SIGNIFICANCE OF EMOTIONAL SECURITY IN SCHOOL CHILDREN DURING PANDEMIC

Sunita Sharma (Research Scholar)
Gyan Vihar School of Education
Suresh Gyan Vihar University,

Jaipur
Dr. Sonia Kaur Bansal (Supervisor, Assistant Professor)
Gyan Vihar School of Education
Suresh Gyan Vihar University,

Jaipur

ABSTRACT

As Nehru rightly said , "The children of today will make the India of tomorrow. The way we bring them up will determine the future of the country."

The main hope of India lies in the proper education of its youth & future of India exists in schools & we all are switched on with the fact that students are the future of India. Today's student is a promising citizen of tomorrow. So , the safety of students is most essential Now a days ! Incidents related to Natural Hazards or be it cyber crime incidents in the

present schema has put both parents and teachers in great concern i.e. , how to provide a safe environment to the students ?
So that they can develop positive thinking in any kind of adversity

because positivity doesn't just affect one area of your life. It affects every
 area.
Amidst the current outbreak of COVID-19, many students may be developing feelings of fear, stress, worry and isolation—these feelings are natural when facing threats & are beyond our control & this has made the safety of students even more worrying.

Emotional safety of students is a big question persisting currently! Therefore, it makes sense -- on many levels -- to cultivate the learning atmosphere as much as the learning itself & Therefore Developing Positive thinking & Attitude in Students is the need of the hour.

KEYWORDS :- Emotion, Security, COVID-19, Pandemic.

INTRODUCTION:-

Emotional security is all about the way we feel about ourselves, and in our relationships. When it comes to children this plays an important role in their healthy development. Parents play a crucial role in this regard. Once the child feels emotionally secure within his/her family, most of his/her negative behaviour can be replaced with positive one.

It is hence very important for parents to spend good quality time with their children, engaging in some conversation or any form of play with them.

In today's times, it is very common for both parents to be working and juggling between work and home. In such cases, it becomes very difficult to meet the child's need of security. Children need more than food, clothes and shelter they need love. Love and acceptance for who they are enriches children's emotional, social and psychological functioning.

It is very important to thus boost a child's confidence, keep their choices as a priority, treat them with respect, spend quality time with them and provide encouragement and assurance at every stage of their growth and development. It is also essential to be by their side in their early years to help them become emotionally balanced individuals.

Very often we all forget that emotional growth is as important as physical growth. Children need to know that they are loved and cared for. When they are denied of this love and affection they find it difficult to make friends and tend to react to situations in unacceptable manners. When children feel assured of being accepted in their families, school groups and neighboring communities they develop a healthy self-image.
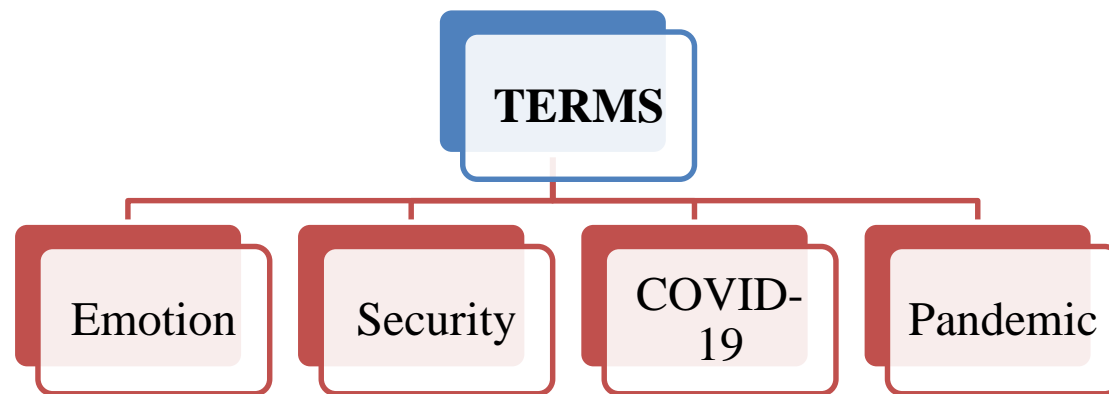
Providing a loving, nurturing environment is beneficial for the child as well as the parent. Parents who are attentive and responsive to their children's needs and who express love, joy and curiosity when interacting, help their children develop trust in themselves and in the world around them.

Mankind is aware of what pandemics look like in the movies: sudden-onset symptoms, rapid transmission, chaos at hospitals and ports of entry … and, pretty soon, roving bands of armed survivors looting burned-out gas stations and picking off the weak.

So, what lies ahead for us and our children?

It's not an easy road, and it's likely to involve a period of depression and post-traumatic reactions before arriving at last to acceptance and growth. But before individuals get there, we'll invariably cycle through all the stages of grief again and again, with each new development, with each new loss.

DEFINING TECHNICAL TERM:-

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   │ Emotion │ │ Security│ │ COVID-  │ │ Pandemic│
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❖ **Emotion :-** A state of felling which is expressed during any situation of life. It could be felt only by behavioral changes. Emotions are the response which are directed against any situation or sircencstence.

❖ **Security :-** a phase or an emotion in which any human or could be animal feel safe and protected. Security could be defense against any loss. Fear surety or guarantee which is green for protection of any liability whether the thing is living or non-living.

❖ **COVID-19 :-** It an infectious disease caused by family of viruses called coronavirus. It is named COVID-19 as verbally it means corona virus disease and 19 is remarked to show its recognition which was done in approx. Dec.2019 it has been officially announced by WHO on 11 Feb. 2020. Its named Corona are to protrusion of its body.

❖ **Pandemic :-** An infectious disease which spreads all over country of the whole world in a short terms of times. Verbal meaning:

―Pan‖ all + ―denier‖- people. When a disease of any disaster starting effect all the people of a country or a localized are it is termed as Pandemic. It leads to severe loss of life.

EMOTIONAL SECURITY :-

Emotional security is the measure of the stability of an individual's emotional state. Emotional insecurity or simply insecurity is a feeling of general unease or nervousness that may be triggered by perceiving of oneself to be vulnerable or inferior in some way, or a sense of vulnerability or instability which threatens one's self-image or ego.

Why is Emotional Security so Important Right Now?

• Even if violence is indeed declining, schools still aren't entirely safe: About 65 percent of public schools recorded at least one violent incident in the 2013–14 academic year.

• How bullying and cyber-bullying affect a student's feelings of a student : Victims experience lack of acceptance in their peer groups, which results in loneliness and social isolation.

• Impact of teacher evaluations, in connection to their emotional security : Teachers contribute to student achievement. As a practice, teacher evaluation has developed over time. Today, the focus of teacher evaluation is to determine the impact of teaching on student outcomes and for use as professional development. Research on teacher evaluation has produced mixed results.

• lack of a student's emotional security at school results in their Decision to drop out, or engage in self-destructive behavior. **Resources provided by parents / care givers during covind-19 to their children's in view of emotional well being.**

The most affected by COVID-19 are the elder people and children. Because the elder people are physically weak and children are mentally weak due to routines being affected. Rumours and incomplete updating of information leads to wards the fear of survival of their be loved ones and care givers and middle age group the extremity worry about their carriers concerns so the points to be noted about behavior changes in your child-

1. Excessive crying or irritation in younger children.

2. Returning to behaviors they have out grown (for example; toileting, accidents or bedwetting.)

3. Excessive worry of sadness.

4. Un healthy eating or sleeping habits.

5. Irritability and ‗uctingout' behaviors intones.

6. Poor school performance or avoiding school.

7. Difficult with attention and concentration.

8. Avoidance of activities enjoyed in the past.

9. Unexplained headaches or body pain.

10. Use of alcohol, tobacco or other drugs.

Recommendations to support and protect children's emotional will being during the pandemic.

1.   Understanding the reactions to COVID-19 pandemic by children and showing empathy and patience and by calmly setting limits when needed.

2.   Ensure the presence of sensitive and responsive caregiver by (parents, foster, parents, relatives, and friends.) Who can offer them consistent sensitive care that helps protect them form a pandemic's harmful effects.

3.   Social distancing should not be understood social isolation by young children. So writing letters on live video chats and frequent visit to the social sites can be used as a tool.

4.   Children should be provided age appropriate information because they rely on their imaginations when the lack adequate information so parents/ caregivers should make themselves available for children to ask questions to talk about their concern they might provide opportunities for kids to access websites and other activates on COVID-19 that present information on child friendly ways they should be protected form those information which are less age appropriate like on going access to news and social media about the pandemic and constant conversation about threats to public safety can cause unnecessary stress for children.

5.   Create a safe physical and emotional environment by practicing the

3R's-

a.   **Reassurance :-** Adult should reassure children about their safety and the safety of loved one tell them that it is adult job to ensure their safety.

b.   **Routines :-** adult should maintain routines to provide children with a sense of safety and predictability (e.g. regular bedtimes and meals daily schedules for learning)

c.   **Regulations**:- Such a regulations should be laid down by adults which reduces children stress and encourage them to engage. In such activities like exercise, deep breathing mindfulness or meditation activates. Regular routines for sleeping and eating. Ensuring them about the fulfillment of their basic need like food, shelter, and clothing.

6.   When children are bored their levels of worry and disruptive may increase. Adults can provide options for safe activates like are music games and involve children in brainstorming other creative ideas.

7.   Children should be educated in such way which increase there efficiency like proper majors to protect them form COVID Pandemic like washing hands, mainting social

distance avoiding nose and eyes preparing for home confinement (helping to cook and freeze food).

8.   Children need to be feel safe secure and positive about their present and future. Adults can help by focusing children's attention on stories. About how people come together find creative solutions to difficult problems and overcome adversity during the epidemic.

CONCLUSION :

There is good evidence for the universality of emotions such as fear, anger, sadness and joy amongst humans, as a result of shared biological bases. However, culture affects which emotions are displayed during pandemics and what they are associated with.

To sum up, emotional insecurity in students arises because of out functioning from the plane of the outer being rather than turning to our inner selves. When Everyone functions from the outer being, One & All have demands, expectations and needs that people want others to fulfill. This leads to insecurity, a feeling of being let down and hurt because the other person by his/her very nature cannot fulfill our demands.

 The only eternal, ever loving and ever protecting `Being' who can give us the love, security and confidence that Humans seek, can be the Divine Being . But, for this, People need to surrender to the Divine in a childlike trust that nothing can ever go wrong, that we are always loved and protected.

Strengths in the area of emotional competence may help children and teenagers cope effectively in particular circumstances, while also promoting characteristics associated with positive developmental outcomes, including feelings of self-efficacy, prosocial behaviour and supportive relationships with family and peers. Furthermore, emotional strength serves as a protective factor that diminishes the impact of a range of risk factors.

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