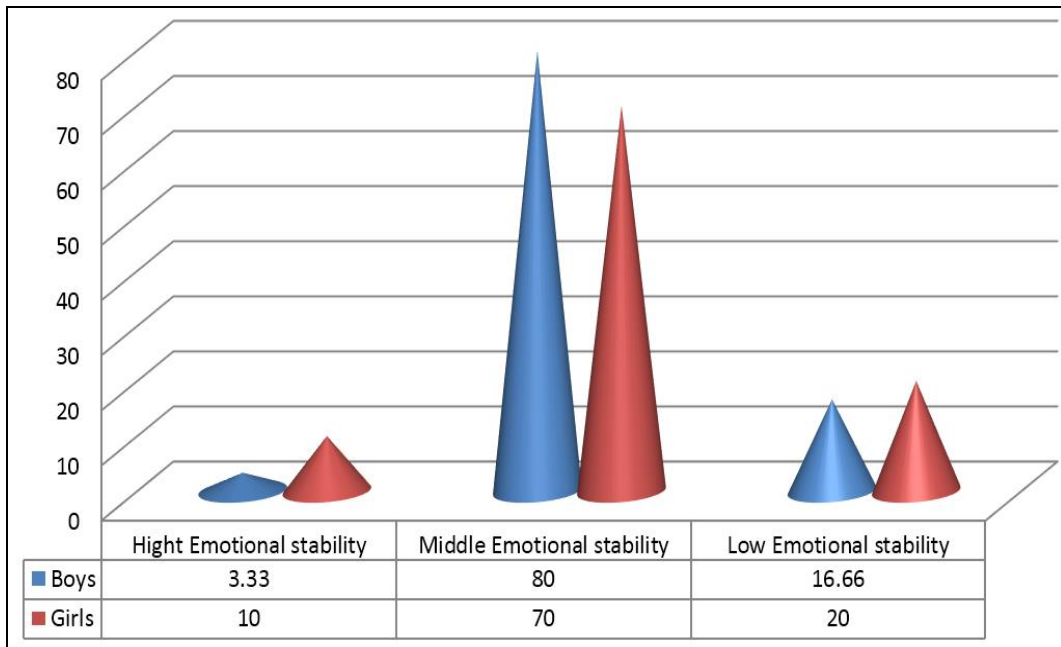


Fig 3: Emotional stability with the gender

Table 3: Distribution of Respondents According to family type with Emotional stability

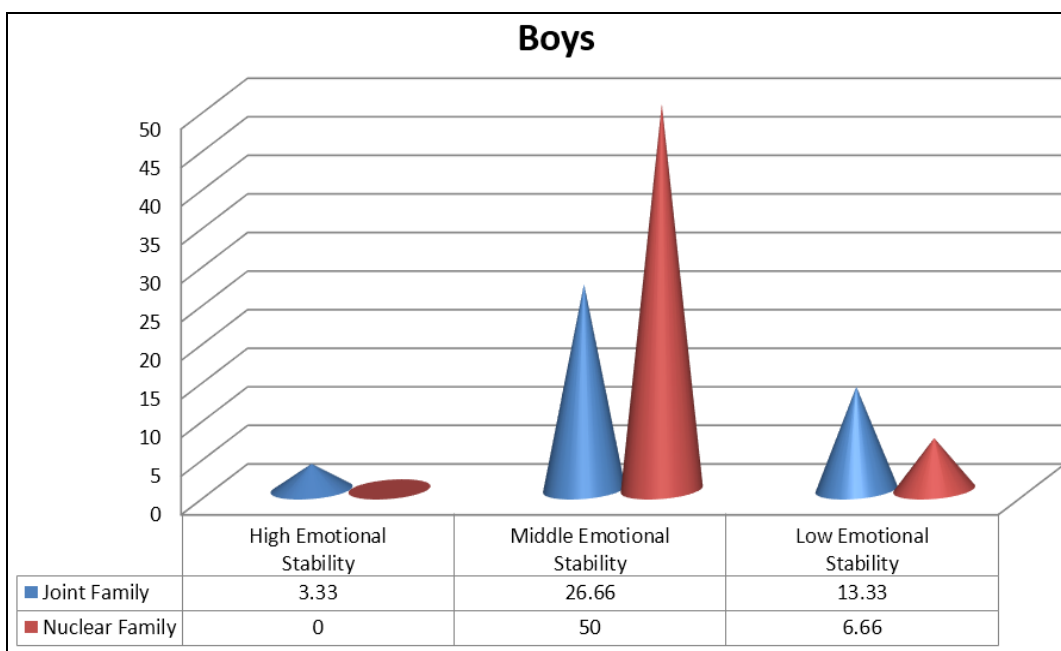
S. No.	Family type	N	Level of Emotional stability						N	Level of Emotional stability					
			Boys							Girls					
			High Emotional stability		Middle Emotional Stability		Low Emotional Stability			High Emotional stability		Middle Emotional stability		Low Emotional stability	
			F	%	F	%	F	%		F	%	F	%	F	%
1.	Joint	13	1	3.33	8	26.66	4	13.33	11	1	3.33	8	26.66	2	6.66
2.	Nuclear	17	0	0	15	50	2	6.66	19	3	10	15	50	1	3.33

Note- F- frequency %- Percentage

Table 3 furnished that most of the (26.66%) respondents in Boys sample had middle emotional stability, (13.33%) respondents had low emotional stability, (3.33%) respondent of high emotional stability who belonged to joint family while (50%) respondents had middle emotional stability (6.66%), (00%) respondents had high emotional stability who belonged to nuclear family.

On other hand in girls sample majority of the (50%) of

respondents had middle emotional stability, (10%) of respondents had high emotional, (3.33%) respondents had low emotional stability, who belonged to nuclear family while (26.66%) respondents had middle emotional stability, (3.33%) Respondents had high emotional stability, and (6.66%) respondents of low emotional stability who belonged to joint family.



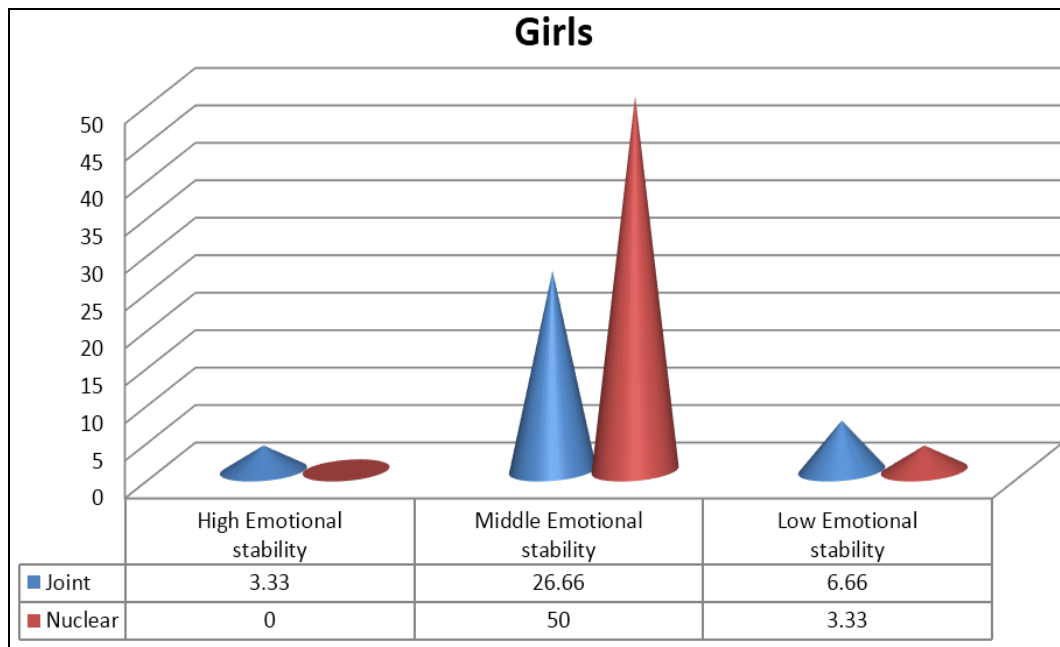


Fig 3: Emotional stability with family type

Summary and Conclusion

Emotional stability children

- Majority of boys respondents (76.33%) had middle emotional stability only (8.33%) respondents had emotional stability.

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

- The majority of the boys sample (80%) 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 types having middle emotional stability and in girls sample 50 percent respondent 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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