

2017 Survey on Correlation between Connection and Emotions for Children and Adolescents

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Abstract : Objective: To understand the connection between children/adolescents and those who they miss, as well as the correlation between connection and their emotions. Method: Based on the objective, a close-ended questionnaire was made into a formal questionnaire after experts evaluated its validity. In February 2017, the paper-based questionnaire was adopted. Twenty-one elementary schools and junior high schools in Taiwan were sampled by purposive sampling approach and the fifth to ninth graders were our participants. A total of 2,502 valid questionnaires were retrieved. Results: Forty-four-point three percent of children/adolescents missed a person in mind, or they thought a person as a significant other in mind, but they had no connection with them. The highest proportion of those they wanted to contact with was 'Friends and classmates', and the others were 'immediate family', such as parents and grandparents, and 'academic or vocational instructors, such as home-room teachers, coaches, cram school teachers and so on, respectively. Only 14% of children/adolescents would actively contact those they missed. The proportion of what children/adolescents 'often' actively keeping in touch with those they missed felt happy or cheerful was higher compared with those who 'seldom' actively keeping in touch with people they missed whenever they recalled who they missed, or the person actively contacted with them. Sixty-one-point seven percent of participants haven't connected with those they missed for more than one year. The main reason was 'environmental factors', such as school/class transfer or moving, and then 'academic or personal factors', 'communication tools', and 'personalities', respectively. In addition to 'greetings during festivals and holidays', 'hearing from those they missed', and 'knowing the latest information about those they missed on their Internet communities', children/adolescents would like to actively contact with them when they felt 'happy' and 'depressed or frustrated. The first three opinions of what children/adolescents regarded truly connection were 'listening to people they missed attentively', 'sharing their secrets', and 'contacting with people they regularly missed with real actions'. In terms of gender, girls' proportion on 'showing with actions, including contacting with people they missed regularly or expressing their feelings openly', and 'sharing secrets' was higher than boys', while boy's proportion on 'the attitudes when contacting people they missed, including listening attentively or without being distracted' was higher than girls'. Conclusions: I. The more 'active' connection they have, the more happiness they feel. II. Teachers can teach children how to manage their emotions and express their feelings appropriately. III. It is very important to turn connection into 'action.' Teachers can set a good example and share their moods with others whatever they are in the mood. This is a kind of connection.

Keywords : children, connection, emotion, mental health

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