



AN EXPLORATORY STUDY TO ASSESS PERCEIVED EXPRESSED EMOTION AND ITS RELATIONSHIP WITH EMOTION REGULATION AND SELF-ESTEEM AMONG THE ADOLESCENT STUDENTS OF SELECTED SCHOOL IN SEPAHIJALA DISTRICT, TRIPURA

Nursing

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ABSTRACT

Adolescence marks a vulnerable life phase, transitioning from childhood to adulthood. Many adolescents undergo perceived expressed emotion, sensing hostility, criticism, and emotional over-involvement from parents or primary caregivers. This experience can impact their emotion regulation and overall self-esteem during this critical period. **Aim:** The aim of the present study was to assess perceived expressed emotion and its relationship with emotion regulation and self-esteem among the adolescent students. **Material and method:** A quantitative research approach and non-experimental exploratory research design has been adopted by the researcher to carry out the study. A non-probability convenience sampling technique was used to select the study participants. The study was conducted at Madhupur H/S School. Total 240 samples were selected as study participants. Socio-Demographic Proforma, Structured Expressed Emotion Rating scale, Emotion Regulation Questionnaire for Children and Adolescent (ERQ-CA) and Rosenberg Self-Esteem Scale (RSE) were used as tool for data collection. **Results:** The study results revealed that 66.7 % (f=160) of the adolescents had perceived hostility, 53.3% (f=128) of the adolescents used expressive suppression, and 53.75% (f=129) of the adolescents had low self-esteem. There was a medium positive correlation between perceived expressed emotion ($r=0.36$, $p<0.0001$) and emotion regulation, and strong positive correlation between perceived expressed emotion ($r=0.52$, $p<0.05$) and self-esteem among the adolescent students. The study results also revealed that perceived expressed emotion was significantly associated with the demographic variables like age ($\chi^2=11.25$, $p=0.001$), gender ($\chi^2=6.68$, $p=0.01$), educational level ($\chi^2=56.29$, $p=0.00$), educational status of mother ($\chi^2=9.21$, $p=0.03$), primary caregiver ($\chi^2=8.14$, $p=0.02$) and involvement in extracurricular activities ($\chi^2=12.43$, $p\text{-value}=0.02$) among the adolescent students. **Conclusion:** The study concluded that there was medium positive correlation between perceived expressed emotion ($r=0.36$, $p<0.0001$) and emotion regulation, and strong positive correlation between perceived expressed emotion ($r=0.52$, $p<0.05$) and self-esteem among the adolescent students.

KEYWORDS

Adolescent students, Perceived expressed emotion, Emotion regulation, Self-esteem.

INTRODUCTION

Adolescence is a developmental stage characterized by significant physical, cognitive, and emotional changes. During this period, adolescents experience a wide range of emotions, and their ability to regulate these emotions becomes crucial for their well-being and development. Emotions are a fundamental aspect of human experience and play a significant role in shaping an individual's behavior, thoughts, and relationships. Emotion regulation refers to the ability to manage and control one's emotions effectively. It involves the processes through which individuals monitor, evaluate, and modify their emotional reactions to different situations. In contrast, self-esteem refers to an individual's overall assessment of their self-worth and self-value. A high level of self-esteem is associated with positive emotional well-being, while low self-esteem can lead to emotional distress and difficulties in regulating emotions.

Need Of Study:

The study on perceived expressed emotion, emotion regulation, and self-esteem among adolescent students in Sepahijala District, Tripura, addresses a critical need. Adolescence is a pivotal developmental phase, and understanding how perceived expressed emotion influences emotion regulation and self-esteem is essential. This research contributes to the existing knowledge by shedding light on the emotional dynamics within the parent-adolescent relationship, offering insights that can inform interventions and support mechanisms. By identifying these factors, the study aims to enhance our understanding of adolescent well-being, providing valuable information for educators, parents, and mental health professionals working with adolescents in the specified region.

Hypothesis

- H₁:** There is a significant relationship between perceived expressed emotion and emotion, Self-esteem regulation among the adolescent students.
- H₂:** There is a significant association between perceived expressed

emotion among the adolescent students with their selected socio-demographic variables.

METHODOLOGY

In this study, a quantitative research approach was employed to assess perceived expressed emotion and its correlation with emotion regulation and self-esteem among adolescent students in Sepahijala District, Tripura.

The research design was non-experimental exploratory. This design is ideal for studying poorly understood phenomena, aiding in problem definition, hypothesis generation, and refining the overall research design.

Variables under study encompass perceived expressed emotion, emotion regulation, and self-esteem. These qualities are observed or measured without manipulation, providing valuable insights into the emotional dynamics of the adolescent population.

Demographic variables, such as age, gender, education, family structure, and extracurricular activities, were considered in the study. These baseline characteristics contribute to a comprehensive understanding of the participants.

The setting of the study was Madhupur Higher Secondary School, selected based on subject availability, feasibility, and administrative approval. The school, located in Sepahijala District, Tripura, provided an appropriate backdrop for data collection.

The population included adolescent students aged 13-18 years, with the target population focusing on those attending selected schools in Sepahijala District. The sample size was 240 adolescent students in classes VII-XII, selected using a non-probability convenience sampling technique. Inclusion criteria encompassed age, gender, language proficiency, and willingness to participate, while exclusion

criteria involved diagnosed mental illness and separation from parents or primary caregivers for over six months.

Tool For Data Collection

The study employed a comprehensive set of data collection instruments, including a Socio-Demographic Proforma and three scales: Structured Expressed Emotion Rating Scale, Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA), and Rosenberg Self-Esteem Scale (RSE). Through expert validation, translation, and reliability checks, these tools provided a nuanced exploration of perceived expressed emotion, emotion regulation, and self-esteem among adolescent students.

RESULTS OF THE STUDY

Socio-demographic variables among the adolescent students. In terms of age distribution, 52.1% fall within the 13 to 15 years range, with 47.9% in the 16 to 18 years category. Gender distribution is almost equal, with 51.25% males and 48.75% females. The majority of respondents follow the Hindu religion (95%), and a predominant 100% reside in rural areas. Notably, 93.33% belong to nuclear families.

Educationally, the participants are evenly distributed across classes VII to XII, each representing 16.6% to 16.7%. Regarding family structure, 93.33% are in nuclear families, while 6.25% are in joint families.

Parental education shows a diverse range, with 63.33% of fathers having primary education and 63.75% of mothers having completed primary education. Monthly family income distribution reveals 60.83% fall in the Rs. 5001-10000 range.

In terms of occupations, 73.3% of fathers are engaged in daily wage or private employment, while mothers primarily function as homemakers (95.83%).

Mothers are the primary caregivers in 95.9% of cases. Extracurricular activities are diverse, with 48.33% participating in art, 18.75% in dance, and 17.92% in sports.

Table 1 Frequency and percentage distribution of perceived expressed emotion, Emotion Regulation, Self Esteem among the adolescent students

Domain	Perceived Expressed Emotion	
Perceived Hostility	(f)	(%)
(≤mean)	80	33.3
(>mean)	160	66.7
Perceived Criticism		
(≤ mean)	109	45.4
(>mean)	131	54.6
Perceived Emotional Over Involvement		
Cognitive Reappraisal	Emotion Regulation	
(≤mean)	114	47.5
(>mean)	126	52.5
(≤ mean)	116	48.3
(> mean)	124	51.7
Expressive Suppression		
(≤ mean)	112	46.7
(> mean)	128	53.3
Category	Self-Esteem	
Low self-esteem (10-25)	129	53.75
Medium self-esteem (26-29)	86	35.83
High self-esteem (30-40)	25	10.42

Table 1 revealed majority participants (66.7%) perceived above-average hostility, criticism, and emotional over involvement. indicated mean perceived expressed emotion of 71.29, suggesting an overall above-average perception. Regarding emotion regulation, 51.7% practiced above-average cognitive reappraisal, and 53.3% engaged in above-average expressive suppression. For self-esteem 53.75% displayed low self-esteem, supported by a mean of 25.33.

There is Positive correlation ($r=0.36$, $p<0.0001$) between perceived expressed emotion and emotion regulation in 240 adolescent students.

This suggests a positive relationship.

The correlation between perceived expressed emotion and self-esteem in the same group, showing a strong positive correlation ($r=0.52$, $p<0.05$).

Association between perceived expressed emotions among the adolescent students with their selected socio-demographic variables.

1. Age (in years):

Significant association (S) between age and perceived expressed emotions ($X^2=11.25$, $p=0.001$).

2. Gender:

Significant association (S) between gender and perceived expressed emotions ($X^2=6.68$, $p=0.01$).

3. Religion:

No significant association (NS) between religion and perceived expressed emotions ($X^2=0.39$, $p=0.54$).

4. Educational Level:

Significant association (S) between educational level and perceived expressed emotions ($X^2=56.29$, $p=0.00$).

5. Type of Family:

No significant association (NS) among joint, nuclear, or extended families and perceived expressed emotions ($X^2=1.65$, $p=0.44$).

6. Number of Siblings:

No significant association (NS) among different numbers of siblings and perceived expressed emotions ($X^2=3.28$, $p=0.35$).

7. Educational Status of Parents:

No significant association (NS) between the educational status of fathers and perceived expressed emotions ($X^2=3.94$, $p=0.41$). Significant association (S) between the educational status of mothers and perceived expressed emotions ($X^2=9.21$, $p=0.03$).

8. Monthly Family Income:

No significant association (NS) among different income levels and perceived expressed emotions ($X^2=6.65$, $p=0.08$).

9. Occupation of Parents:

No significant association (NS) among different occupations of fathers ($X^2=5.51$, $p=0.24$) and mothers ($X^2=5.20$, $p=0.16$) and perceived expressed emotions.

10. Primary Caregivers:

Significant association (S) between primary caregivers and perceived expressed emotions ($X^2=8.14$, $p=0.02$).

11. Extracurricular Activities:

Significant association (S) between participation in extracurricular activities and perceived expressed emotions ($X^2=12.43$, $p=0.02$).

These findings provide valuable insights into the potential influences of socio-demographic variables on the perceived expressed emotions of adolescent students.

Ethical clearance

Ethical clearance for the study was obtained from the institutional ethical committee.

DISCUSSION:

The study explored various aspects related to adolescent students, including perceived expressed emotion, emotion regulation, and self-esteem. Significant findings include a prevalence of perceived hostility and criticism among participants, with associations to emotion regulation strategies and self-esteem levels. Correlation analyses revealed links between perceived expressed emotion and both emotion regulation and self-esteem. Socio-demographic variables such as age, gender, educational level, maternal education, primary caregiver, and participation in extracurricular activities showed significant associations with perceived expressed emotion. The study contributes valuable insights into the emotional experiences of adolescents and highlights the importance of considering socio-demographic factors in understanding their emotional well-being.

CONCLUSION:

The present study concluded that majority of the adolescent students had perceived hostility and also they had low self-esteem. Majority of the students use expressive suppression as an emotion regulation strategy. There was positive correlation between perceived expressed emotion and emotion regulation and also strong positive correlation between perceived expressed emotion and self-esteem among the adolescent students. Perceived expressed emotion was significantly associated with demographic variables like, age gender, educational level, and educational status of mother, primary caregivers, and involvement in extracurricular activities among the adolescent students.

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