



EMOTIONAL DEVELOPMENT FOR SCHOOL GOING CHILDREN

Dr Hummara Azim

Sr. Assistant Professor, Institute of Home Science, University of Kashmir

ABSTRACT

The main aim of the study was to assess the emotional development for school going children. The sample for the present study was 100 school going children. The self made questionnaire was employed for the present study. The study revealed that the majority i.e. 80 percent children agreed that kids at school like them in which 80 percent are boys and 80 percent are girls. It was found that 60 percent children agreed that they like to help other kids at school in which 60 percent are boys and 60 percent are girls.

Keywords: Emotion, Development, School, Children

INTRODUCTION

Adolescent Emotional Development Research with younger children shows that by the onset of the teenage years, most youth have amassed a relatively large body of emotion knowledge and competencies. They have an extensive vocabulary of emotion terms and are developing skills to understand the relationships between emotions and the situations that elicit them. They demonstrate abilities to infer others' emotions and consider sub cultural scripts in emotional appraisals; they become more able to alter their expression of emotions in response to situational demands and conceive strategies for emotional self-control. Adolescence is thought to bring new potentials for emotional knowledge and management skills. A central feature of teenagers' new knowledge is believed to be a capacity for understanding emotions in relationship to complex interacting systems. These include interacting interpersonal systems (self, others, social groups), cultural systems, and internal biopsychosocial systems. Adolescents' ability to reason about these different systems potentially permits them, for example, to differentiate people's momentary emotions from their personalities, to understand the cultural conditions surrounding complex interpersonal emotions (e.g., pride, shame, embarrassment), and to assess better the causes and effects of emotions. In conjunction with this greater knowledge, it is believed that adolescents develop more executive control in the management of emotions in self and interpersonal systems, a developmental change that may be partly afforded by brain development. Teenagers are thought to have greater potential to acquire metacognitive strategies for

regulation of negative emotions and enhancement of positive emotions. Thus, for example, they may become better able to adapt their expression of emotions to influence others, to negotiate personal relationships in the presence of strong emotions, and deploy more diverse and flexible coping responses. These ideas are heuristically powerful, but the evidence behind them is limited. Although it is postulated that teens' emotional development involves increased conscious understanding and acquisition of "verbal-declarative" skills, we have limited knowledge about what adolescents actually learn and how they learn it. To do this, we think it is helpful, if not essential, to focus on their emotional experiences in particular interactional settings.

Common Emotional Problems of Adolescence

Common emotional problems of adolescence are discussed under three headings: those specific to adolescence; common psychiatric problems of adolescence, and those complicating physical illness in adolescence. Adolescence is a phase of emotional sensitivity and self-centeredness. The whole family is affected and may require professional support. As the adolescent moves towards greater independence, some turbulence and acting out is normal. Some make an impulsive break from their family by running away, others gradually gain their independence and some remain overly dependent. The latter groups often become dependent on and demanding of their physician.

Emotional Problems of Adolescents

Concepts and prevalence Symptoms of mental health problems in childhood and adolescence are usually classified into two broadband categories, emotional (internalising) and behavioural (externalising) problems (Kovacs & Devlin, 1998). In the present study, the construct of emotional problems, referring to symptoms of anxiety and depression, will be used interchangeably with the construct of internalising problems. A main focus is to examine to which degree changes in risk and protective factors account for changes in symptoms of anxious and depression, and a continuous and dimensional perspective on psychopathology is adapted. When comparing research on subclinical levels of emotional symptoms and clinically significant disorders, both domains are found to have comparable correlates and consequences. Thus, I will refer to studies on anxiety and depression that have both symptoms and disorders as outcomes. Findings from population-based studies indicate that 9-12% have so strong emotional symptoms that it has a negative impact on daily functioning. Lifetime prevalence rates for major depression in adolescence ranges from 4% up to 25%, but most often the rates are around 15-20%. The prevalence estimates is almost half the size in childhood. Lifetime estimates of any anxiety disorders in school-aged children and adolescents ranges from 4% to 27%. Prevalence estimates vary across specific disorders or symptom levels, and across age, gender, groups and cultures, measurement methods and informants.

OBJECTIVES OF THE STUDY

1. To assess the emotional development for school going children.
2. To compare the boys and girls school going children on their emotional development.

Collection of Data:

The data has been collected through primary and secondary sources for the purpose of the study. Primary data comprises of the information that has been collected with the help of structured questionnaire. Secondary data has been collected from books, journals, internet etc.

Selection of Samples:

The sample for the present study consists of 100 school going children in which 50 were boys and 50 were girl schools going children. The random sample technique were used for the present study, the sample can collected from different schools of Anantnag district (J&K).

The sample can be collected from different classes and different age-groups also as presented in the below table:

Tools Used:-

The data thus collected was tabulated, analyzed and interpreted as per the needs of the study. The main tool used for data collection was questionnaire. The questionnaire framed provides general information about the respondents

The following questionnaire was used for the present study: +

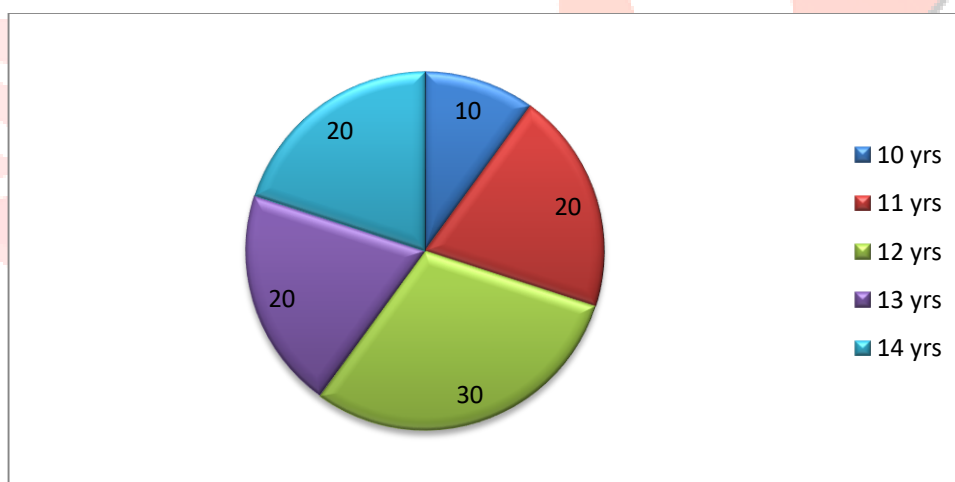
An questionnaire for Emotional Development for School Going Children

The questionnaire has two section in 1st section respondents personal demographic details and 2nd section is 30 items questionnaire. This questionnaire has three optional with each question viz;

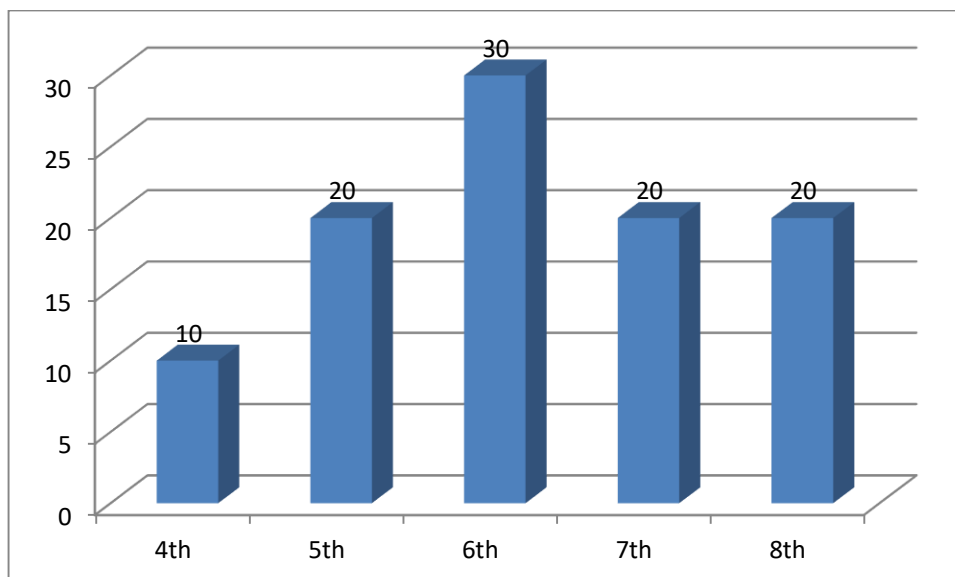
- *Yes*
- *No*
- *Don't Know*

Result and Discussion

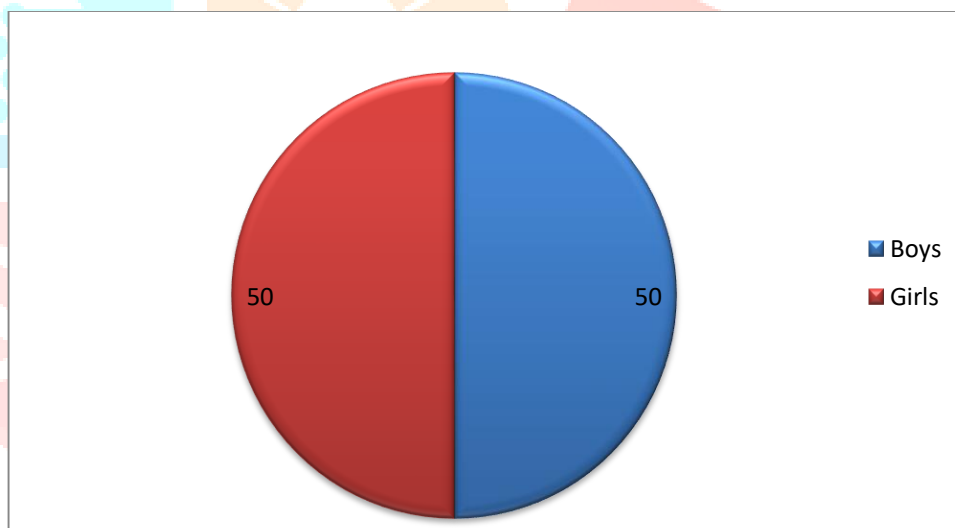
Fig. 1: Age-wise distribution of the respondents



The above figure shows the age-wise distribution of the respondents. The figure reveals that 30 percent children are 12 years old, 20 percent children are 11 years old, 20 percent children are 13 years old, 20 percent children are 14 years old and 10 percent children are 10 years old.

Fig. 2: Class-wise distribution of the respondents

The above figure shows that 10 percent children are 4th classes students, 20 percent children are 5th classes students, 30 percent children are 6th classes students, 20 percent children are 7th classes students and 20 percent children 8th classes students.

Fig. 3: Gender-wise distribution of the respondents

The above figures shows that 50 percent children are boys and 50 percent children are girls.

Table: 1: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I like myself	Yes	50	100.0	50	100.0	100	100.0
	No	0	0.0	0	0.0	0	0.0
	Don't Know	0	0.0	0	0.0	0	0.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 0, df=2, p\text{-value}=0$					
I raise my hand when I have a question	Yes	10	20.0	20	40.0	30	30.0
	No	30	60.0	20	40.0	50	50.0
	Don't Know	10	20.0	10	20.0	20	20.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 5.333, df=2, p\text{-value}=.069$					

(Based on the field survey; N=100)

The above table shows that majority i.e. 100 percent both boys and girls children agreed that they like their-self. Further, the table indicates that majority 50 percent children disagreed that they don't raise his/her hand when they have a question in which 60 percent were boys and 40 percent were girls. However, 30 percent children agreed that they raise his/her hand when they have a question and only 20 percent children don't know option on it.

Table: 2: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I yell at the people	Yes	10	20.0	0	0.0	10	10.0
	No	20	40.0	40	80.0	60	60.0
	Don't Know	20	40.0	10	20.0	30	30.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 20.000, df=2, p\text{-value}=.000^*$					
invite kids to play with me	Yes	30	60.0	30	60.0	60	60.0
	No	10	20.0	10	20.0	20	20.0
	Don't Know	10	20.0	10	20.0	20	20.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 2.300, df=2, p\text{-value}=.365$					

(Based on the field survey; N=100)

The perusal of the above table indicates that majority i.e. 60 percent children disagreed that don't yell or shout at the people in which 40 percent are boys and 80 percent are girls. Further, 10 percent agreed that they yell or shout at the people and all them are boys, 30 percent children says don't know option on it.

The majority i.e. 60 percent children agreed that they invite kids to play with them in which 60 percent are boys and 60 percent children are girls. Further, 20 percent children disagreed that they never invite kids to play with them, 20 children says don't know option on it.

Table: 3: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I can do a lot of things without help from adults	Yes	20	40.0	20	40.0	40	40.0
	No	20	40.0	20	40.0	40	40.0
	Don't Know	10	20.0	10	20.0	20	20.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = .214, df=2, p\text{-value}=.621$					
People at school care about me	Yes	30	60.0	30	60.0	60	60.0
	No	10	20.0	10	20.0	20	20.0
	Don't Know	10	20.0	10	20.0	20	20.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 2.324, df=2, p\text{-value}=.362$					

(Based on the field survey; N=100)

The majority i.e. 40 percent children agreed that they can do a lot of things without help from adults in which 40 percent are boys and 40 percent are girls. Further, 40 percent children also disagreed that they cannot do a lot of things without help from adults, 20 percent children says don't know option on it.

The table also indicates that majority i.e. 60 percent children agreed that people at school care about me in which 60 percent are boys and 60 percent are girls. Further, 20 percent children also disagreed that people at school not care about them, 20 percent children says don't know option on it.

Table: 4: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I do my best when I work	Yes	50	100.0	30	60.0	80	80.0
	No	0	0.0	10	20.0	10	10.0
	Don't Know	0	0.0	10	20.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2=25.00$, $df=2$, $p\text{-value}=.000^*$					
I wait my turn inline	Yes	40	80.0	50	100.0	90	90.0
	No	0	0.0	0	0.0	0	0.0
	Don't Know	10	20.0	0	0.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2= 11.111$, $df=2$, $p\text{-value}=.001^*$					

(Based on the field survey; N=100)

The perusal of the above table indicates that majority i.e. 80 percent children agreed that they do their best when they work in which 100 percent are boys and 60 percent are girls. Further, none children also disagreed that they do their best when they work, 10 percent children says don't know option on it.

The majority i.e. 90 percent children agreed that they wait their turn inline in which 80 percent are boys and 100 percent are girls. Further, none children also disagreed that they wait their turn inline, 10 percent children says don't know option on it.

Table: 5: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I cry when it is time to come to school	Yes	20	40.0	20	40.0	40	40.0
	No	30	60.0	20	40.0	50	50.0
	Don't Know	0	0.0	10	20.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2= 12.000$, $df=2$, $p\text{-value}=.002^*$					
I like playing games even when I lose	Yes	30	60.0	30	60.0	60	60.0
	No	20	40.0	20	40.0	40	40.0
	Don't Know	0	0.0	0	0.0	0	0.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2= 2.147$, $df=2$, $p\text{-value}=.421$					

(Based on the field survey; N=100)

The above table indicates that majority i.e. 50 percent children disagreed that they never cry when it is time to come to school in which 60 percent are boys and 40 percent are girls. Further, 40 percent children also agreed they cry when it is time to come to school, 10 percent children says don't know option on it.

However, the results also depicts that majority i.e. 60 percent children agreed that they like to playing games even when they lose in which 60 percent are boys and 60 percent are girls. Further, 40 percent children also disagreed that they not like to playing games even when they lose, none children says don't know option on it.

Table: 6: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
Other kids like me even if we sometimes argue	Yes	50	100.0	20	40.0	70	70.0
	No	0	0.0	30	60.0	30	30.0
	Don't Know	0	0.0	0	0.0	0	0.0
	Total	50	100.0	50	100.0	100	100.0
		$x^2 = 42.857, df=2, p\text{-value}=.000^*$					
There are many people I can talk to if I have problem	Yes	30	60.0	30	60.0	60	60.0
	No	20	40.0	10	20.0	30	30.0
	Don't Know	0	0.0	10	20.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$x^2 = 13.333, df=2, p\text{-value}=.001^*$					

(Based on the field survey; N=100)

The majority i.e. 70 percent children agreed that other kids like them even if they sometimes argue in which 100 percent are boys and 40 percent are girls. Further, 30 percent children also disagreed that other kids never like them even if they sometimes argue, none children says don't know option on it.

The above table also indicates that majority i.e. 60 percent children agreed that there are many people they can talk to if they have a problem with them in which 60 percent are boys and 60 percent are girls. Further, 30 percent children also disagreed that there are many people they cannot talk to if they have a problem with them, 10 percent children says don't know option on it.

Table: 7: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
I like to learn	Yes	40	80.0	40	80.0	80	80.0
	No	10	20.0	0	0.0	10	10.0
	Don't Know	0	0.0	10	20.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 20.00, df = 2, p\text{-value} = .000^*$					
I get upset when I loose	Yes	30	60.0	20	40.0	50	50.0
	No	20	40.0	20	40.0	40	40.0
	Don't Know	0	0.0	10	20.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 14.02, df=2, p\text{-value}=.001^*$					

(Based on the field survey; N=100)

The perusal of the above table indicates that majority i.e. 80 percent children agreed that they like to learn in which 80 percent are boys and 80 percent are girls. Further, 10 percent children also disagreed that they not like to learn, 10 percent children says don't know option on it.

The majority i.e. 50 percent children agreed that they get upset when loose in which 60 percent are boys and 40 percent are girls. Further, 40 percent children also disagreed that they never get upset when loose, 10 percent children says don't know option on it.

Table: 8: Showing the emotional development among school going children

		Gender					
		Boys		Girls		Total	
		f	%age	f	%age	f	%age
kids at school like me	Yes	40	80.0	40	80.0	80	80.0
	No	0	0.0	10	20.0	10	10.0
	Don't Know	10	20.0	0	0.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 23.54, df=2, p\text{-value} = .000^*$					
I like to help other kids at school	Yes	30	60.0	30	60.0	60	60.0
	No	10	20.0	20	40.0	30	30.0
	Don't Know	10	20.0	0	0.0	10	10.0
	Total	50	100.0	50	100.0	100	100.0
		$\chi^2 = 13.333, df=2, p\text{-value} = .001^*$					

(Based on the field survey; N=100)

The above table indicates that majority i.e. 80 percent children agreed that kids at school like them in which 80 percent are boys and 80 percent are girls. Further, 10 percent children also disagreed that they kids at school not like them, 10 percent children says don't know option on it.

The majority i.e. 60 percent children agreed that they like to help other kids at school in which 60 percent are boys and 60 percent are girls. Further, 30 percent children also disagreed that they not like to help other kids at school, 10 percent children says don't know option on it.

CONCLUSION

Emotional development among children plays a very important role in their life and careers. Quite understandably, if the causal factors of disturbances in the emotional behavior of children are reliably identified and the remedial measures are experimented upon and adopted in the real situations it would not only relieve the children's at different fronts like home, peer group, school, society of their erratic behaviors causing unnecessary anxiety and stress, but also help in making them aware of their responsibilities. The road to emotional development involves the integration of various aspects of children's personality, forms of his/her self. Emotional is an essential condition for the development of every individual and therefore, the sooner we achieve the sensitive balance between the components of the adolescent child's self, the better we can prevent difficulties in his development. This will also contribute to a stronger and more stable personality structure in the adolescents, who can communicate well with others and achieve the maximum from his capabilities and strengths and that the concept of emotional development is an entire complex subject of the utmost importance.

RECOMMENDATIONS

- By encouraging students to work to the best of their ability and by being genuinely interested in their progress, teachers can enhance the emotional development of all students, regardless of their talent.
- Parents can do the same by encouraging their children to participate in extracurricular activities that match their talents and further promote emotional development.
- Similarly, mental well being is also found to be positively correlated with emotional development as with increase in mental well being there is an increase in emotional development so the teachers, parents and counselors can stress upon providing the student's good psycho-social environment which is essential for maintaining good mental well being.

REFERENCES

- Adhikari, G.S. (1998). Comparative study of Emotional Maturity of University Students & Teacher. Psychological Abstract Vol.9, **Pp** 65-66.
- Agueda Parra and Alfredo Oliva (2013), Longitudinal Research on the Development of Emotional Autonomy during Adolescence, The Spanish Journal of Psycholog volume 12. Issue 1.
- Anand, S.P. (1988-92). Mental Health of High School Students. In M.B. Buch's Fifth Survey in Education, **Vol.II**.
- Anderson, M and Hughes, H.M. (1989). Parenting attitude and Self-esteem of young children. Journal of Genetic Psychology, Vol.150 (4), **Pp** 463-465.
- Bassett H H, D Echeverria, S Knox (2019), Assessing social-emotional development in children from a longitudinal perspective, volume 68.
- Bonney, Mental Education (1960). Mental Health in Education, Beton, Allyn and Bacon.
- Branden, N. (1969). The psychology of self-esteem. New York: Bantam.
- Coopersmith, S, The antecedents of self-esteem. Psychological Bulletin, San Francisco, 1967, **Pp** 68-69.
- Dhami, G.S. (1974). Intelligence, Emotional Maturity and Socio-economics Status as factors indicators of success in School Achievement. Third Survey of Research in Education, New Delhi, NCERT, **P**662
- Gakhar, S.C. (2003).A study of Emotional Maturity of students at secondary stage, self-concept and academic achievement. Paper published in Journal of Indian Education. Vol.XXIX, No.3, New Delhi: NCERT. **Pp** 100-106
- Hetherington, E. Mavis (1978), Family Interaction and the Social, Emotional and Cognitive Development of Children Following Divorce, volume 13. Issue 5.
- Kristen Darling, Laura Lippman (2016), Early childhood social and emotional development: Advancing the field of measurement, Journal of Applied Developmental Psychology Volume 45.