

Impact of Negative Emotions on Student Education in India

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ABSTRACT: *This study aimed to understand and interpret the impact of negative emotions on student education. The study was administered through an online questionnaire prepared after deliberation with professors and was directed towards students of age 18 and above. The students were of different age groups, natives, and fields of study. All the students assessed gave anonymous data with consent. There was a total of one hundred and thirty responses. The results were tabulated and indexed to a percentage score.*

KEYWORDS: negative emotions, anger, academic emotions, education psychology.

INTRODUCTION

Students are exposed to many emotions daily. The emotions experienced are either positive in nature or negative in nature. (Pam 2013) defines negative emotions "as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person." Schools, colleges, media, and other traumatic experiences are often where a student encounters negative emotions. Many studies have reported the adverse effects of negative emotions. Long-term exposure to negative emotions can cause damage to the physical health, mental health and emotional health of an individual. Students require good mental health and physical health to study well. The adverse effect of negative emotions on mental and physical health deters students from studying effectively. Children often do not reflect on their emotions, or the long-term implications of holding onto emotions might be harmful. They do not consider its impact on our mental and physiological states but dwell long times on negative emotions they encounter. Students must not dwell on negative emotions even though they encounter negative emotions in their daily transactions. If students spend too much time dwelling on negative emotions and the situations that might have caused them, they could go into a spiral of rumination. Rumination is the process where student tends to keep thinking, replaying, or obsessing over negative emotional situations and experiences (Nolen-Hoeksema, 1991).

Further research has linked the tendency to ruminate to several harmful coping behaviours, such as overeating, smoking and alcohol consumption, alongside physical health consequences including insomnia, high blood pressure, cardiovascular disease, and clinical anxiety and depression (Gerin et al., 2012, Dimsdale, 2008, Everson et al., 1998). Negative emotions also lead to violence. Contemporary research has concluded that violence stems from extreme feelings like

anger, depression, fear and helplessness (Nair, December 2021). This study considers human beings' initial negative emotions (Eckman, 1999).

The objective of the study

To understand the extent of negative emotions experienced by students

To contemplate the impact of the negative emotions on student education

Hypothesis (H0)

Students experience basic negative emotions, and it deters them from studying well.

Research Question

1. Is the student's educational tasks or works in any way impeded by the violence?
2. Will the student learn with ease if he/she is in anger or fear?
3. On the other hand, does the student believe that he/she might do better in education and life if there was positivity rather than violence?

RESEARCH METHODOLOGY

The study was administered using an online questionnaire deliberated with professors. The forms were sent to two hundred individuals, out of which One hundred and thirty students responded. The students were of different genders, from different demographics in India and varied in age. The participants are selected through Convenience Sampling. Convenience sampling is the method when the researcher uses those who volunteer or willingly answer the questionnaire (Langham, 2007).

Procedure

All the participants were approached through either social media or personal contact. The participants were facilitated by an online questionnaire and asked to fill it out without working their brains for a perfect answer. The participants were given enough time to answer and assured of confidentiality.

RESULTS AND DISCUSSION

Result

The data from the questionnaire reflected that most students experienced negative emotions when exposed to violence around them (81.8%). Regarding negative emotions affecting education, 58% of the students said no, and 42% said yes. The data reflected that students feel uneasy to learn with negative emotions (72.5%), and the majority of the students felt that they could study better with positive emotions than negative ones (92%).

Statistical analysis

The collected data from the questionnaire were tabulated for better understanding, and by using the frequency of the answers presented from the responses to the questionnaire, the percentage value of the responses was calculated.

Attribute	Yes	Maybe	No
Does violence incite negative emotions?	57.1%	24.6	18.3
Is Education impeded by negative emotions?	5.9	35.9	58.3
Is Learning easy with negative emotions?	10.8%	16.7%	72.5%
Is learning better with positivity than negativity?	58.3%	33%	8.7%

CONCLUSION

The result reflects that though most students are not directly affected by violence and the negative emotions that follow, the students felt uneasy while studying with negative emotions; Hence the null hypothesis is not met by the study. This uneasiness in students might be due to the rumination of negative emotions. As most students feel that they can study better with positive emotions, efforts must be taken to reduce negative emotions and infuse positive emotions through daily life activities. Guidance, music, and other elements can be infused regularly into student life to keep negativity in check and yield better results.

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