



AN OVERVIEW OF EMOTION REGULATION AMONG PUBERCENT LEARNER IN KERALA - AN ANALYSIS

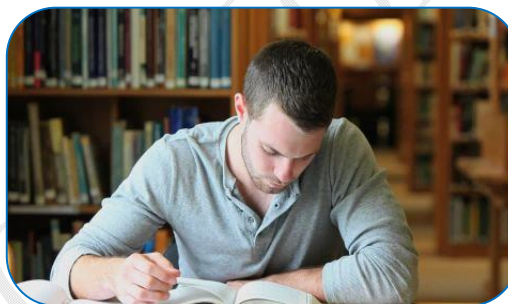
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ABSTRACT :

Emotions are physiologically based peoples can manipulate the emotions they experience and also their subsequent expression; this can be identified as emotion regulation .It has an important effect on learning and because schooling is an emotional process. Individuals differ in their emotion experience and expression. Adolescence is characterized by an increase in the intensity and frequency of negative emotions, heightened level of emotional variability and increase in several types of psychopathology. The ability to appropriately express, manage, identify and responds to emotion is necessary for social competence. Using positive emotion regulation strategies to enhance positive emotions is an effective approach in educational settings. For adolescent student, strategies of emotion regulation should be integrated in to the public health systems in attempts to decrease social problems. It also highlighted in school education curriculum .The present study, tries to analyze extend of emotion regulation among adolescence. The sample consisted of one hundred secondary school students. Emotion regulation scale is used for collecting data. The result found that there is no significant deference in the emotion regulation of boys and girls.



KEYWORDS : *physiologically based peoples , emotional process , collecting data.*

INTRODUCTION

'A man who is master of himself can end a sorrow as easily as he can invent a pleasure. I don't want to be at the mercy of my emotions. I want to use them, to enjoy them and to dominate them. Oscar Wilde (1982).'

Emotions are irrefutably prominent and have an important role in our lives and thought to have an important social function. Variety of emotions saturates the life of every one (Hsieh, 2010).Emotions are physiologically based peoples can manipulate the emotions they experience and also their subsequent expression; this can be identified as emotion regulation .It has an important effect on learning and because schooling is an emotional process. Individuals differ in their emotion experience and expression. Adolescence is characterized by an increase in the intensity and frequency of negative emotions, heightened level of emotional variability and increase in several types of psychopathology. It is a period of transition zone accompanied by physical, psychological and social transformations that elicits novel experience of emotional arousal .So emotion regulation is important in adolescent period. Emotion regulation is defined by Thompson (1994) "Extrinsic and intrinsic processes responsible for monitoring, evaluating and modifying emotional reactions especially their intensive and temporal features to accomplish ones goal. Adolescent

students experience more intense and frequent emotions. Emotion regulation appears to mature through adolescent period .They are influenced by social media. They imitate everything that shows through social media, at this stage emotions are channelized in many ways.

NEED AND SIGNIFICANCE OF THE STUDY

The present research on emotion regulation has wide range of applicability in a variety of fields, including developmental, personality, social, physiological, and clinical psychology (Gross, 2013). Also its roots spans around in the literature on coping, as well as attachment theory and emotion theory (Gross & Thompson, 2007). The prevalence of various forms of psychopathology, including affective and behavioral disorders, increases dramatically during the adolescent period. A better understanding of emotion regulation during adolescence may help us to understand individual differences in mental health and adjustment during this period of increased risk"(Silk & Morris, 2003). The ability to appropriately express, manage, identify, and respond to emotion is necessary for social competence. Those skilled in emotion regulation are generally rated as more socially desirable, are better at handling conflict, and have better interpersonal skills. The presence of childhood psychopathology is also closely tied to emotion regulation. "Children with internalizing disorders, such as major depressive disorder, anxiety disorders, and externalizing disorders, such as attention-deficit hyperactivity disorder and oppositional defiant disorder, consistently have shown poor development of emotion regulation components" (Scanlon, 2010). Adolescent itself is often a difficult time and emotion regulation during this stage is even more difficult than it is other times in life, internal distress and sensitivity may be difficult to for some females to cope with new generations are continuously exposed to various multimedia they will addicts on its effect. They cannot regulate their emotions in positive way. Some females choose to cope by self injuring, abusing alcohol or other substances or other unhealthy strategies. If it is seen that better understanding of emotion regulation at this stage is important. Avoid negative emotion regulation strategies unless it will lead to antisocial behavior. So we should always tries to experience with positive emotion regulation. It will leads to physically, mentally and psychologically balanced person. In this research, researcher tries to identify extend of emotion regulation in secondary school students.

OBJECTIVES OF THE RESEARCH

- To study extend of emotion regulation among secondary school students.
- To compare the difference between male and female secondary school students in their emotion regulation.

HYPOTHESES

1. There is significant deference in the scores of male and female secondary school students in their emotion regulation.

METHOD & SAMPLE

Descriptive survey method was used for this study. The sample of the study was one hundred secondary school students. The study restricted to 100 secondary school students in Calicut district.

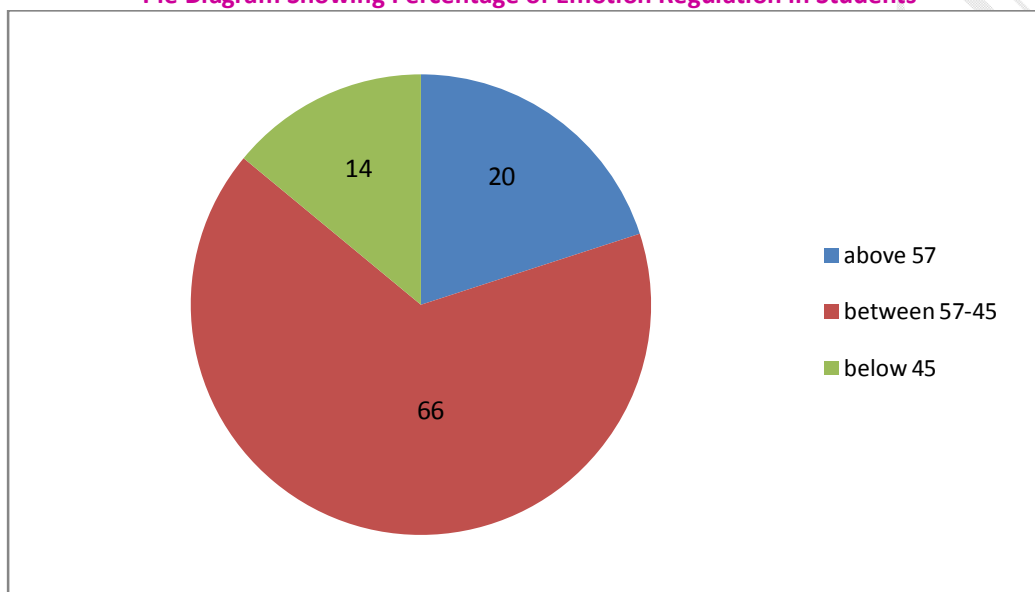
TOOL

- Emotion Regulation Scale by Jaseena & Linisha (2018).

ANALYSIS AND INTERPRETATION**Table 1: Level of Emotion Regulation among Secondary School Students**

GROUP	N	PERCENTAGE
High	100	20%
Average	100	64%
Low	100	14%

From Table-1, 20% of the students have high emotion regulation capacity, 66% of the students have average for emotion regulation and 14% of students with minimum emotion regulation capacity.

Pie Diagram Showing Percentage of Emotion Regulation in Students**Table 2: Emotion Regulation Scores of based on Gender**

Gender	N	Mean	SD	t-value
Male	50	51.06	5.647	0.207 ^{NS}
Female	50	51.19	6.253	

Table-2 shows that the calculated t-value is 0.207 which is not significant at 0.01 level. Hence the hypothesis is rejected. This indicates that there is no significant difference between male and female secondary school students in their emotion regulation. In the study report, women experiencing both positive and negative emotions more intensely than male, which might explain why female have greater difficulties with emotion regulation skills compared to male (Robinson et al., 2014). But in the present study, male and female students did not differ in their emotion regulation. Both of them have equal ability to explore with the social media and society thus there is no significant difference in their emotion regulation. Now-a-days girls are physically, mentally and emotionally competent group, so they did not want separate emotional regulation strategies.

FINDINGS

- 20% of the students have high emotion regulation capacity.
- 66% of the students have average for emotion regulation.
- 14% of students with minimum emotion regulation capacity.
- There is no significant deference in emotion regulation of boys and girls.

EDUCATIONAL IMPLICATIONS

- Emotion regulation plays a major role in adolescent ability to handle every day stressors and the way in which they response to these stressors can result in the development of depression, anxiety or anger management problems.
- Development of adequate regulation of emotion is important in the development of social competence and psychopathology. The ability to appropriately express, manage, identify and responds to emotion is necessary for social competence.
- The person who skilled in emotion regulation are more socially desirable, better handling conflicts and have better interpersonal skills.
- Lack of emotion regulation skill affects child's ability to be social and result in developing psychological disorders.
- Knowledge about how student regulate emotions according to their developmental stage and back ground can help educator's better scaffold and manage their class room to enhance learning.
- Educators and care givers can regulate negative emotions in the children.
- Teacher can help adolescent students from bad effect of their peer through regulating their emotion. There are many ways to attain emotion regulation
- Talking with friends.
- Exercising
- Practicing yoga
- Music therapy
- Getting adequate sleep
- Paying attention to positive thought.

CONCLUSION

Rapid change in the development of brain and hormone production during adolescence cause mental and emotional disturbances. Adolescent loses the consideration and freedom of the child. Lack of awareness about one's own personality, during this period leads to immature decision making. As a result an adolescent may fall evil influences such as imitation tendency, bad friendship, bad habits and misuse of mobile phones and internet etc. Emotion regulation at this stage is an important aspect for healthy life. In the present study 20% of the students have high emotion regulation and 14% of students have less emotion regulation. There is no significant difference in emotion regulation of boys and girls. Emotion regulation at this stage is very essential to overcome the challenges and keep away from the exploitation and temptation.

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