Emotional Stability and Self-Concept in Children

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Abstract

The main purpose of this study was to find out the mean difference between emotional stability and self-concept in children's. The total sample consisted 120 as a variation belonging to 60 boys and 60 girls children. The research tool for emotional stability was measured by Dr A. Sen Gupta and Dr. A.K. Singh (1985) translated in to Guajarati by Dr. Yogesh A. Jogsan (2014) and self-concept was measured by Dr. S. P. Ahluwalia (2002) translated in to Guajarati by Dr. Yogesh A. Jogsan (2015). To check the significant difference between group t-test was applied and to check correlation between variables Karl person correlation method was used. Here t-test used result revealed emotional stability and self-concept is a significance difference. While the correlation between emotional stability and self-concept reveals 0.71 positive correlations.

Keywords: Emotional Stability, Self-Concept.

Introduction

Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behavior 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 behavior sometimes. Therefore emotional stability is considered as one of the important aspect of human life. Pupil must be able to control his/her emotions adequately and also expressed them appropriately. Scott (1968) opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil have no very little emotion control. It may lead to anxiety, inferiority feeling and guild (Fandsen, 1961). It has also been found that if the people want to be mentally healthy, these unhealthy feelings must be replace by the feeling of self respect, security and confidence which can be achieve only after a good sense of emotional stability emerges.

Emotional stability overcomes the fear generated by past errors; it also allows us to pursue our superior ideals and be of service to others whenever we wish to do so. It neutralizes environmental instability and helps us to face pressures or facilities with equal poise, refraining from excess and extravagance. When aware of our mission on earth, we should set ourselves a goal and strive to attain it. We should neither stop nor run, but walk on firmly and steadily, never disturbing others. Our faith in the truth of everlasting life should help us to act serenely. We should ask ourselves what we expect from life, how we plan to achieve it and why we want it. According to Smitson (1974) emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. It has been emphasized that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family and his peers. It may be suggested that somehow emotional stability is related to person socio-economic status in some or other way.

Self-concept has been studied extensively over the last few decades as a major construct related to educational achievement. Popular concerns about the "self-esteem movement" reflect a lack of understanding about this complex construct and about research on positive psychology. Our focus here is on first differentiating among several self-constructs;

second, we note the ways students form their self-concept; third, we highlight the associations and causal ordering of academic self-concept and school performance; then, some implications for educational practice are explored.

One's view of self is an indication of how the person makes sense of her/himself (Huang, 2011). The portrayal is a subjective representation and, as such, may be distorted (Frank, 2011). Critics of the emphasis on self-esteem have tended to mischaracterize it as promoting uncritical self-regard, often accompanied by arrogance and an air of superiority. Shavelson, Hubner, and Stanton's (1976) multidimensional and hierarchical model of self-concept uses global self-concept and self-esteem interchangeably (see figure below). As illustrated, global self-concept and self-esteem are built on perceptions of self in various broad arenas (e.g., academic and non-academic) and can be further divided into more specific components. While the hierarchical nature of self-concept remains theoretical, educational research supports viewing the construct as multidimensional.

Global self-esteem can be high (some prefer the term "healthy") but rather low in a specific situation or in relation to a specific activity. For example, Jane may have high overall self-esteem and have a positive view of herself as a dancer, and yet have low self-esteem about communicating in a second language. Self-efficacy is a construct that was developed to distinguish beliefs about one's capability to successfully achieve specific goals (Huang, 2011). Such self beliefs can vary in different contexts or activities (Pajares & Schunk, 2001). For instance, self-efficacy may change depending on whether one is dancing in front of peers, teachers or a crowd, or whether one is asked to perform in a studio, on the street, or on a stage.

As a function of development, conceptions of self are expected to become more differentiated, complex and better organized over time. Earlier discussions posited that self-views developed from an individuals' experiences with and explanation of their own environment. In turn, these views were seen as determined by others' attributions of behavior and appraisals and through various reinforcement contingencies (Shavelson et al, 1976). This view has evolved into a reciprocal determinist explanation and an emphasis on principles of comparison (i.e., the concept of frames of reference). Such a multidimensional view stresses the continuous reciprocal transactions between person and environment and the different self-concepts that emerge from the frames of reference individuals use in assessing self, all of which influences subsequent decisions, attitude and performance (Marsh, Trautweine, Ludtke, & Koller, 2008). In school, for example, rank orderings created through group comparisons can profoundly shape self-esteem and academic self-concept. Students compare themselves to their peers, generating informal rankings. Some youngsters proactively look for cues to determine their position among their peers; others tend to react to positive and negative communications peers and

adults. Applying this view, a big-fish-little-pond effect has been described (Marsh & Hau, 2003). For example, a top student in small high school may be seen as only average or even below average upon admission to a large, scholastically selective university. This can have a negative effect on the student's academic self-concept.

Research suggests that students who perceive their academic skills positively tend to participate in more attainment-oriented behaviors such as engaging in class activities, finishing homework, and studying for exams (Valentine, DuBois, & Cooper, 2004). And, there is a substantial body of research suggesting that low self-esteem affects motivation and is a barrier to learning (Green, Nelson, Martin, & Marsh, 2006). Several models have been proposed in explaining such findings (Green, et al., 2006). The self enhancement model suggests that self-concept is the precursor to academic achievement. The skill-development model proposes that academic achievement predicts self-concept so that stronger academic skills lead to higher self-concept. The reciprocal effects model views the self enhancement and skill-development models as insufficient; it stresses that academic performance both influences and is influenced by academic self-concept. Given the emphasis in psychology on reciprocal determinism, it is not surprising that an increasing body of research supports the 3 reciprocal effects model. For example, in a longitudinal study, Guay Marsh, and Boivin (2003) examined three cohorts in grades 2 to 4 and reported consistent support for the reciprocal effects model across the age groups. In addition, Valentine, DuBois and Cooper (2004) reported that academic self-concept and school achievement have mutual influences, with preceding academic self-concept and school performance resulting in developments and advancements in later school performance and self-concept.

Review of Literature

Patel Shaikh Ajhar Shaikh Abdul Wahed (2016). A study of emotional stability among children. Research finding reveals that the emotional stability level of children's in Aurangabad city is Average. Result also revealed that there is no significant difference between the levels of emotional stability of boys and girls.

Chaubey Smita et all (2017). Study on emotional stability among children in Sultanpur city. Research finding reveals that the emotional stability level of children's were Average. The major finding of this study most (76.66%) 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 boys had extremely emotional stability rather than girls' sample.

Kamlesh P. Pithva and Yogesh A. Jogsan (2015) Ego strength and self concept in adolescents. Result revealed that significant difference in ego strength and self concept with respect both adolescents boys and girls. Here co-relation between ego strength and self-concept reveals 0.52 normal positive correlations.

Qingfu Su (2017) Research on the relationship between the self-concept and the personality traits. The conclusion showed that self-concept and personality were mutually influenced and restrained in the process of development. What's more, physical appearance and attributes, anxiety and behaviours were the dominant factors that influenced the extroversion-introversion, neuroticism and psychoticism scores respectively. Extroversion-introversion and the psychoticism were the most important personality features that affected the development level of self-concept.

Research Problem

Emotional stability and self-concept in children

Objectives of the Study

The main objectives of study were as under.
1. To measure the emotional stability in boys and girls children's.
2. To measure the self-concept in boys and girls children's.
3. To check the correlation between Emotional stability and self-concept in boys and girls children's.

Hypothesis

To related objectives of null hypothesis were as under:
1. There will be no significant difference in Emotional stability of boys and girls children.
2. There will be no significant difference in self-concept of boys and girls children.
3. There will be no correlation between Emotional stability and self-concept in boys and girls children.

Method

Participants

According to the purpose of present study total 120 samples has been selected. There were 60 boys and 60 girls children were taken as a sample from different area in Rajkot city (Gujarat).

Research Design

The aim of present study was to a study of emotional stability and self-concept in children's. For these total 120 boys and girls children were taken as a sample. Here to the measure emotional stability in the emotional stability scale was used. This was made by Dr. A. Sen Gupta and Dr. A. K. Singh (1985). Here Gujarati adaptation was used which was made by Dr. Yogesh A. Jogsan (2014). Check self-concept in them self-concept scale was used. This was made by Dr. S. P. Ahluwalia (2002) and translated in to Guajarati by Dr. Yogesh A. Jogsan (2015). To check difference between group t-test methods is used. Were taken as participant to check the correlation between emotional stability and self-concept Pearson 'r' method is used.

Instrument

Following Instrument were used for data collection:

Emotional Stability Scale

The scale was developed by Dr. A. Sen Gupta and Dr. A. K. Singh (1985). This scale translated by Dr. Yogesh A. Jogsan (2014) into Guajarati. The scale consisted of 15 item with 2 alternative response varying from Yes or No, each to be rated on 2 point scale. The minimum and

maximum score obtained in the scale are 0 and 15 respectively. Hear high score presented low emotional stability. This scale test-retest reliability 0.72 and half-split reliability 0.72. this scale validity 0.53 and 0.61.

Self-Concept Scale

The scale was developed by Dr. S. P. Ahluvalaya (2002). This scale translated by Dr. Yogesh A. Jogsan (2015) into Gujarati. The scale consists of 80 item with 2 alternative response varying from Yes or No, each to be rated on 2 point scale. The maximum and minimum score obtained in the scale are 80 and 0 respectively. There reliability and validity are higher.

Procedure

According to purpose of present study for data collection the investigator explained the purpose the study to the subjects for these total 60 boys and 60 girls' children. Were taken sample from different area in Rajkot city (Gujarat). Testing was done personally with boys and girls children. The whole procedure of fill the inventory was explained to them fully and clearly. The instructions given on questionnaire were explained to them. It was also made clear to them that these scores would be kept secret. It was checked that none of the participants left any questions unanswered or that no participants encircled both the answer given against questions.

Results and Discussions

The main objective of present study was to measure the emotional stability and self-concept in children. Result discussion of present study is as under.

Table-1: Showing Mean and T-Value Score of Emotional Stability in Boys and Girls Children

S. No.	Variable	N	Mean	t	Sig.
1	Boys	60	4.19	5.02	0.05
2.	Girls	60	2.99		

Significance Level 0.05 =1.98
0.01=2.63

The table-1 indicates that the mean score of emotional stability in boys children are 4.11 and girls children are 2.99. Hear boy's children emotional stability low compare to girl's children. The t-value was 5.02 significant at 0.05 levels. So we can say that first hypothesis was rejected. This is conformity with the findings of Nasir Mohammad Bhat (2014)

Table-2: Showing Mean and T-Value Score of Self-Concept in Boys and Girls Children

S. No.	Variable	N	Mean	t	Sig.
1	Boys	60	61.25		
2.	Girls	60	64.17	11.44	0.01

Significance Leve 0.05 = 1.98
0.01=2.63

The table-2 indicates that the mean scores of self-concept in boys children are 61.25 and girls children are 64.17. Hear girl's children high self concept compare boys children. The t-value was 11.44 significant at 0.01 levels. So we can say that second hypothesis was rejected. This is conformity with the findings of Kamlesh P. Pithva and Yogesh A. Jogsan (2015).

Table-3: Correlation of The Emotional Stability and Self-Concept in Boys and Girls Children

S. No.	Variable	N	Mean	r
1	Emotional stability	120	3.59	
2.	Self-concept	120	62.71	0.71

According to table-3 the results obtained positive co-relation between emotional stability and self-concept. It was 0.71 positive co-relations between boys and girls children. It means emotional stability decrease self-concept decrease and emotional stability increase self-concept increase.

Conclusion

We can conclude by data analysis as follows;

There were significant differences between the mean scores of two groups in emotional stability. There was significant difference between the mean scores of two groups in self-concept. The co-relation between emotional stability and self-concept is 0.71 positive correlations. It means emotional stability decrease self-concept decrease and emotional stability increase self-concept increase.

Limitation and Future Research

This study had several limitations that can be addressed by future research. Firsts, the participants consist only of boys and girls children of the different area in Rajkot city. So, it is not representative of all boys and girls children. Hence, a more representative participant might yield different result; for example, a participant from different area of Gujarat might show significant interaction effects of areas.

Suggestions

Endeavour can be executed to analyse move them 100 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different women from different state and district to ascertain their emotional stability and self-concept. To crown the research work, other method of selecting sample can be appropriated.

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