

Emotional Disorders and Effects on Student Behavior

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Abstract

Emotion is one of the most important elements of human life, which is capable of highlighting various reactions and expressions without the need for thought and reflection. Emotion is manifested through acts or actions that can be categorized into two situations that is positive or negative. However, this study is a literature study to identify emotional disturbances involving depression and stress among adolescents. The findings show that teenagers in Malaysia have an emotional disorder that involves depression and stress problems. Various factors contributing to the problem, including genetic or heredity factors, chemical imbalance (Neurotransmitter Serotonin) in the brain and also parental factors. The implication of these finding study is an appropriate intervention to overcome depression among students.

Keywords: Emotional Disorders, Depression, Behavior, Student.

1.0 Introduction

Every human being wants happiness and peace of life, but emotional disturbances such as depression, feelings of stress, anxiety, fear, hate, jealousy, anger, shame and so on become a hindrance and will disturb the survival of an individual (Alfian et al., 2006). Every human being also experiences sad or gloomy feelings at certain times during their lifetime (Gurian, 2001; Steinberg, 1999). However, in certain cases, this feeling persists and leads to undesirable consequences (Ingersoll, 1989). Depression in children and adolescents is a controversial issue over the past few decades (Kauffman, 2001). Therefore, a literary study is conducted to find out briefly about emotional disturbances involving depression and stress problems faced by a few students today.

From previous studies, it has been proven that depression is a common problem among adolescents (Sprinthall & Collins, 1995; Decey & Kenny, 1997; Steinberg, 1999). According to the World Health Organization (2007), depression is a normal thing that happens and it struck nearly 121 million people worldwide. Depression can lead to suicide committed by 850 000 lives annually.

In Western countries, nearly 10% of the populations have serious problems with emotional disturbances requiring expert assistance. Studies show that almost 2 million Westerners at that time live in silence and the number of patients increases every year where

80% of individuals experience anxiety or depression problems. Nearly two million residents of America Company each year suffer from such health problems. Depression disease has been identified by WHO as the fourth largest disease that contributes to global disability experienced by humans around the world at this time (Siddiq, 2014).

In 2020, depression is expected to be the second highest illness worldwide. The results of the study from Suffolk University (2006) found that 149 students suffer from depression. The findings also showed that 31 students had a serious level of depression. Whereas according to Seot and Sevig (2005) study, 14.9% of 949 students had a depressive illness. Whisman et. Al., (2000) involving 576 students and finding that 1.6% of students belong to serious depression, while 5.7% of students are moderate in depression, 12.5% of students in early depression and 80.2% of students are in the early symptom of depression.

According to Swami et. Al., (2006), most students suffer from depression due to low satisfaction and low level of health. Another study found that 43.41% of students were depressed due to family, peer and personality factors (Mey and Siew, 2005). Emotional disorders can cause individuals to experience depression syndrome and mania. According to Mary (2001), mania syndrome is a disease that leads to changes in emotions, thoughts, and behaviors. Depression is also a symptom that reduces the individual's normal performance such as delaying psychomotor activity or reducing the individual intellectual function (Normah, 2995). According to Prof. Robert Priest (1983) around the 1960s symptoms of anxiety and depression became serious as it threatened human life from time to time. In addition to depression, stress is also a major problem for adolescents. According to Fariza (2005) and Rohani (2006) studies, teenagers in Malaysia are under pressure.

Depression, restlessness, anxiety and glare is a painful feeling that can have a negative impact on the individual who experiences it. This will make the life of an individual anxious to disrupt the peace of mind and emotion (Ilyas Mohammad, 2007). Adolescents are an important component of the population in Malaysia (Norlizah, 2008). According to the National Statistics Department (2011), a total of 5.5 million teens aged from 10 to 19 years old in Malaysia and this amount comprises 19% of the total population of Malaysian. However, the problem of stress among students is a phenomenon that concerns various parties. Pressures that exceed a certain extent if not controlled will cause various problems to an individual (Romas and Sharma, 2004).

As a result of stress, the life of a student is affected and negatively impacts on health, personality, social interaction and academic achievement. According to Deckro et. Al., (2002), as a result of living stress, will affect academic achievement, disappointment, physical health deterioration and suicidal tendencies. Additionally, stress will also prevent a student from achieving excellent results in the lesson. Due to the extreme pressure, there are also a handful of students who tend to choose illegal and regulatory activities and often fail from other students (Brewster, 2001). When stress is viewed negatively, it will have a negative impact on the health and academic achievement of a student (Campbell and Svenson, 1992).

2.0 Definitions of Depression

The word depression is difficult to interpret, because it can have many meanings and can be used in various situations (Sprinthall & Collins, 1995; Haugaard, 2001). Depression can be thought of as a feeling, a syndrome or clinical disease (Dacey & Kenny, 1997). Depression also refers to the sad feelings experienced by an individual (Wicks-Nelson & Israel, 2003).

3.0 Definitions of Emotional

According to the description of Morstt and Furst (1979) in Fariza (2005), stress is a condition affected by mental and emotional disorders that creates an uncomfortable or tense situation if the situation is incapable to be borne by the body. Whereas Hans Selye (1956) defines pressure as a non-specific response or reaction to any stimulus or request. This shows that when all the demand exceeds the capacity of the body, it will cause tension (Fariza, 2005).

Emotion is the most important element and is the aspect of development in humanity. Through emotion, individuals can feel themselves and express their feelings in a positive and positive way (Faupel, Herrick & Sharp, 2011). Emotion is the feeling experienced as a result of a stimulus that includes changes in the behavioral change (Chaplin, 1986). According to Albin (1986), emotions are feelings experienced by an individual. Bruno (1984) defines emotions as a condition that can interfere with the fluid cycle in the body. Humans need to learn how they able to control their emotions so that they can be adapted well (Bhave and Saini, 2009; Golden, 2003). Emotion is the inner feelings as a result of a person's reaction to something, experience, and events that occur such as emotions of fear, anger, disappointment, joy, love and affection (Najati, 1993).

Dictionary of the Fourth Edition of the Board (2007), emotions as a strong sense of soul such as sadness, anger, fear, laughter, and cry aroused and involve psychological and physiological changes in an individual. While the definitions of emotional pressure according to Islamic psychologists such as al-Ghazali, al-Razi, Najati, Taufik, Samih Atif al-Zin and Hassan Langgulung belief that emotional stress from anxiety or human emotion such as anxiety, disappointment, worry , Outrageous and scared exists in the hearts of people who do not believe in God (Fariza, 2005).

4.0 Symptoms of Emotional Disorders among Students

Dewan Siswa (2012) reported that according to the National Health and Morbidity Survey found that 14.4% of adolescents aged 16 to 19 had mental health problems compared to adults who recorded 11.2% of cases. The findings also found that 11% of adolescents aged 16 to 24 have ever thought of committing suicide. The percentage is relatively high, and this needs to be addressed urgently so that the number of cases does not continue to rise to hold-up more serious circumstances.

According to the Ministry of Health Malaysia (2004), depression symptoms can be more like losing interest in daily activities, loss of focus, problems or sleep disorders, appetite changes, decreased or increased weight loss, fatigue, excessive guilt, loss of self esteem, Hopeless and worst is always think about death. While Ismail and Subki (2013) stated that students with mild emotional disturbances usually do not look at their external features and are

still able to control themselves. Students' anxiety can be seen based on facial expressions, behavior or thinking style inclinations. However, anxiety-related individuals are still able to survive, but what distinguishes them is the suffering that causes them to be unable to survive happily, cheerfully, confidently, energetically and happily (Alfian et al., 2006).

Unconscious, depression is one of the most infectious mental illnesses among the people and the common practice of these illnesses is that they are experiencing depression (Hatta, 2001). This is because they consider it to be their own weakness as a result of weak feelings in life mines (Rosenthal and Okie, 2005; Manthorpe et al, 2005; Siew, 2005; Students Against Depression, 2005; Mohd Hussain and Ahmad Hatim, 2006). As a result, they did not get the proper treatment and eventually resulted in the fall that turn into a more serious depression situation (Hatta, 2001; Reeves, 2005; Bradvick and Berglund, 2005; Hussain and Hatim, 2006). The fact that this depression symptoms faced by individuals becoming increasingly difficult to identify by people out there and also the expert (Heather, 2007; Mohamed Hatta, 2001; FitzGibbon, 2003; Franck and Raedt, 2007).

Tin (2000) describes emotionally distressed students emulating unstable emotional life, unable to react accurately and hard to control self-esteem. According to Tin (2000), some behaviors that show mild emotional disturbances such as shy, often solitary, irritated, angry, do not want to give up, do not like peers, often fight, attack and beat friends or teachers.

Students who experience emotional disturbances will also point to attitudes such as wild, violent, rebellious, impatient, often raging and tendering to show behavior that violates normal situations. From the perspective of da'wah, teens who experience emotional stress are exposed to mental problems if these problems are not addressed earlier (Fariza, 2005). The behavioral problems shown by the students are mostly caused by emotion (Lailawati, 2006). Furthermore, individuals with high emotions are said to be inclined in exhibit low social behavior (Eisenberg & Febes, in Lailawati, 2006).

When a high level of stress happens in the individual, it will negatively affect a person's learning process rather than a positive effect (Sapora, 2001). In addition, individuals can make mistakes during vanish their stress and anxieties and emotions by acting out beyond the bounds such as fighting, taking drugs, and engaging with misconduct (Muhammad Alfian et al., 2006). Continued emotional disorders will also lead to more severe consequences such as suicide and so forth (Rosenthal and Okie, 2005; Manthorpe et al., 2005; Reeves, 2005; Bradvick and Berglund, 2005).

Suicide is the worst impact on people with emotional disorders syndrome. Students who are still too fragile and crude in the face of difficulty in life require guidance to avoid unwanted things (Students against Depression, 2005; Manthorpe et al., 2005). Students who experience emotional disturbances from various factors also influence academic perceptions (Chan and Rodziah, 2012). This is because students are not able to handle the disruption and cause them to ignore the lesson.

Western studies such as Allchin (1975), Ghuman and Sarles (1998), Weiner (1970) and Adelson (1980) demonstrate that students with emotional disturbances will have an impact on academic achievement. See and Lee (2005) suggest that teachers need to address conflicts faced by the students so that these things do not cause other students to fall into the unwanted

problem, because the relative students are easily affected especially on the negative. Depression among adolescents is usually protected by behaviors such as hyperactivity, disability in learning, potentially school (Kauffman, 2001), Fatigue, attention issues, health problems and other body problems (Ingersoll, 1989; Dacey & Kenney, 1997).

Teachers' offset attitude towards students who violate disciplinary rules will influence other students to commit violation of school rules (Haliza and Joy, 2009). Peer influences towards the negative thing that not controlled can cause to disciplinary problems among students. This situation enables students with disciplinary problems to form the dynamics of groups with the same values and tendencies (Haliza and Joy, 2009). This depression syndrome is not something that can be underestimated because the negative effects of these depression are very dangerous and can destroy themselves (Robbins and Tanck, 1984; Mohamed Hatta, 2001; Mohd Hussain and Ahmad Hatim, 2006; Abdul Latiff, 2007; American Psychological Association, 2007; Bilsker et al., 2007).

5.0 Factors Affecting Emotional Disorders among Students

There are various factors that contribute to a person suffering from a disease of depression. One of them is genetic or hereditary. Individuals with family members who have had a depressive disease, have a higher risk of developing this disease than others. Additionally, individuals with anxiety or not cheerful personality are more likely to get a depressive illness. In addition, those who have experienced life-threatening events in childhood are also at risk, for example, those with psychological trauma, or drug abuse including smokers (Amer Siddiq, 2014).

Another factors that can cause depression is chemical imbalances or hormones in the brain. The main hormones that are often associated with depression are serotonin. Among other hormones involved are norepinephrine and dopamine. These materials are needed for the human brain to function normally in regulating our feelings. Therefore, failure in production or improvement in the destruction of these substances will lead to a chemical imbalance and thereby lead to a person suffering from a depressive illness (Amer Siddiq, 2014).

In addition, parents become the domain factors that cause emotional disorders among students. Family is the most memorable behavior and personality of children. According to Ismail and Subki (2013), parents or families are the biggest influence in shaping the behavior of children since birth. Parent sensitivity makes children lose guidance and mistakenly in life.

The study proved that the increase to 17.9% after sex was a family factor and there was a significant relationship between family and emotional intelligence. This situation proves that family institution is very important in influencing students' emotion (Azizi, Nordin, & Juriah, 2010). Negative relationships between parents and children can cause conflict and pressure them. According to Adnan al-Sharif (1987) in Fariza (2005), stress is not only affected by mental and emotional disturbances but also stress can happens when people feel inadequate mental or souls who are in anxiety, complacency, fear and anxiety.

In detailing the factors that cause emotional stress, psychologist explains that the development of teenagers in Malaysia experiences emotional stress which is due to the physiological and psychological changes that occur to them (Rohaty Majzub, 1992). According

to Kasmini Kassim, pediatrician, in Malaysia, emotional disorders that often occur in children and adolescents are largely due to the stress experienced by them (in Fariza, 2005).

The time constraints of busy parents who work and have no children's space are among the main causes for emotional disturbances faced by students. Parents need to be more aware of their responsibilities towards children. Many parents assume that when they are able to provide a comfortable place to stay, have a drink and equipment, then the responsibility is fulfilled. This even becomes a mistake spread to parents because, the need for neglected love and the children lost their spoils, share stories, and so on.

The findings of Shaffer et al. Al., (2011) found that contextual risk when a family of unsupportive parenting affects the negative emotions of children. Therefore, as a result of these failures, children's emotions will be disturbed and they will be looking for space to get emotional when they are at school. Hence, the misconduct is done by the student. Happiness in the family makes student emotion stable and if the family situation has a conflict, then student emotion will be interrupted indirectly (Fariza, 2005). Students who experience emotional disturbances, fail to see the family as an environment or atmosphere that gives them happiness and happiness (Azizi and Badruzaman, 2010). The development of personality and negative behavior is the result of failure in family institution (Sigurdsson, 1996; Sokol-Katz, 1997). Kasmini Kassim (1998) notes that emotional disturbances faced by children may occur due to conflict situations and problems faced by adults.

There are five behaviors of parents or guardians who are considered to be abusive children's emotions, namely denial, isolation, scare, indifference, and bribery (Garbarino, Gatmann and Sealey et al., 1986). According to Sigmund Freud's Theory of Socio-Emotional Development, boys will experience complex Oedipus conditions that are more attractive to their mothers. While girls will experience complex Elektra, attracted to her father (Zakaria et al., 2012).

Family or parents are considered as socializations affecting childhood and should be the models of emotional expressions to children. Children who face problems in expressing emotions and risky behaviors to show high levels of behavior (Norly, 2010).

6.0 School Role of Handling Student Emotional Pressure

Previous studies clearly demonstrate that the emotional stress faced by students comes from home. However, the school is the longest place for students to spend around 8 hours a day. This shows that teachers play an important role in helping students who have emotional disorders. This statement is supported by the study of Chan and Rodziah (2012) which states that students spend a lot of time in school and teachers also can catalyze student emotional intelligence. Furthermore, curriculum development also outlines that there are several subjects such as Islamic Education and Moral Education able to overcome the emotional development of students. Despite the fact that there are still no specific subjects for emotional and social learning in the curriculum.

Among the key elements that enable teachers to help students to deal with emotional stress problems is personal touch. Teachers need to communicate professionally with problematic students to encourage them to share experiences, care, understand students

personally and try to solve the problems they face. This method will open up opportunities for teachers to identify students' personality more closely in the classroom which can help students with emotional stress (Mohd Sahandri et. al., 2011).

The second element has been outlined by Mohd Sahandri et.al. (2011), which is showing compassion. The attitude of the teacher's concern for stress-stricken students encourage the students to share the problems faced. Students who face stress feel excited when the teacher tries to understand them because the disenchant home makes them look for other alternatives to get attention and affection from teachers especially from female teachers.

However, Abdul Ghani and Abd. Rahman (2009) argues that teachers should manage them through humanitarian aspects. This is because empowering emotional intelligence to shape behavior and manage student behavior through critical thinking is one of the elements in humanitarian aspects. Justice, encouragement, independence, confidence and trust are important values in humanity. These aspects will help teachers to manage students' behaviors into more responsible people and to create the ideal students.

In addition, the group counseling approach can also be used to handle emotional problems among students. Studies have shown that group counseling leads to a positive attitude change and creating a sense of openness. This is because during the counseling session the student will express a negative feeling and will create the trust and freedom of fellow group members (Roslee et al., 2004).

Cluster counseling approaches can be offered to students who need emotional help more effectively and with the intention that it is planned in detail. As group counseling sessions are conducted, teachers will use various skills such as building relationships, structuring, responding, empathizing and giving minimal encouragement that will help launch the group counseling process (May and Housley, 1996).

7.0 Conclusion

Emotional disorders that involve depression and stress among teenagers are not trivial to be ignored. It is a serious problem that needs to be addressed appropriately to curb this problem from becoming a more chronic disease. Grief, depression, stress, restlessness and anxiety are suffering that are considered common as humans. But it is also capable of giving negative impact to the individual who experienced it. Depression and stress are one of the most common mental illnesses, sufferers do not realize they are experiencing emotional disorders. Consequently, normal daily routines are affected, the performance in the lesson declines, can't engage in social activity and negatively affect. Persons can also endanger their own life and others.

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