

EDU-RC-2016

Psychology of Adolescents

Unit -4

Emotional and Personality Development

Meaning of Emotional Development

Emotion plays an important role in life and contributes to the personal and social development of an individual. Emotions influence all the aspects of individual's personality. Emotions are the prime native forces of thought and conduct. If there had been no emotion in the life of the organism the life would have been without any aspirations. In absence of emotions social and family life would have been checked.

The word Emotion has been derived from the Latin word *EMOVERE* which means *to move out*. Emotion may be defined as the stirred up condition of the organism involving internal and external changes in the body

P.T. Young defines emotion as “*an emotion is disturbed state of organism: an emotion includes visceral changes due to increased activity of autonomic nervous system and an emotion originates within the psychological situation.*”

Emotional development refers to a child's improvement in awareness and control of their feeling and how they respond to these feelings in a given environment. Emotional development begins at around the age of 2. Emotional development is one of the major aspects of human growth and development. The various emotions like love, anger, fear, etc play a significant role in the development of child's personality.

Emotional development reaches its maximum during adolescence. Adolescents are not consistent in their emotional expression. Their emotion fluctuates very frequently and the current of emotional flow is also very intense. E.g. emotion of love makes them quite sensitive and blind. Emotion of fear, anger, shame and disgust make them quite explosive of the situation. Emotional restlessness and instability sometimes make them optimistic, pessimistic, moody and sometimes depressed, desperate, violent and delinquent.

Characteristics of Emotion in Adolescents:

The notable characteristics of adolescents' behaviour during emotional development are as follows

1. Complexity: By the age a child reaches in adolescence, he experiences a number of emotional changes and storms. His emotional development becomes complex by the experiences he get from his environment. We cannot understand an adolescent by the overt emotional expression but we have to go deeper to understand him. The adolescents learn to conceal his true emotional experience.

2. Development of abstract emotion: Generally children show emotional expression in relation to concrete objects but adolescents can express their emotional feeling in relation to objects which are abstract or which are not present in concrete form.

3. Emotional feelings are widened: There is a great shift in his social sphere. Now he starts making friendship with his classmates. The field of his social relationship widens. He starts appreciating elder and younger people. Sometimes he is emotionally attached with a hero of his choice who may be a historical figure, politician, heroine or heroine other leader according to whose principle he wants to shape his life.

4. Bearing of tension: Adolescents develop capacity to bear the tension in different social situations. They develop self control. The adolescents feel a kind of inner freedom.

5. Capacity of Sharing Emotion: The adolescents develop the concern about the feeling of others and an increased capacity for sharing emotional experience 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 as important as his own.

6. Loyalties/commitment Expands: Emotional development begins from the home environment of the infant and during adolescence it is expanded beyond home and neighbourhood. Their commitment are now associated with peer and leaders of various fields.

7. Realism in Emotional Experience: Now the child enters the world of reality. An adolescent become aware of and appreciate people around him. He recognises the strength and weakness 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 realise their hopes, they remain in illusion, and in the world of day dreams which makes them unrealistic.

9. Toleration of aloneness: The adolescents develop a feeling of aloneness. Sometimes they like to be alone in their home.

10. Externalise emotion: The adolescents learn to externalise his feelings in the various situations of external environment. He can project his feelings on others.

11. Increased Compassion: Compassion means fellowship of feeling. It means the ability to associate oneself with any sort of emotional experience of others whether it is joy or sorrow. The adolescents can link themselves with the emotional feelings of others.

Causes of Emotional Problem of the adolescents

1. Change of Role in Home, School and Society

As soon as the child enters the adolescence, his social roles and responsibility change. Change of roles requires adjustment to new situations in a different way. The adolescents

have to change his old habits of childhood in home school and society. The process of weaning from total dependence to independent role with greater responsibility disturbs the adolescents.

2. Unfavourable relation in Home: Parents in most cases are responsible for emotional disturbances of adolescents because they do not prepare their sons and daughters to meet the problems of adolescence. They do not change their own attitude towards adolescents. They still treat them as children which creates rebelliousness in adolescents against their parents. There are quarrels with parents and siblings on small matters.

3. Social Expectations: When the child becomes adolescent, society and parents expect him to think and act like an adult for which he is not physically and intellectually matured. The adolescent fails to decide his status in social setting and failure to meet social expectation result in emotional disturbances and failure to adjust to new environment. Because of the shift of his role the adolescent has to make new adjustment in different social situations.

4. Difficulty in Adjustment to Members of Opposite Sex: We observe that in later childhood, there is little interaction between boys and girls. In adolescence, there is attraction toward the members of opposite sex but the adolescent is not able to understand the correct social behaviour, how to make friendship with the members of opposite sex. These problems create emotional tension in him.

5. Religious Conflict: Every child is trained in a special setting of religious belief and values. The child without questioning the authenticity of the teachings of his parents, obeys them but with the advancing of age, he critically examines the beliefs and start questioning the teaching of his parents. This leads to conflict in his mind.

6. School Failure: School failure causes so much emotional disturbance that many adolescents commit suicide, leave home and sometimes give up education. Undue emphasis on scoring high marks in the examination puts so much pressure on the students. Parents also consider it to be a prestige issue. This leads to development of anxiety in the minds of the adolescents regarding their quality of performance in examination.

7. Conflicts with Friends and Family Members: Adolescents come in conflict with their friends and family members who fail to **understand them**. Too strict **discipline**, restriction on **movement** and lack of understanding their interest or point of view are the chief sources of emotional disturbances.

8. Vocational Problems: The most pressing problem for Indian adolescent is the future vocation after schooling. When he finds many adults roaming on the road without any means of livelihood, he is disturbed and permanent anxiety develops in his mind. Particularly those adolescents, who come from poor families and are the supporters of their families, are more disturbed.

9. High Expectation of the Parents: High expectations of the parents from the adolescents also cause great emotional problems. The parents want the adolescents to achieve their life goals which they could not achieve in their own lives. They do not understand the capacity or

interest of the adolescent. They become frustrated when their children cannot do that. This makes the adolescent tensed as they feel guilty that they could not fulfil their parent's expectations.

10. Sexual Urge. Sexual urge in the adolescents also create emotional problems for them. They cannot express their sudden rising sexual urge openly due to the set standard of sex morality by the society. They also find it very difficult to suppress them. Their attraction towards the opposite sex and restrictions of the society create emotional tension in the mind.

Some Common Emotional Patterns in Adolescents:

Emotions develop out of feeling of excitement in two channels from the early childhood: delight and distress as love, affection, fear, anger and hostility. Here we will describe some specific emotions that develop during adolescence:

1. Love and Affection: The emotion of love is very important in the adolescents and is related to sexual impulse. The emotion of love and affection develop from the very infancy. In infancy love and affection develop in inanimate or animate concrete objects of the environment but in adolescence emotion of love and affection is associated with people and occasionally with pets. The circle of persons becomes narrow. The adolescents become very closely attached with one another because of intense feeling of love. The maturation of sex is the chief source of newness in the lives of adolescents. Most of his conversations centre round the sex and its problems.

2. Joy, Pleasure and Delight: During adolescence, Physical condition is one of the sources of joy and pleasure.

The first cause of joy is because by virtue of his capacities and abilities, he is well adjusted.

The second cause of joy in the adolescents is the release of pent up energy. The more intense the pent up energy and the longer it has been bottled up in the individual, the stronger will be the release.

The third common cause of happiness in adolescents is the feeling of superiority. Every adolescent feels insecure and uncertain in life, any situation that is opposite to these feelings give happiness. Passing the examination with good marks, being elected to students union, showing good performance in sports and different contests, gives feeling of superiority to adolescents.

3. Worry: Worry is an imaginary fear. It is caused by repeated rehearsal of the situation feared. It is referred by some psychologists as "anxiety". It is an emotional state in which the disturbing situation is not there in the present state, but it is anticipated in the future.

5. Fear: Fear is an important negative emotion. No systematic work has been done on fears of adolescence in Indian condition. Fear is learned from the environment in which in which a child moves. No generalised conclusion can be drawn as the objects of fear during adolescence.

5. Anger: Anger is a learned response to environmental stimuli. It is social in nature. Hebb writing about the nature and sources of fear and anger, says, “The fundamental source of either emotion is of same kind, a disruption of coordinated cerebral activity. Fight and aggression are two different modes of reaction.” Some of the factors that leads to anger in adolescents are— Failure of material objects, teasing by teacher, parents, elders and peers and unfair treatment, sarcastic remarks, encroachment of his rights by brothers or sisters etc

Control and Training of Emotions/Education and emotional Development

Emotionally adolescents are not stable. If he is happy and active at one time, he becomes moody and dull at another time. Therefore it is essential to take some precautions for healthy emotional development. Some of them are as follows:

1. Parents and teachers should try to understand the adolescent’s needs and should develop proper attitude towards them.
2. Encourage adolescents to examine critically the cause of their failure and help them in taking right decision to overcome failure.
3. Help in developing proper goal according to their abilities, interests and aptitudes.
4. Measures should be taken to reduce mental tensions of adolescents that hinder healthy emotional development.
5. Provide fair treatment, sympathy, cooperation and freedom of action with a reasonable limit.
6. Help them in sublimating anger and sex through the activities of welfare of the society.
7. Interpersonal relationship in school should be encouraged.
8. Interesting and relevant activities should be organised in school so that adolescents can develop their self confidence.
9. They should be encouraged to express their pent up emotions which otherwise disturb them.
10. Helping children to learn how to regulate and manage their feelings is a vital stepping stone for success in life.
11. Providing opportunities for them to develop a positive sense of themselves and others and to have confidence in their own abilities.
12. Provide praise and encouragement to build self confidence and self esteem
13. Empathy is an essential part of emotional development. Encouraging empathy in children will help them not only to build relationship with others but also to understand and manage their own feelings and emotions.

14. Variety of interests should be developed to avoid frustration. Adolescents should be taught to relax by providing opportunities for hobbies, co-curricular activities, free discussions etc.

Role of the Teacher and School for Control and Training of Emotions:

1. The teacher should teach the skills that will enable the child to deal effectively with the threatening aspects of his environment.
2. An important method which a teacher can encourage is to help the student to express their emotion in a constructive way. They should be trained to express their emotions to others in whom they have full confidence.
3. The teacher should help the students in verbalisation of pent-up emotional feelings that will release mental tension and as emotions are put into words, they become diffused, less intense and manageable.
4. In schools adolescents should be trained in self control of emotions.
5. They should be given opportunity to participate in activities leading towards acceptance of responsibilities. It will foster a spirit of tolerance, cooperation, confidence and spirit of fair play.
6. The teacher may organise picnics, excursions, and tours of his students to provide them opportunities to understand each other and come closer. This will resolve many problems of adolescents which are created by lack of communication among the members of the class and school.

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