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Measurement of Emotional Development of the Students

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ABSTRACT

The emotional development of the student starts with his very birth. It is necessary for him to balance the emotional development along with the intellectual development. The emotional development of the student depends upon his surrounding atmosphere, school, curriculum etc.

The student also starts thinking the same about self if there is an element of progress in the incidents regularly hammering on his ears or happening before his eyes. Otherwise, the student starts thinking negatively or gets failed in deciding the aims of the life.

Mentality is responsible for the student's status in his house, his thoughts about self, his future planning. There is a possibility of the state of mental disorder when an act is committed with too much of anxiety or without any thought. The senior psychologists have said that intellectual progress as well as mental development of the student proved effective for the progress of the personality development of the student.

The mental or emotional state of the student changes according to his social state and it affects his personality development. The emotional progress can be achieved with the relation of confidence between the teacher and the student, the relation of the parents and students in the family.

The emotional development of the student can get proper molding when he thinks constantly positive, encourage the good works. It cannot be said that the students of all fields are conscious about their mentality or have information about their emotional status.

mental condition of the student develops like the surrounding or the situation in which he lives. Hence it is advantageous to understand the position of mental status and to give proper treatment to it for the thorough development of the student. But for this, it proves necessary first to conduct the test of the student's proper mental ability. Hence the measurement of the student's mental ability is carried out by this research.

Measurement of Emotional Development of the Students

In the life of people having high intelligence, of every ten people, only two percent people are happy and 8 percent are suffering from emotional or frustration about the success.

It came to notice that the person having general or less than it of the intelligence lives more successful life. It is concluded that only intelligence is not necessary for the success in the life.

Golman has presented the emotional intelligence in the described manner in his research writings. According to Golman's opinion, the share of intelligence in a person's success is only 20% and that of emotional intelligence is 80 %. The persons having emotional intelligence are emotionally balanced at any occasion. According to Peter Solovi, individual intelligence is one side of the emotional intelligence.

Utility of Emotional Intelligence in Education

Intelligence Quotient is inherent. It cannot be increased but it can be developed. On the other hand, emotional intelligence can be acquired and due to this a person can live relevant life.

But every student or teacher may not determine the standard of every one's individual emotional development. It is necessary to understand the present condition of the emotional intelligence of the student for the measurement of emotional development or for the guidance regarding the emotional intelligence. The science says that other development of the student depends upon emotional development.

The present of the student changes according to the physical changes occurring in their specific age and such changes remains life long for good. Hence the likes, standard of living, temperament of every one are different.

But are the emotional changes found in the students real one? The researcher has decided to search for the emotional development of the students residing in the same vicinity and studying in the same class by measuring their emotional development.

Problem Statement

The study of emotional development of students in tribal areas of Thane district.

Objectives specified for the said research

Objectives - (1) Study of emotional development of the students.

(2) Comparative of study of emotional development of the students as per area of the questionnaire.

Sample – 100 children of 16 years age group are included in the said research as sample. The selection of the sample was made by easy random method.

Research Method – Survey method is used for the compilation of the information for the said research.

Limits – The said research is restricted for the students studying in 11th Std. of Wada taluka of Thane district.

Tools – The tool of questionnaire is used for the compilation of the information for the said research.

Nature of the Questionnaire – EII-MM questionnaire is used for the compilation of the information for the said research. The questionnaire includes 25 statements of self-emotions, 25 statements of others emotions, 25 statements of planning of self-emotions and 25 statements of others planning regarding emotions.

Answer sheet – Separate answer sheets were distributed among the students in which the students has to mark ✓ in front of the proper option along with the personal information. Accordingly, the students were given instruction before started solving the questionnaire.

Marks - One mark is given for the right answer as given in the model answer Sheet and 0 marks are given for the wrong answers.

Analysis of the information – Percentage of proper options selected by every students is calculated according to each area.

Main Conclusions – (1) The average emotional development in all areas of total students is found 63-76.

(2) The average of proper options of emotional development is found more in self-emotion area out of the total four areas.

Recommendations – Special efforts should be made by the teachers for the emotional development of the students.

- Organization of personality development programmes for the emotional development.

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