

Factors Affecting the Children's, Emotions

Yam Karki

*Associate Professor & PHD Scholar,
Jaipur National University, India*

Abstract

Emotions are experienced to facilitate our survival. We are constantly receiving messages from the emotional part of our brain containing survival and health orientated information, often unavailable to more conscious cognitive brain. From this perspective, the emotion itself is considered as a phase of neurobiological activity that is experienced as motivational and informational influencing thought, action tendency and felt cognition. The objective of study was to identify the affecting factors of children's emotion. Present study was conducted eight pre-primary school of Kathmandu district. In this study, researcher found different factors that affect the emotions of the children. Home environment, parent relationship, family structure, cultural variations, health condition of children and parent teachers' role are major factors that affect the children's emotions.

Key words: teachers, emotions, cultural variations, family structure and home environment.

Introduction

The early relationships with caregivers extend cognitive stimulation, adequate nutrition and health care. Preschoolers' related programme is concerned with ensuring children to grow up healthy by being protected from providing opportunities for enjoyable learning and with the sense of self-worth. Emotion is an event commonly described as a subjective experience something that is felt inside.

Emotions are experienced to facilitate our survival. We are constantly receiving messages from the emotional part of our brain containing survival and health orientated information, often unavailable to more conscious cognitive brain (Greenberg, 2002). From this perspective, the emotion itself is considered as a phase

of neurobiological activity that is experienced as motivational and informational influencing thought, action tendency and felt cognition (Izard, 2009).

In the first, emotions are limited, vague and general but gradually become more specific and definite. According to Gardner, (1965) describe the children of up to 5 years have emotional developments. Gardner justifies that infants have feelings of excitement, after 3 months from birth have feeling of distress and delight, after 6 months have the feeling of likewise, anger, fear and disgust. After 12 months elation and affection, in 18 months they have affection for adult, in 24 months, they show feeling of jealousy and joy and in the 5th year, disappoint, envy, shame, anxiety and hope appear. From the beginning children have the capacity to self regulate their emotional experience.

Research Methods

Cohen, Manion and Morison (2000) have classified research methodology into two categories for analyzing assumptions about the nature of social science, viz. objectivist and subjectivist approaches. The objectivist approach treats the social sciences same as the natural sciences and it is concerned with the discovering natural and universal laws, regulation and determining individual and social behaviour. The subject approach shares the rigor of natural sciences and makes the same concern as traditional social sciences to describe and explain human behaviour, empathizes on how people differ from each other and from inanimate natural phenomena. Present study represents the subjective approach under qualitative research design. Information was gathered through the observation and discussion. Eight pre-primary school were taken from the purposive sampling.

Findings and Discussion

Human development is the result of interplay between genetic endowments and environmental conditions. Both nature and nurture in interaction with one another plays a key role through life's course. Social-emotional developments during the preschool years are important because emotions influence social-emotional functioning through both intrapersonal and interpersonal experiences (Denham and Burton, 2003).

Home and school environment affect the emotions of children. According to Bhikkhu (2000), if the creator is kind and generous, everything will be all right. If the creator is a bad person, the offspring will also be bad. An offspring or a thief will likely be a thief. An offspring of a learned person will likely become a learned person.

This statement of Buddha tells us that parents and teachers are as leaders of society so that is why home and school environment should be child friendly and directed towards the needs and interests.

Children get afraid of different things such as animals, guardians, caregivers and teachers. One child mentions his story of fear in this way:

We have got TV at home. My father is a driver and mummy sells oranges. My mummy tells me that it is the time for the ghost to come in the evening. I get frightened by knowing that the ghost will badly trouble me. I feel frightened by the sense of the ghost's arrival while watching TV alone.

Nabin Lam 3 years of Kathmandu school has expressed his view towards his home environment in the following words:

My mother works for the house. My mother is a house wife. She manages the clothes along with other household works and father sells wine, drinks it in the evening when he goes out. At home, after drunk, he quarrels with my mother, beats her and makes her weep meanwhile, I'm frightened. My friend Nirak's father dies because of wine. Nirak doesn't come at school. He stays at his uncle's home

A joint family, nuclear family, one parent and step family is major types of family in Nepal. In the present study, I found three types of family. Viz. Joint, nuclear and single parent family. Those children who come from a joint family, they was found to be frank and do not have signs of shame and fear than that of a nuclear and single parent family.

Emotional behavior is regarded as universal, but cultural influences and how individual appraise situation whether they communicate particular emotion and when certain emotions are evoked. Certain basic human emotions are also thought to be universal from the evolution of the biological based capacity to appraise and prepare to act upon situation in the interest of well being. Emotional process are not fixed states within the individual but active process by which individuals related to their circumstances as they perceive them and communicate his/her intensions and need.

In remote areas, even the educated family in Nepal, emotional development is depends on cultural aspects. In my field study I found some similar cases. , Roshan of Janavikas School mentions his story of fear in this way:

We have got TV at home. My father is a driver and mummy sells oranges. My mummy tells me that it is the time for the ghost to come in the evening. I get frightened by knowing that the ghost will badly trouble me. I feel frightened by the sense of the ghost's arrival while watching TV alone.

There have been many studies investigating cultural differences in emotion. Eastern cultures are characterized as collectivistic cultures that emphasize group harmony, whereas Western cultures are defined as individualistic cultures that value independence (Markus and Kitayama, 1991).

The particular society we are born in provides us with a system of beliefs, which facilitates how we make sense of emotional experience (Saarni, 1999). One example of the cultural differences of emotions and emotional competence is the collectivistic and individualistic views of shame and guilt.

Good health supports the child to develop the appropriate emotional behaviour. A child suffering from some physical disability may also grow aggressiveness (Shrimali, 2005). If the mental health is not good, different emotional disorders appear and create the psychological problems. These can be categorized in internalizing and externalization disorders. Internalizing disorder are those psychological problems that primarily affect the child's internal world. Excessive anxiety or sadness externalizing disorder is also categorized into Attention - Deficit / hyperactivity disorder (ADHD), Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD). ADHD may begin to appear as early as age two or three, but the symptom picture changes as adolescence approaches.

Oppositional defiant disorder (ODD) and conduct disorder (CD) can be seen in aggressive children as young as five or six years of age. Research has shown that trajectories for continued abnormal development begin to form during preschool (Davenport and Bourgeois, 2008). Regarding such trajectories, there is typically a non-linear decrease in physical and verbal aggression over time (Roseth et al., 2007); however, it is crucial to note that aggression present in childhood, particularly early childhood, is linked to problems throughout adolescence and even through adulthood (Braza et al., 2007).

In general, children are said to have ADHD if they show six or more than six signs. Core symptoms of ADHD appear in early life and create significant problems at home at school. Children, who have problems in school, but get well at home or with friends are not considered to have the ADHD. In most children appear ADHD signs before the age of seven. The major signs of ADHD are make careless, mistakes in school works or other activities trouble sustaining attention during tasks or play, not listen even when spoken to directly, problems in organizing the tasks, frequently needed items such as books, pencil and toys.

Oppositional Defiant Disorder (ODD) is the behavior of blame others, persistent pattern of aggressiveness and antisocial behaviour. In present study I found one child who has some affected attention deficit hyperactivity disorder (ADHD). In my observation, Avi khan 5 years child showed careless behaviour, trouble sustaining, attention during play and tasks and not listen to others views. But not found oppositional defiant disorder (ODD) and conduct disorder (CD).

Conclusion

Time has changed and we seem to have so many children in classrooms with emotional behaviour problems and learning disabilities. As a future teacher, it is my responsibility to create profound, nurturing, student centered and provocative places for learning that would provide wondrous opportunities for all. In conclusion, child participate methods may be more effective to developed appropriate children's emotions and emotional development.

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