

A Study on Emotional stability of 8-10 years old children in Hisar City

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ABSTRACT

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 the part of a person's character that consists of their feelings, as opposed to their thoughts. Stability a situation in which something is not likely to move or change. Emotionally stable persons tolerate minor stresses and strains of day to day living without becoming emotionally upset, anxious, nervous, tense, or angry. 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. It is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of children development. Main aim of the study was to assess emotional stability of children as per residential area and gender. The total sample consisted of 200 children. Out of total sample 100 were selected from rural area and 100 from urban area. One government senior secondary school and one private school were selected at random from each location. For data collection, four schools were selected at random. From each school 25 boys and 25 girls were selected. Tool used for the research was Emotional Stability Test for children by Gupta and Singh (1985). Major findings of the study revealed that most of the children had moderate level of emotional stability. Further findings showed significant mean difference was observed in residential area of children.

Keyword: Emotional stability, children, gender, school.

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INTRODUCTION

The term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. Stability in emotions means firmly established or fixed , not easily upset or disturbed well balanced and capable to remain in same status. Emotionally stable person is one who can control his emotions properly, can express spontaneously in diverse useful directions, which are socially approved. Emotionally pressurise increasing day by day among children 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. It is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of children development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes [2].

Objectives of study

- To study the level of emotional stability of children as per residential area and gender.
- To compare the level of emotional stability across residential area and gender.

REVIEW OF LITERATURE

Aleem [3] identified the prevalence of emotional stability among male and female students. The total sample consisted of 100 undergraduate and postgraduate students of 17-21 years. The sample size was further categorized into 2 groups i.e. 50 males and 50 females to assess emotional stability. The Emotional Stability Questionnaire (ESQ) developed by Psycom Services was used to assess emotional stability. It was found that female students were less emotionally stable as compared to male students as there was a significant difference between the mean scores of male and female students on emotional stability.

Shaikh *et. al.* [5] demonstrated a study of emotional stability among children. The findings established that the emotional stability level of children were average in Aurangabad city. In-depth analysis of the results depicted that there was no significant difference between the levels of emotional stability of boys and girls.

MATERIAL AND METHODS

Locale of the study

The present study was conducted in Hisar district of Haryana state due to easy accessibility.

Selection of area

Hisar city was selected randomly from Haryana state. A comprehensive list of urban and rural government schools admitting children in age group 8-10 year was obtained from the Education Department in Mini Secteriate, Hisar. For taking rural sample, one village i.e. Chaudhariwas was selected randomly and one government senior secondary school and one private school namely Adarsh senior secondary school was selected randomly. To draw urban sample, Government senior secondary school, Shushila bhawan, Hisar and private school i.e. Daffodil high school, Hisar was selected randomly.

Sampling procedure

From each of the four schools of urban and rural area of Hisar and Chaudhariwas, boys and girls of selected government and private schools (class 3rd, 4th and 5th grade) were included in final sample.

Tool used

Emotional stability test for children by Gupta and Singh (1985)^[2] was used to assess emotional stability of children.

Scoring procedure

The maximum possible score of this test is 15. In emotional stability test for children, each item of the test is scored as either +1 or +2. There are two types of items in this test, i.e. positive and negative. All possible items which are endorsed by the subjects 'yes' and the negative items, item no. 9 and 10. Which are endorsed by the subjects as 'No' are given a score of +1. A score of zero is given to all other answers. Thus high score on the test indicates low emotional stability or control and whereas low score on the test indicates high emotional stability or control.

Statistical analysis

Following tests were used:

- Frequency and Percentage
- Mean
- Standard deviation
- Z - test

RESULTS AND DISCUSSION

**Table: 1 Assessment of emotional stability among children
N=200**

Level of emotional stability	F	%
High	67	(33.5)
Moderate	123	(61.5)
Low	10	(5.0)
Total	200	100

Note: F- frequency, %- percentage

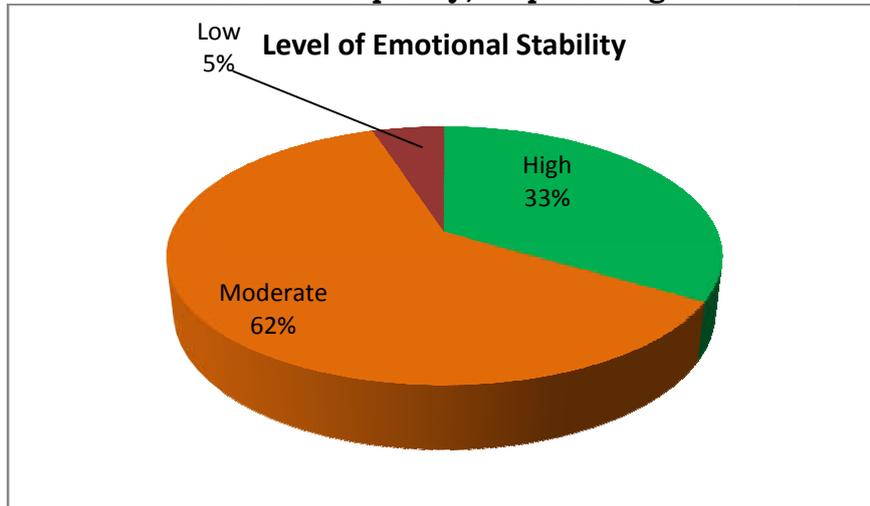


Fig.1: Assessment of emotional stability among children

It can be interpreted from above results that majority of children (61.5%) had moderate level of emotional stability, followed by high (33.5%) and low level (5%). Results portrayed by the study conducted by Chubey *et. al.* [6] that the emotional stability level of children's was average.

Table: 2 Distribution of children as per residential area with emotional stability

Level of emotional stability	Rural (n=100)	Urban (n=100)
High	24 (24.0)	43(43.0)
Moderate	69(69.0)	54(54.0)
Low	7(7.0)	3(3.0)

Note: Figures in parentheses indicate percentage

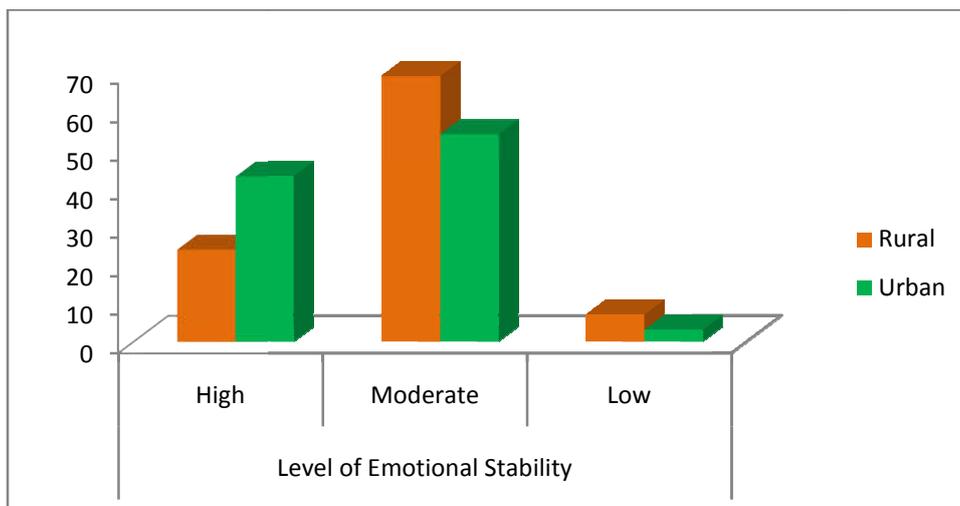


Fig.2: Distribution of children as per residential area with emotional stability

Table 2 revealed that majority of children (69.0%) in rural as well as in urban (54.0%) area had moderate level of emotional stability. 43.0% and 24.0% children had high level of emotional stability who lived in urban and rural area. Likewise, 7% children of rural area and 3% children of urban area had low level of emotional stability.

Table: 3 Distribution of children as per gender with emotional stability

Level of emotional stability	Boys (n=100)	Girls (n=100)
High	39(39.0)	28(28.0)
Moderate	55(55.0)	68(68.0)
Low	6(6.0)	4(4.0)

Note: Figures in parentheses indicate percentage

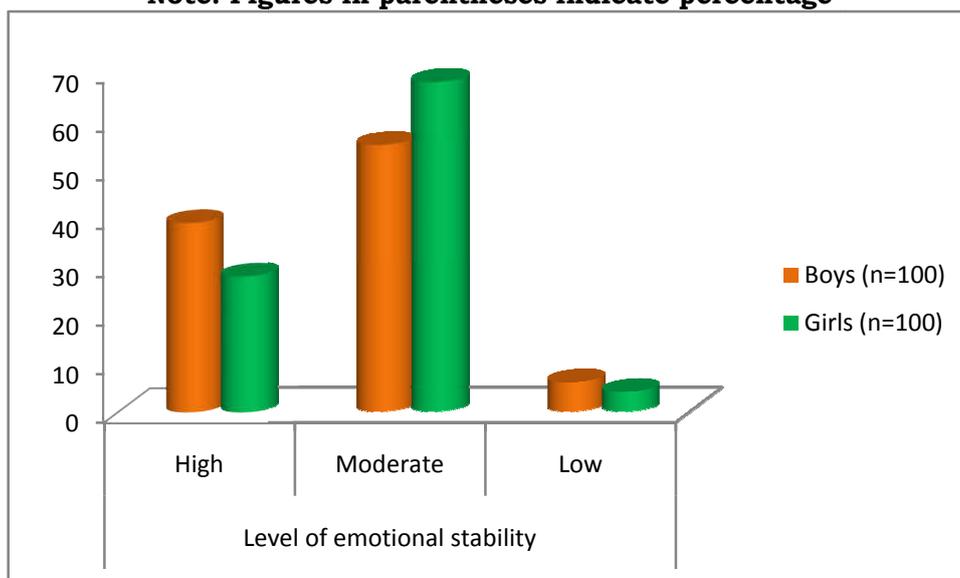


Fig.3: Distribution of children as per gender with emotional stability

Table 3 revealed that maximum number of girls (68.0%) and boys (55.0%) had moderate level of emotional stability. 39.0% boys and 28.0% girls had high level of emotional stability. The result of the study in line with Chaubey *et. al.* (2017)^[6] found that most of the boy's respondent had middle emotional stability and in girls sample maximum number of the respondent had middle emotional stability. As per results boys had higher emotional stability than girls.

Table: 4 Comparison of emotional stability as per residential area and gender

Variables	Emotional stability	Z-values
	Mean ±SD	
Residential area		
Rural	7.43±2.10	4.01**
Urban	6.17±2.34	
Gender		
Rural		
Boys (n=50)	7.54±2.45	0.52
Girls (n=50)	7.32±1.70	
Urban		
Boys (n=50)	6.34±2.53	0.73
Girls (n=50)	6.00±2.13	

****Significant at 1% level of significance**

To compare the mean scores of children on emotional stability as per residential area and gender 'Z' test was calculated and mean scores and standard deviation were calculated.

Results revealed significant mean differences were observed in emotional stability of rural and urban area ($Z=4.01^{**}$, $p<0.01$) of children and non-significant mean differences was observed in gender of children. The results supported by Kumar, P. (2013)^[4] found no significant difference in the average emotional stability of students studying in KV and Public schools.

CONCLUSION

Regarding emotional stability, majority of children had moderate level of emotional stability. Significant mean difference was found in emotional stability with residential area of children.

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