

NURTURING ADOLESCENCE THROUGH EMOTIONAL INTELLIGENCE

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There is a tide which begins to rise in the veins of youth at the age of eleven or twelve .It is called by the name of adolescence .If that tide can be taken at the flood ,and a new voyage begun in the strength and along the flow of its current , we think that it will move on to fortune.(Ross J.S.,1951,p.153)

Introduction:

Who is an Adolescent?

When does this crucial period start and end in one's life? Who should be labelled as an adolescent? These are some of the pertinent questions which should be answered at this stage. Technically speaking a child is described as an adolescence when he achieves puberty i.e. when he has become sexually mature to the point where he is able to reproduce his kind. He ceases to be an adolescent when he has acquired maturity to play the role of an adult in

his society or culture. Maturity, as the term used here does not mean mere physical maturity it also implies mental, emotional and social maturity.

The word adolescence comes from the Latin word 'adolescere' which means 'to grow' so the meaning of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. It is a very crucial period of one's life. The growth achieved, the experiences gained, responsibilities felt and the relationship developed at this stage destine the complete future of an individual. (cited from S.K Mangal' Essentials of Educational Psychology pp142-143)

Psychological characteristics of Adolescence:

1. Adolescence is a Transitional Period children when they go from childhood to adulthood, must put away childish things and they must learn new patterns of behaviors and attitudes.
2. Adolescence is a problem age. They cannot act other as a child or an adult.
3. Adolescence is a Time of search for identity. Children began to crave for identity and are no longer satisfied to be like their peers in every respect.
4. Adolescence is a Time of unrealism. Adolescence develop unrealistic aspirations
5. Adolescence is a period of storm a stress a time of heightened emotional tension.
6. An adolescent is essentially a hero worshipper.
7. Sex-Consciousness becomes too intense at this time. They are interested in opposite sex.

8. Peer group relationship is too intense .They follow the group norms.

9. Adolescence is a period of day dreaming. They exhibit exuberant imagination.

10. Adolescence is a period of acquiring the attitudes and values which are essential for the effective for the effective participation in society.

(cited from S.K Mangal' Essentials of Educational Psychology pp147-150)

Developmental problems of Adolescents

- Problems related to somatic variation
- Inquisitive on sex
- Transitional Conflict
- Adjustment problems with parents
- Adjustment difficulties with the community
- Adjustment difficulties
- Financial problem
- Conflicts between parents aspiration
- Problems related to physical appearance physical appearance and health.
- Heterosexual adjustment problems

Emotional intelligence

Emotions play a vital role in our lives .They influence us profoundly in countless ways .Emotions reveal how we think and behave .Man is a complex whole of psychological and psycho-chemical characteristics. Therefore any factor which affects the emotional life of the individual will inevitably affect his entire physical state. There is a two –way relationship between emotional states and bodily health .Mental conflicts, persistent anxieties, intolerable sense of failures and frustrations leave unmistakable marks upon the health of the individual .Physical conditions like fatigue, illness, and hunger and pain tend to lower emotional thresholds to increase the frequency and severity of emotional outbursts.

Salovey and Mayer (1990) have defined Emotional Intelligence as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action.”

Emotions are capable of becoming a productive and constructive means of optimistic living. The education of emotional intelligence will enable the students to develop a feeling of security, self-confidence and motivation .It will also help to develop youthful zeal , freshness and new energy for life .Emotional intelligence will enable them to opt for a sense of direction , awareness of aims and objectives for life, a sense of making effective adjustment in the environment. (cited from Edutracks Vol.12-No.8 pp -45)

Developing emotional intelligence in children:

- Try to help yourself and the youngsters develop the ability to correctly perceive feelings both in oneself and others.
- Try to give up the misgivings and misperception of the feelings in others .It leads to a hostile attribution bias. Remember always that love always begets love, while suspicion, hatredness and aggresssion are rewarded likewise.
- In all the situations self -awareness of the feelings and emotions is most important.
- Develop qualities of good listener which develops empathy.
- Try to learn integration of thoughts and emotions, heart and mind for the appropriate behavior at the right time.
- Teach the children and yourself that all emotions are healthy (because emotions are what unite the heart, mind and the body.)

(cited from S.K Mangal' Essentials of Educational Psychology pp106-107)

Characteristics of Emotions in Adolescence

1) **Complexity.** By the age a child reaches in adolescence, he experiences a number of emotional upheavals and storms. His emotional development becomes complex by the experiences he gets in his environment. We cannot understand an adolescent by the overt 29

emotional expression, but we have to fathom deep to understand him, the adolescent learns to conceal his true emotional experience.

2) **Development of abstract emotions.** Generally children show emotional expression in relation to concrete objects but adolescents can express their emotional feelings in relation to objects which are abstract or which are not present in concrete form.

3) **Emotional feelings are widened.** As the child grows he starts taking account of past and imagines of future and thus we can expect him to become more patient and able to tolerate delay. He gets pleasures from what he expects in future. There is great shift in his social sphere. Now he starts making friendship with his classmates. The sphere of his social relation increases. He starts appreciating elder and younger people. Sometimes he is emotionally attached with a hero of his choice who may be a historical figure, politicians, heroine or hero and other leader according to whose principles he wants to shape his life.

4) **Bearing of tensions.** Adolescents develop competencies to bear the tensions in different social situations. The emphasis is on self-control. The adolescents feel a kind of inner freedom, freedom to feel and experience, in an intimate personal way.

5) **Capacity of sharing emotions.** The adolescents develop the concern about the feelings of others and an increased capacity for sharing emotional experiences with others. In childhood, children are not able to control their emotions. Sharing of emotional experiences reaches its

fullest development when an adolescent is able to relate himself to another person in such a way that the satisfaction of the person is just as important as his own. It means he begins to love his neighbors as much as himself.

6) **Loyalties expand.** Emotional development begins from the home environment of the infant and during adolescence it is expanded beyond home and neighborhood. These loyalties are identified with peers and leaders of various fields.

7) **Realism in emotional experiences.** Now the child enters the period of reality. An adolescent can perceive and appreciate people around him. He recognizes the weakness and strength of one's character.

8) **Reviewing of hopes and aspirations.** Adolescence is the period of life when one has high hopes and aspirations for his future life. Some adolescents work realistically to achieve their expectations and others do little to realize their hopes, they remain in illusion, and in the world of day dreams and flights of fancy which make them unrealistic.

9) **Toleration of aloneness.** The adolescents develop a feeling of aloneness. Sometimes they like to be alone in their homes

(cited from S.K Mangal' Essentials of Educational Psychology pp94-97)

Significance of emotional intelligence in adolescence

- Children with high EQ are more confident and have a high self-esteem.
 - They are better learners and have fewer behavioural problems.
 - They have optimistic outlook and happier in life.
 - People with well-developed emotional skills are more likely to be content and effective in their lives.
 - Students educated to emotional maturity develop youthful enthusiasm, freshness and vigor for life.
 - Emotional intelligence develops a sense of sense of direction, awareness of objectives for life.
 - Emotional intelligence contributes to job performance and leadership.
 - Across various job levels, emotional intelligence matters twice as technical and analytical skill combined.
 - Emotions are capable of becoming a fruitful source of constructive living.
 - Emotional intelligence develops an ability to bear calmness under stress.
 - Emotional intelligence helps to keep their lives on track.

- An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, in school, workplace, society and culture.

Role of Teacher in development of Emotions

1. Emotions are of great value for the teacher. Out of emotional appeals develop sentiments, ideals, purposes and interests. They relieve of the monotony of a highly perfect machine, making life uninteresting and a dead affair. A teacher, therefore, can achieve greater success in his work by arousing emotions of the children. Without emotional appeal the lesson cannot be interesting and an uninteresting lesson will remain ineffective. Thus, emotions are a good medium of arousing interest in the school work.
2. Sometimes, they make greater achievements possible. When emotionally excited, children can do extra-ordinary things. The teacher should utilize this fact in school work.
3. Strong emotions may help to break up some other crude and undesirable emotions.
4. They give a quality to personality and form its emotional basis. Temperaments of the pupils are largely controlled by the degree of emotionality and adjust his teaching and behavior accordingly.
5. Emotions are strong motivating forces of actions. The teacher should arouse right type of emotions in children, preparing subjective conditions of the pupils for the learning.

6. Taste regarding things, desirable values, virtues and subjects of learning is possible to be cultivated through emotional training and their proper stimulation and control. Transfer value of the teaching depends upon successful emotional appeal.

7. The finest flower of character which is the fundamental aim of education is the product of fine growth of emotions. The teacher should begin well with the emotions in order to achieve success in this direction

Role of parents in enhancing emotional intelligence

- Managing parental emotions
- Self-awareness is fundamental to emotional management.
- Stay positive and optimistic
- Plan lifestyle changes to cope with stress.
- Be sensitive to your child's feelings
- Observe your child's behavior and really listen to your child.
- Encourage your child to express his feelings verbally.
- Be sensitive to both verbal and non-verbal cues of behavior.
- Accept your child's feelings, including negative emotions.
- Support your child when he is frustrated and distressed.

- Listen to your child
- Be empathetic to your child's feelings. Avoid being judgmental and critical.
- Avoid giving advice prematurely when he tells you about his troubles.
- Practice being aware of and expressing emotions:
- Increase your child's vocabulary so that he can identify and express different feelings more adequately.
- Teach your child to understand and express emotions better by discussing feelings related to daily events, demonstrating and modeling the expression of feelings.
- Provide your child with opportunities to solve problems independently
- Spend special time with your child
- Give encouragement and positive feedback
- Realistic expectations
- Accept your child and promote your child's strengths. Help your child work up to his potential.
- Teach your child desirable social behaviors
- Building good interpersonal relationships

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