



Emotional Stability of ADHD (Attention Deficit Hyper Disorder) Children

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Abstract

Emotional stability is one of the most important components of success in Life. Today it was observed that LD problem especially ADHD problem remains undiagnosed by the teacher as well as parents, which is proving infructuous to the society as well as Nation. This study was undertaken in order to investigate the Emotional Stability of ADHD children. The survey method was used and a sample of 54 student was taken by using purposive Random Sampling Technique. The James E. Gilliam Test was used for identifying the ADHD children and Emotional stability test by A. Sen Gupta and A.K Singh was used for studying the Emotional stability of ADHD children. The 18% of ADHD children shows High Emotional stability, 48.14 % student shows Average Emotional stability and 33.33 % students shows Low Emotional Stability. There is a Low Positive correlation between ADHD and Emotional stability.

Keywords: ADHD, Emotional Stability

1. Introduction

Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behaviour in such a way that we have no solution behaving as per their wish. Hence emotions play a key role in shaping and giving direction to our behavior and shaping the personality as per their development. Emotional stability is the capacity to maintain one's emotional balance under stressful circumstances. Emotions play a vital role in controlling the behaviour of an individual. The student with ADHD seems to be more emotionally unstable as compare to normal children.

What is ADHD (Attention Deficit Hyper Disorder)?

ADHD children may be hyperactive and unable control their impulses. Or they may have trouble paying attention. These behaviors interfere with school and home life.

What is Emotional Stability?

Emotional Stability refers to a person's ability to remain calm or even keel when faced with pressure or stress. Someone who is emotionally unstable is more volatile, which means the person faces an increased risk of reacting with violent or harmful behaviors when provoked.

2. Significance of the Study

Today we all are living a very complex life and in this complex world the behaviour of human beings too became complex with lot of Unstability Life. Emotional stability plays a significant

role in securing a good adjustment in personal and professional Life. According to a study about 5 to 7% of the children in classroom are ADHD. The ADHD children are Hyperactive and impulsive which may also results in emotional instability of the children. The study was an attempt to find the correlation between ADHD and Emotional stability

3. Objectives

- 1) To identify the ADHD students in the class.
- 2) To study the percentage of ADHD students in the class.
- 3) To study the emotional stability of ADHD students
- 4) To study the correlation between ADHD and Emotional stability.

4. Hypotheses

- 1) The Percentage of ADHD children in the classroom is high.
- 2) The Emotional stability of ADHD students is high.
- 3) There is Positive correlation between ADHD and Emotional stability.

5. Scope

- 1) **Area:** The study is useful for studying the ADHD students universally.
- 2) **Content:** The study is useful for studying the Emotional level of ADHD students
- 3) **Unit:** The study is useful for all the children of age group 9 to 12 years.

6. Limitations

- 1) It is limited only to English medium schools
- 2) The Study is limited only to Aurangabad City.
- 3) The study is limited only to ADHD and Emotional stability.

7. Research Methodology

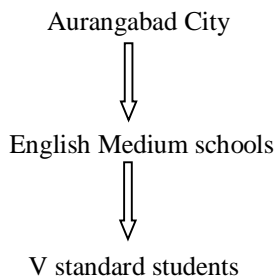
1. Research Method

Survey method was used for the collection of data. The Students from 8 English medium schools of Aurangabad was selected as a sample. Total 54 Students were diagnosed for ADHD and after diagnosing the ADHD students from the selected sample and on these identified students of ADHD, the Emotional stability test was administered and Emotional stability of the student was studied.

2. Sampling Technique: Purposive Random sampling technique was used.

3. Sample Size: 54 students from 8 English medium schools of Aurangabad city.

4. Sample Design



5. Tools

- 1) ADHD Test-James E.Gilliam
- 2) Emotional Stability-A.Sen Gupta and A.K Singh

6. Variables

- 1) **Independent Variable**-Emotional stability
- 2) **Dependent Variable**- ADHD.

7. Statistical Technique

Mean and Pearson coefficient correlation

8. Discussion of The Result

8.1. The Percentage of ADHD children in the classroom is High.

| Variables | No. of students | No. of Students identified with ADHD | Percentage |
|-----------|-----------------|--------------------------------------|------------|
| ADHD | 963 | 54 | 5.60% |

The Hypothesis no.01 is rejected as the percentage of ADHD children in the classroom is 5.60, which indicates LOW percentage.

8.2. The Emotional stability of ADHD students is High.

| Total No. of ADHD students with Emotional stability (N) | Percentage% | Interpretation |
|---|-------------|----------------|
| 10 | 18.00 | High |

| | | |
|----|-------|---------|
| 26 | 48.14 | Average |
| 18 | 33.33 | Low |

The Hypothesis no.02 is rejected as the 18% of children shows High Emotional stability, 48.14 % student shows Average Emotional stability and 33.33 % students shows Low Emotional Stability.

8.3. There is Positive correlation between ADHD and Emotional stability.

| Variables | Correlation Value | Interpretation |
|---------------------|-------------------|--------------------------|
| ADHD | 0.3163 | Low Positive Correlation |
| Emotional Stability | | |

Hypothesis no.03 is accepted as the Correlation value is 0.3163, which shows Low Positive correlation between ADHD and Emotional Stability.

9. Conclusions

Hypothesis No. 01

9.1. The percentage of ADHD students in the classroom is Low.

The Hypothesis No.01 is accepted as the percentage of ADHD students in the class is Low.

Hypothesis No. 02

9.2. The Emotional stability of ADHD students in the classroom is high.

The hypothesis no.02 is rejected as the percentage of ADHD students with low Emotional stability is more as compare to high Emotional stability.

Hypothesis No. 03

9.3. There is a Positive correlation between ADHD and Emotional stability of students.

The Hypothesis No.03 is accepted as the correlation value is 0.3163 which shows a positive correlation between ADHD and Anxiety.

10. Findings

1. 18% of children shows High Emotional stability.
2. 48.14 % student shows Average Emotional stability.
3. 33.33 % students shows Low Emotional Stability.

11. Suggestions

1. The children who are having Low Emotional stability should be counselled by the counselor.
2. The Emotional unstability of the students should be identified at the earliest in order to provide remediation.
3. The ADHD children should be dealt by the special teacher and the emotional Unstability should be minimized.
4. The ignorance by the parents and teachers to the ADHD children leads to high Emotional Unstability, it should be minimized by applying individual attention.

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