

Examination of mood state during morning and evening session among school going children

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Abstract

The purpose of the study was to compare the mood state of school children between morning and evening session. To achieve the purpose of the study 50 school children were selected randomly as subject from Sri Kanchi Matriculation School, Tiruchendur. The age of the subject were ranged from 12-14 years. The mood state factors such as anger, depression, confusion, fatigue and tension were selected as dependent variable for this study and it was measured by Brunel mood state scale developed by Brunel, McNair, Lorry & Droppleman (1992). The static group comparison design was used for this study all the subjects were tested on selected psychological variables the data pertaining to variables in this study were examined by using dependent 't' test the level of significance was fixed at .05 level of confidence for all the cases. It was concluded that, there was a significant difference among school children between morning and evening session on selected mood state factors such as anger, depression, confusion, fatigue and tension. However, school children having better mood state in the evening session when compared to morning session.

Keywords: Mood State, Evening Session, Examination

1. Introduction

A mood is an emotional state. Moods differ from emotions, feelings or affects in that they are less specific, less intense, and less likely to be triggered by a particular stimulus or event. Moods generally have either a positive or negative valence. In other words, people typically speak of being in a good mood or a bad mood. Mood also differs from temperament or personality traits which are even longer lasting. Nevertheless, personality traits such as optimism and neuroticism predispose certain types of moods (Clark, L. A., & Watson, D. 1988) ^[1].

Dimensions of children's psychological and emotional well-being to represent their mental health, both positive and negative indicators of mental health are examined, including locus of control, scholastic competence, and depression. Locus of control has been defined as the perception of a connection between one's actions and their consequences. People who believe that an outcome is largely contingent upon their own behaviour are seen as having a more internal locus of control, whereas those who believe that luck, fate, chance or powerful others largely determine an outcome are considered to be more external. Scholastic competence refers to the beliefs a child has concerning their abilities to do well in school (Eiesenberg, N., Guthrie, I. K., Fabes, R. A., Reiser, M., Murphy, B., Holgren, R., & Losoya, S. 1997) ^[2].

Depression has been related to poor overall functioning, and interpersonal and behavioural problems. Indicators of mental health are also associated with each other, for example, depressed individuals tend to have lower levels of internal locus of control and competence. Studies have rarely examined school effects on children's mental health. A few studies report significant school-level effects for children's mental health, including depression, locus of control, self-esteem and general well-being. However, few, if any, studies examine key features of the school environment that explain variation in children's mental health (Kutash, 2007) ^[6].

2. Statement of the Problem

The purpose of the study was to compare the mood state of

school children between morning and evening session.

3. Methodology

To achieve the purpose of the study 50 school children were selected randomly as subject from Sri Kanchi Matriculation School, Tiruchendur. The age of the subject were ranged from 12-14 years. The mood state factors such as anger, depression, confusion, fatigue and tension were selected as dependent variable for this study and it was measured by Brunel mood state scale developed by Brunel, McNair, Lorry & Droppleman (1992). The static group comparison design was used for this study all the subjects were tested on selected psychological variables the data pertaining to variables in this study were examined by using dependent 't' test the level of significance was fixed at .05 level of confidence for all the cases.

4. Results and Discussion

The analysis of dependent 't' test on the data obtained for selected mood state factors of school children between morning and evening have been analyzed and presented in the table.

Table 1: Summary of Mean and Dependent 'T' Test Of School Children between Morning and Evening Session on Selected Mood State Factors

Variables	Test	Number	Mean	Standard Deviation	't' value
Anger	Morning	50	6.74	3.686	2.451*
	Evening	50	5.42	4.554	
Depression	Morning	50	5.52	3.234	2.023*
	Evening	50	5.02	3.717	
Confusion	Morning	50	6.32	3.878	2.284*
	Evening	50	4.84	3.460	
Fatigue	Morning	50	6.16	3.171	2.486*
	Evening	50	5.22	3.710	
Tension	Morning	50	6.06	3.418	2.199*
	Evening	50	5.54	3.133	

*Significant at .05 level. The table required for significant at 0.05 level for "t" test with df 49 is 2.021

The result of the study indicated that, there was a significant difference among school children between morning and evening session on all selected mood factors such as anger, depression, confusion, fatigue and tension. However, school children having better mood state in evening session when compared to morning session.

The result of this study is in accordance with the many of the following research findings.

Larson, R., Csikszentmihalyi, M., & Graef, R. (1980)^[7] noted that the children having a vague and non-uniformed or lack a description of mood before going to school.

The past and current research on Ingersoll, B., Meyer, K., & Becker, M. W. 2011^[3], Jouriles, E. N., & Thompson, S. M. 1993^[4], Kenealy, P. M. 1997^[5], delineate mood by using the various defining characteristics of the emotional/mood states for their criteria.

Mendenhall (2007)^[8] & Owens et al (2000)^[9] studied the identification of twelve factors of mood state: aggression, anxiety, surgency, elation, concentration, fatigue, vigor or activation, social affection, sadness, skepticism, egoism and nonchalance. The items used in these are appropriate for the assessment of childhood mood states, and all these shown poor state during the school hours, but due to their complexity and vocabulary level, are not appropriate for measurements on elementary school children.

It is inferred from the above literatures and from the results of the present study, it is concluded that, due to the pressurized situation during the school hours, children having better mood state in evening session when compared to morning session.

5. Conclusion

1. There was a significant difference among school children between morning and evening session on selected mood state factors such as anger, depression, confusion, fatigue and tension.
2. School children having better mood state in the evening session when compared to morning session.

6. References

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