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Role of Mood States in Adjustment of Adolescents

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Adolescent is a phase of life when tremendous changes occur in different areas i.e. physical, mental, social, emotional, cognitive, psychological etc. During this time, they like freedom and want more physical or emotional distance with their parents. He/ She sudden start emotional closeness with their friends and enjoy social groups as well. They spend more time with their friends. It is also a time when they want their unique identity. Therefore, as they naturally develop their own distinct personality and separate from their parents. Personality is based on our temperament, character, moods and environment. Researches show that personality is a significant contributor of adjustment and male adolescents usually experience stronger negative moods than females. The objective of this paper was to study the different moods of Personality among adolescents across the gender & relation between moods and adjustment level. The data was gathered on 300 school going adolescents, which were studying in higher classes (11th & 12th) males (150) and females (150) with in age range of 16-18 years from Rohtak district of Haryana. A questionnaire of different mood states made by Cattell & his colleagues in 1973 (8SQ, 96 items version) and Adjustment inventory by Sinha and Singh in 1984 (60 items) were used. The data was analyzed using descriptive (Mean and S.D.), inferential (t test) and Correlation analysis. The results showed that significant difference between male and female adolescents on eight mood states of personality and their adjustment level. The results highlighted that stress and anxiety like symptoms can affect their body, thoughts, feelings as well as behavior.

Keywords: Gender, Moods, Adjustment and Adolescents.

In India, adolescents age have been fixed under with differently programmers policy, Youth Policy defined the age group of adolescents between 13 to 19 years, ICDS policy considered adolescents girls to be between the age of 11 to 18 years; the reproductive & Child Health Programmer consider as being between 10 to 19 years of age, whereas in India's constitution mentions as adolescents above 14 years. Adolescence is a period of rapid growth as well as developmental phase which include physical, physiological intellectual, emotional and behavioural changes. Adolescents are the young people between the age group of 10-19 years (WHO, 2012; UNICEF 2005). In India adolescents, young population consists of 21% suffer with psychological problems i.e. anxiety, depression and major factor is suicide. For our country adolescents and youths are the agents of change and productive resources.

Persons interact with many people during the day. Apart from common similarities, he/she find that people appear and behave differently. Each one of us acts, think and feel differently in the same situation. Round the clock we interact with people, who may be called as jolly, happy and aggressive. Various theories have been developed by psychologists on this subject and tools have been developed to assess one's personality. Hence personality related information may be used in different areas of human behavior. Personality is the entire mental organization of a human being at any stage of development. It embraces every phase of human character, intellectual, temperament, skill, morality and every attitude that has been built up in the course of one's life (Warren and Charmichael, 1930).

Factors Affecting Personality Development:

Personality development of a individual takes place in a socio-cultural environment. The particular personality with which a child is born can be hindered if proper environment is not given to child during maturation stage. So, in the process of growth, development people develop unique traits depending upon environment in which they mature. So, we can say personality development is a complex process depending on common and unique experiences and also the genetic factors. There are stable ways in which specific situation trigger specific thoughts, feeling and the behavior as mentioned below:

Genetic Factors: Heredity is major factor in development of personality. Feud describes it purely biological. Some recognize social and cultural factors as more dominant. So, it cannot be said we should emphasize on one factor only. Most studies suggest that personality trait variables in a value of 15 to 50 percent are inheritable.

Early Experience: Basically personality development is an ongoing process and early years play a major part. Also, environment and our personal experiences can be a major contributing factor.

Primary Group: Family plays a major apart in personality development. Early relationships with our family members are also important. Many problems that we face in young life are a cause of our childhood relationships. Sense of identity and appropriate modeling also get vital concern in young life.

Culture: People residing in one culture usually develop with same kind of personality, belief and values and child originated from that kind of culture is expected to be having a same kind of personality. Gender type also affects the personality development.

Mood States: Mood is known as the person's affective domain. It is a part of personality. Moods also reflect the physical and mental wellbeing. It may either positive or negative, i.e. positive states includes as pride, empathy, hope, happiness, self esteem, forgiveness whereas negative states includes as anxiety, low self esteem, depression, stress, fatigue etc. People also use this term like good mood or bad mood but we can ensure this term after showing its consistency. There are so many causes which affect our mood states: insomnia, diet & nutrition, heredity, facial expression and many more. Consistency of negative mood states in a person shows the chemical imbalance in neurotransmitter brain's functioning

Adjustment: Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find its difficulties to adjust normally with changes and experience some problems, which are characterize of this developing stage. It is concerned with the ability to cope effectively with his environment. The term "Adjustment" refers generally to the relationship that any organism establishes with respect to its environment. Adjustment is a never ending process. Every living being of the world struggles to adjust in the surrounding atmosphere for survival. Human beings are not apart from this continuous process. In the course of different stages of human development adolescence period is one of the most problematic period regarding social, emotional, sexual and academic adjustment. During this period adolescents enter puberty and develop individual identity. They start to recognize their share of role in the society and find themselves in a constant contrast of dream and reality, thought and action, prediction and practicality, conjecture and experience, expectation and commitment. But suddenly, when the adolescents discover themselves surrounded by heaps of problems, these problems make them maladjusted in their social set up. Adjustment is related with the mental set up of the children, how they think, behave and react to their surrounding environment. Society consists of several multidimensional complexities, and as a social being every individual must perform some activities which will help them to cope with the social and cultural adjustment. Parameswaran

and Beena (2004) "Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action. Adjustment is a very significant factor in determining the degree of achievement of students." In this paper we studied different negative mood states of personality in relation to health. By keeping in mind both objectives and hypothesis were formulated.

Objectives:

- To study gender differences in Mood States and Adjustment among adolescents.
- To explore the relationship between Mood States and Adjustment among adolescents.
- To assess the contribution of Moods States in predicting Adjustment among adolescents (male & female).

Hypotheses:

- There would be significant differences in Mood States and Adjustment across the gender.
- There would be significant relationships between Mood States and Adjustment among adolescents.
- There would be significant positive contribution of Mood States in predicting Adjustment of male and female adolescents.

Method

Research design:

A two group design was used to compare the adolescents on different mood states of Personality and adjustment across gender. It comprised of group I male adolescents and group II female adolescents, whereas correlational design was used to study the relation between these variables.

Sample:

The sample of this study comprised of 300 school going adolescents (150 males and 150 females) with the age range from 16 to 18 years. The participants were studying in 11th -12th classes of urban city Rohtak.

Tools Used:

Eight State Questionnaire (8SQ; Cattell, Barton, Conner and Curran, 1973): This test was developed for measuring eight important emotionally states and moods by Cattell, Barton, Conner and Curran in 1973. Indian adaption by Malya Kapoor and Dr. Mahesh Bhargava. It helps to assess person's different moods states of personality. The scale consists 96 items, 12 of which measure each state and subject's respond in 4 point scale. The 8SQ can be used to assess an individual's or a group's emotional reactions to different environmental conditions (i.e. Anxiety, Stress, Depression, Regression, Fatigue, Guilt, Extraversion, Arousal). Coefficients for 8SQ Scales Anxiety- .83, Stress- .74, Depression- .82, Regression- .82, Fatigue- .89, Guilt- .86, Extraversion- .87, Arousal- .88.

Adjustment Inventory for School Students (AISS): This test was developed by Sinha and Singh in 1984. This inventory contains 60 items, 20 items in each area (Emotional, Social and Health) and in Yes or No form. It helps to assess the adjustment of the person. Low score in this inventory shows the good adjustment level whereas, high score shows the maladjustment. Cofficient of reliability by different methods: 1) Split half method 0.95, 2) Test retest method- 0.93, 3) K.R formula-20- 0.94.

Procedure:

For the purpose of data collection, the researcher visited in schools and explained the purpose of the research. Prior permission was sought and suitable dates for data collection were finalized with the school authorities. Participation was on a voluntary basis. To meet the objectives of the present research work, participants were contacted individually or in a small group in the school and were informed about the purpose of the study. After establishing rapport with participants, brief demographic data were recorded. When the participants were comfortable and, a set of measure was given to them. All the participants were asked to answer each and every item without leaving any

statement in between with no response. Though, there was no time limit but on an average 20 minutes were taken by the participants to complete this questionnaire.

Results and Discussion

In order to accomplish the objectives of the study, the data was subjected to statistical analysis i.e. descriptive analysis, mean comparisons, Pearson product moment correlation and regression analysis (stepwise), using SPSS software. The mean, values of standard deviation and t-values were computed, as shown in table 1.

Table 1. Significance of mean differences on different mood states of Mood States and Adjustment across gender

Variables	Male		Female		t values
	Mean	S.D.	Mean	S.D.	
Anxiety	17.40	3.87	15.86	4.02	3.37**
Stress	17.11	3.77	15.26	3.43	4.44**
Depression	16.95	3.50	14.70	4.62	4.75**
Regression	17.48	3.12	15.72	4.28	4.04**
Fatigue	16.74	3.61	14.93	4.30	3.93**
Guilt	18.79	3.47	15.35	4.27	7.64**
Extraversion	17.89	3.25	20.04	4.67	4.63**
Arousal	18.38	3.97	17.72	3.82	1.46
Emotional	3.86	2.11	3.37	2.37	1.89
Social	6.11	2.42	7.05	2.06	3.63**
Educational	6.38	3.81	5.10	2.99	3.21**

**p < 0.01, *p < 0.05

On the basis of the above results, it was observed that significant gender difference were obtained on all the dimensions of mood states i.e anxiety, stress, depression, regression, fatigue, guilt, extraversion, except arousal. Males were significantly scoring high on anxiety, stress, depression, regression, fatigue and guilt than females. This indicates that males experience more anxiety and guilt, feel more stressed and depressed, are more confused, unorganized and impulsive as compared to females. Males also report being more exhausted, tired, needing rest, and feel that they are not able to performance to fullest. Females scored higher on extraversion than males, indicating that females are more sociable, outgoing, and talkative than males. There was no significant gender difference on arousal dimension of mood states. The results of the present research work are in the line in the earlier researches (Weiss, et al. 2011; Cuzzocrea, Larcan & Lanzarone, 2013; Uliaszek, et al, 2009). On the dimensions of adjustment (emotional, social and educational), significant gender differences were obtained on social and educational dimensions. Females have better social and educational adjustment than males. Tripathy & Sahu (2018) found significant gender difference in social adjustment and not in educational adjustment. Chowhan, Sakshi & Ravees (2019) did not find any gender differences in adjustment.

In order to examine the degree of association

Table 2(a). Coefficients of correlation amongst mood states and adjustment

	Males			Females		
	Emotional	Social	Educational	Emotional	Social	Educational
Anxiety	-.045	.169*	-.036	.237**	.173*	.274**
Stress	.213**	-.194*	.092	.183*	.114	.307**
Depression	.185*	.074	-.084	.405**	.178*	.404**
Regression	.042	.228**	.218**	.262**	.123	.250**
Fatigue	-.018	-.029	.065	.314**	.219**	.336**
Guilt	.181*	.025	.077	.416**	.183*	.354**
Extraversion	.090	-.427**	-.025	-.512**	-.346**	-.404**
Arousal	-.089	.089	.135	-.264**	-.328**	-.162*

**p < 0.01, *p < 0.05

among the variables under study, coefficients of correlations were computed. Table 2 depicts the coefficient of correlations between mood states and adjustment.

From the above results in Table 2, it was observed that out of eight mood states, three (stress, depression and guilt) were significantly and positively correlated with emotional adjustment. This indicates poor emotional adjustment in males facing high stress, depression and guilt. For females, all the mood states were significantly correlated with emotional adjustment. The six mood states related to negative moods were found to be associated with poor emotional adjustment, whereas higher extraversion and arousal were found to be associated with better emotional adjustment among females. Social adjustment of males was found to significantly and positively correlated with anxiety and regression; and negatively with stress and extraversion. This means that males who are more tensed, emotionally upset, angered, confused, and acting impulsive tend to possess poor social adjustment. A mood state of stress and extraversion in males was associated with better social adjustment. In case of females, anxiety, depression, fatigue, and guilt were found to be significantly correlated with social adjustment indicating poor social adjustment in females having higher anxiety, depression, fatigue, and guilt. Extraversion and arousal was associated with better social adjustment among females. In male educational adjustment was significantly correlated with only one mood state i.e. regression, whereas in case of females all the mood states were significantly associated with educational adjustment. Srivastava & Barmola (2013) also found that extraversion was related with better adjustment in males and females. Confused, unorganized and impulsive males tend show poor educational adjustment. Females having higher anxiety, stress, depression, regression, fatigue and guilt show poor educational adjustment. Females with higher extraversion and arousal possess better educational adjustment.

Further, stepwise multiple regression was applied in order to examine the extent to which weighted combinations of mood states (predictor variables) predict adjustment (criterion variable). From the results of regression analysis showed in table 3 (a, b & c), it was observed that emotional adjustment in males was significantly predicted by stress, depression and guilt whereas in females extraversion and guilt significantly predicted emotional adjustment. Males' better emotional adjustment was predicted by lower levels of stress, depression and guilt. Higher extraversion and lower guilt predicted better emotional adjustment among females. Higher anxiety, depression, guilt and arousal in males predicted poor social adjustment on the other hand extraversion, stress and regression predicted better social adjustment among males. In case of females only two mood states (out of eight) significantly predicted better social adjustment i.e. extraversion and arousal. Regression in males was found to be a significant predictor of educational adjustment indicating that higher regression better educational adjustment. In females, educational adjustment is predicted significantly by depression, extraversion and stress; which means that females with high scores on depression and stress possess poor educational adjustment whereas females with high scores on extraversion possess better educational adjustment.

Table 3(a). Summary of Stepwise multiple regression analysis D.V. Emotional Adjustment

	β	R^2	$R^2\Delta$	F
Male				
Stress	.21	.04	--	7.04**
Depression	.18	.08	.04	5.78*
Guilt	.18	.11	.03	5.22*
Female				
Extraversion	-.51	.26	--	52.49**
Guilt	.24	.30	0.04	9.96**

**p < 0.01, *p < 0.05

Table 3(b). Summary of Stepwise multiple regression analysis: D.V. Social Adjustment

	β	R^2	$R^2\Delta$	F
Male				
Extraversion	-.42	.18	--	33.02**
Anxiety	.22	.23	0.05	9.53**
Stress	-.18	.27	0.04	6.84*
Regression	-.18	.30	0.03	6.59*
Guilt	.16	.32	0.02	5.05*
Depression	.14	.34	0.02	3.98*
Arousal	.16	.36	0.02	4.86*
Female				
Extraversion	-.34	.12	--	20.10**
Arousal	-.25	.18	.06	11.28**

**p < 0.01, *p < 0.05

Table 3(c). Summary of Stepwise multiple regression analysis D.V. Educational Adjustment

	β	R^2	$R^2\Delta$	F
Male				
Regression	-.21	0.48	--	7.38**
Female				
Depression	.40	.16	--	28.94**
Extraversion	-.27	.22	.06	11.46**
Stress	.20	.26	.04	7.86**

**p < 0.01, *p < 0.05

In sum, it was found that extraversion emerged as the significant predictor of adjustment in both male and females. Devi (2011) also observed that Extraversion has significant positive effect on social, educational and general aspects of adjustment. Emotional, social and educational adjustment of females was found to significantly predicted by extraversion whereas extraversion significantly predicted social adjustment of males. Depression and guilt emerged as the significant predictors of maladjustment in male (emotional and social adjustment) and females (educational adjustment). Stress, mood state, in males poor emotional adjustment but better social adjustment this may be because stress leads to poor emotional state/ maladjustment which motivates you to involve in more social behaviour in order to improve the unpleasant emotions.

Implications

Adolescent's negative mood states and unhealthy relation negatively affect their life outcomes, and adjustment; moreover these negative traits increase the adjustment problems and health complaints. Psycho-educational programs at school level should focus on sensitizing the students, parents and teachers about mood states and adjustment issues related to adolescent age and the need to address these maladjustments. The present study highlights the need to develop gender specific intervention programs that focus on enhancing the positive psychological states which may in turn promote better health and adjust with daily life activities among adolescents.

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