

TITLE: EMOTIONAL DEVELOPEMNET AMONG ADOLESCENTS

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“Assess the emotional development among adolescent students among at selected Area”

Abstract

The study assessed emotional development among 71 adolescent students at J.J College of Nursing Trichy. Findings showed a significant association between emotional development and gender ($\chi^2 = 20.14$, $p < 0.05$) and parental education ($\chi^2 = 8.68$, $p < 0.05$). Females had higher emotional development, self-esteem (33% vs 16%), self-concept (36% vs 13%), and personal identity (42% vs 18%) compared to males. No significant association was found with age, student's education, and parental occupation. The study suggests targeted interventions to support adolescent emotional well-being, emphasizing gender and parental education's importance.

***Key Words:** Emotional development, Adolescents, Self-esteem, Self-concept, Identity.*

INTRODUCTION

Adolescence is a critical developmental phase that begins with the onset of puberty and continues into the early twenties. This stage is marked by dramatic changes across physical, emotional, cognitive, and social domains. The transformation from childhood to adulthood involves more than just physical growth; it encompasses the evolution of identity, self-esteem, self-concept, emotional maturity, and complex interpersonal relationships.

The period of adolescence is characterized by increasing independence, identity exploration, and evolving social roles. Personal relationships shift significantly, as peer groups and romantic interests gain prominence. Simultaneously, adolescents may face challenges such as academic pressure, peer influence, family dynamics, and societal expectations. These external and internal pressures can significantly impact emotional development, shaping how adolescents understand, manage, and express emotions.

Although adolescents are highly malleable due to neurobiological plasticity, they are not passive recipients of change. Instead, they actively participate in their own developmental journey. However, this journey requires structured support systems—such as family, school, and community environments—to guide and nurture healthy emotional growth. A toxic or high-stress environment can severely hinder this development, making it imperative to study the emotional experiences and needs of adolescents. **Sharma and Agarwal (2020)** conducted a study in India involving 500 adolescents from both urban and rural settings. The study revealed that those with higher levels of emotional intelligence exhibited lower levels of stress and anxiety, and reported enhanced academic motivation and self-confidence. Emotional intelligence equips adolescents to better manage daily challenges and navigate complex social environments. **Erikson's Psychosocial Development Theory (1963)** identifies adolescence as the stage of "identity vs. role confusion." During this period, individuals strive to develop a sense of self. Emotional stability plays a pivotal role in navigating this stage. According to Erikson, unresolved emotional conflicts during adolescence can lead to confusion, low self-esteem, and psychological distress, whereas successful resolution fosters emotional maturity and identity formation.

Statement of the problem

A descriptive study to assess the emotional development among adolescent students at selected area.

Objective of the study

- To assess the emotional development of adolescent students.
- To determine the association between emotional development and selected demographic variables.

Hypothesis

- **H1** – There is a significant association between emotional development among adolescent and their selected demographic variable

Research methodology

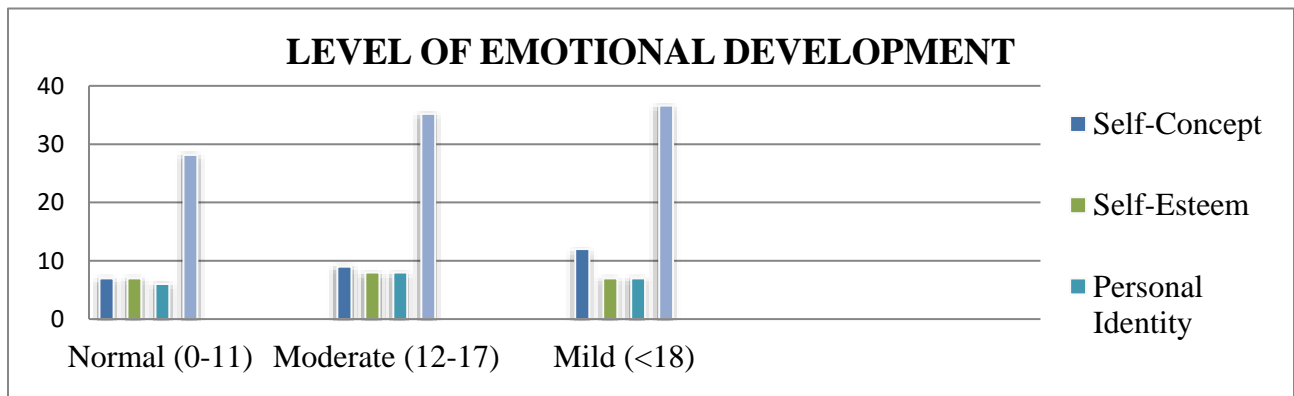
A quantitative approach was used in this study to obtain measurable and statistically analyzable data regarding emotional development. The study adopted a descriptive research design to assess emotional development among adolescent students. This design was chosen as it systematically describes the emotional status of the participants without manipulating any variables. The study was conducted at selected area, for its accessibility and permission granted by the authorities. The target population consisted of adolescent students aged 17 to fewer than

20 years. A total of 71 adolescent students were selected using a non-probability convenience sampling technique, based on their availability and willingness to participate. Descriptive and inferential statistics were used to analyze the data.

Result & Discussion

The majority of students, 47.8%, are 17 years old. Most students, 33.8% are male. Almost all students 97.1%, study under the State Board education system. Over half of the students, 53.5%, report higher secondary education as the highest level of parental education. Slightly more than half of the students, 52.1%, belong to families with a heavy worker in parental occupation. A majority of students, 59.1%, fall within the monthly family income range of Rs.10000 to 15000. Family factors like parental education significantly shape adolescent emotional development. According to **(Erikson 1968)** adolescence is the stage of “identity vs role confusion” during this stage, individuals explore different roles, values, and belief to develop a stable sense of self. Adolescents that successfully form a positive identity show higher levels of self esteem, life satisfaction, and emotional stability. Positive personal identity tends to exhibit better emotional regulation, self esteem and over all well being.

Fig.1 Frequency percentage level of emotional development among adolescent students with demographic variable



The figure that emotional development levels were specifically, 28.17% of students fell into the mild category, 35.21% into the moderate category, and 36.62% into the normal category.

Among students with normal emotional development, overall, students with normal emotional development tended to have positive outcomes in these areas, with females generally scoring higher.

Table: 1 Association between the levels of emotional development among adolescent student with selected demographic variables.

Demographic variables	Emotional development			Calculated value	Table value
	< 12	15	>18		
Age in years				1.49	5.99
17	3	6	24		
18	2	4	19		
19	0	2	12		
Gender				20.14	5.99
Male	2	8	14		
Female	3	4	0		
Education				2.28	5.99
State board	5	11	53		
CBSE	0	1	1		
Parental education				5.94	5.99
Graduate	0	2	6		
Higher secondary	3	6	29		
Primary	2	4	19		
Parental occupation				8.68	5.99
Heavy worker	1	8	28		
Moderate worker	4	1	20		
Sedentary worker	0	3	7		

The table shows that there was a significant association between emotional development among adolescent students and selected demographic variables such as gender ($\chi^2 = 20.14$, $p < 0.05$) and parental education ($\chi^2 = 8.68$, $p < 0.05$). However, no association was found between emotional development among adolescent students and other demographic variables such as age in years, students' education, and parental occupation ($p < 0.05$)

CONCLUSION

This study confirms that gender and parental education are significant factors in adolescent emotional development. In contrast, age, school system, and parental occupation did not show predictive power in this sample. The findings highlight key demographic variables to consider when designing emotional development interventions for adolescents. Notably, females tend to have higher emotional development than males, exhibiting higher self-esteem (33%) and confidence in their abilities. Females also tend to have a more positive self-image and a strong personal identity, expressing themselves and asserting their individuality more effectively. Emphasizes the need for supportive relationships, social emotional learning program, and culturally responsive teaching to foster positive identity, self concept, self esteem formation and emotional development among adolescents. By promoting a strong sense of self, educators and parents can help adolescents navigate this critical developmental stage and achieve better outcomes.

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