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## MANAGEMENT OF EMOTIONS IN ADOLESCENT STUDENTS AND ROLE OF THE TEACHER

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### Abstract:

*Effective management of emotions is an important aspect of human behavior. Many investigations in the field of personality indicate that emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feeling in a better way and cope with stress, with the effective ability to solve problems. It is said that the emotionally intelligent person is the one who is capable to managing one's feeling and emotions in various aspects of one's life. Such a person consequently is well adjusted and more successful in various areas of educational and other professional fields.*

### KEYWORDS:

Management , Adolescent , investigations , Emotiona.

### INTRODUCTION

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the previous century concludes that the higher the intelligence betters the academic performance. Later observation made in other studies revealed that many adolescent boys and girls in spite of having good I.Q. levels were not able to show equivalent performance appeared as a result of their emotional disturbance, problems in managing relations and in sufficient coping mechanism to deal effectively with the environment. Such results made the researcher thinks analyze and explore the missing elements, which have profound effect on student's academic performance.

The results of different researcher indicated that emotions, being the most significant and influential component of personality, plays an extremely important role in one's well being. These are emotions, which help us to make important decision of our life. Emotions facilitate our attitude and behavior towards the attainment of our goals for instances joy at gaining 'A Grade' in English class and then later deciding to pursue, a M.A. degree in same subjects. Therefore it can be said that healthy emotions give clarity in perception, thinking and analyzing everyday life situation.

On other hand, emotions can negatively impact one's behavior if they aren't dealt with properly or they remain unfulfilled. An unfulfilled emotion, tend to adversely effect the creativity and successful of pupils. Furthermore also lead to the development of different psychological problems, which significantly influence one's occupational life.

### NATURE OF EMOTIONS

Emotions have a central role in human psyche and they have profound influence on one's thought,

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perceptions and behavior. Thus it is appropriate to say that emotions are the essential motivation force behind the psychological activities. They make life more meaningful, colorful and tasteful. They energize the individual physiologically, force alteration toward events and objects that are particularly relevant to well being and induce action (Simon, 1967). According to Wall bolt and Scherer (1989) there are five components involved in the experience of emotions, evaluation of situation, motivation for action and subjective feeling state. This suggest that individuals are active agents in the own experience who monitor and evaluate the environment and emotions.

Emotions are the result of evaluation of internal and external piece of information. They basically arise and change in response to a person's interaction with his/ her environment (Bower, 1981). Whereas in the view of Fredrikson (2000). Emotions are multi components responses tendencies that unfold over a relatively short time span. An emotional process begins with an individual's assessment of the personal meaning of some antecedent events and Lazarus (1990) called this the "Person environment relationship" or "adaptation encounter". This appraisal process triggers a flow of response tendencies, which may be manifested across loosely coupled component system, such as subjective experiences, facial expressions and physiological changes. Emotions are reported are to influence learning and a range behavior such as helping, negotiation, altruism, risk taking and compliance (Isen, 1984). Human emotions are found to be highly correlated with interest, effect, irrelevant, thinking and also with academic achievement.

C.I. Morgan emphasizing the importance of emotions in life writes that emotions are basic, primeval forces are of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or successor to add color and spice to our living. If there had been no emotion in the life of the organism, the life would have been without any aspiration. In absence of emotions, social and family life would have ceased and progress would have been checked. The word Emotion has been derived from the Latin word 'emovere' which means "to move out". P. T. Young offers the definition of emotions '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". It is expressed in love fear, anger and impulse to action and awareness of perception. Basically human beings are creatures of feeling or emotions. Emotion organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual. Adolescence is marked by heightened emotionally. Heightened emotionality is evident from nail biting, tension, conflicts, quarrels with parents, siblings and classmates etc. changes of roles in home, school and society, adjustment problem, religious conflicts, school failures are the same reason of emotional disturbances during adolescence period. Developing proper emotions and controlling is very essential at this stage.

#### MANAGEMENT OF EMOTION IN ADOLESCENCE

The move from childhood into adolescence is one such stressful transitional period (Salowdow, 1999). Adolescence is a period of rapid growth and change in physical, cognitive, social emotional devolvement. At this stage they become sexually and potent. They have to deal with the internal impulses, wishes, fantasies and fears that accompany this development. The developing sense of future can either develop strong coping mechanism or can lead to preoccupation with fantasies to avoid the developing anxieties of the feature. Adolescence is confronted with mood swing, with drawl, anger and helplessness. They usually day dream, became easily frustrated, disappointed and hurt while confronting the unfamiliar challenges of life. Relationships with parents at this stage swings from respected, confidence and mutual compromise to rebellion, hostility and non-compliant behavior. Adolescence starts to reflect autonomy, independence and central in their attitudes. In today's era adolescence have more pressure, stress and information to receive and process through dynamics Medias as compared to previous generations. The old set of rules for guiding adolescence no longer seems effective in all cases. Hence new and creative ways of helping young people are needed to develop them into healthy and successful adults especially in times of facing increasing social and educational demands and experimenting with more freedom, autonomy and choice them ever before.

Parents in most cases are responsible for heightened emotionally in adolescents because they do not prepare their sons and daughters to meet the problems of adolescence. They do not change their own attitudes towards adolescence. They still treat them as children which creates rebelliousness in adolescents against their parents. Adolescents need money to meet his demands of recreation, cloths etc. like other boys or girls of his/ her class. He becomes emotionally disturbed when he fails to meet these demands. Lamper and Clark (1990) investigated the effects of family economics stress on parental support and adolescence maladjustment in 622 subjects studying in 9thGrade in a farm community. Subject completed the Beck depression, Inventory and measures of family economic stress and maternal/ paternal support. It was found that economic stress had a direct effect on subject's depressive symptoms, delinquency and drug use.

Increase stress was also associated with the lower paternal support for females but not males. Lower paternal support was associated with higher female distress. Thus, it can be concluded that parental support acts as a buffer against the undesirable consequences of adverse economic change. There are multiple factors such as family and school environment which contribute in the development and management stability and instability of emotions in adolescence. The importance of family, such as understanding and communicating the emotions of adolescence cannot be denied. Adolescence that doesn't have emotional access to their parents tends to emotionally distance themselves from their parents. Papini et al. (1990) in a study explored adolescence age and gender difference in pattern of emotional self disclosure to parents and friends in 174 junior high school student's age group of 12-25 years. Results revealed that females exhibited greater emotional self disclosure to parents and peers than did males and that emotional self disclosure to friends was greatest among older adolescence. In addition younger adolescence preferred to disclose information about their emotional disclosure to parents was strongly associated with adolescence perception of the openness of family communication family cohesion and satisfaction with family relationship. On the other hand emotional disclosure to friends was associated with adolescence self esteem in the peer content and identity development.

Gluek's suggestion is especially worth mentioning here-

“we must break the vicious cycle of character damaging influence on children exerted by parents who themselves are the distorted products of parental influence, through intensive instruction of each generation of prospective parents in the elements of mental hygiene and requisite of happy and healthy family life’.

If mother and father could learn to understand themselves better and unload some of their hostility before the child arrives, greatest good would be done at the least cost.

#### **ROLE OF THE TEACHER**

Developing proper emotions and controlling them is very essential for the teacher during adolescents. Meeting social demands as well as to eliminate the demands effects of the emotions on attitudes, habits, behavior and physical well being control of emotions is essential. Control does not mean repression but it means learning to approach social situation with rational attitude and repression of those emotions which are socially unacceptable. The teacher can play an important role to reduce pressures that interfere with the adolescence emotional development. Teacher's personality, attitudes and expectation have a profound impact on student's emotional development. Teachers require specific skills and knowledge in order to facilitate the academic performance, cognitive and affective development of adolescence. In this connection, many researchers have worked to identify characteristic of successful teacher. According to Jersild et al. (1978) the best liked teachers are warm, friendly and emotionally involved with their students while the least liked are sarcastic, strict, moralistic and dull.

In Pianta's (1990) view, emotionally warm relationship between teachers and students (characterized by open communication, support and involvement) provide students with a sense of security within the school setting which promotes exploration and comfort, as well as social, emotional and academic competence. Pianta and Steinberg (1992) found that children with greater level of support in relationship with the teachers had fewer behavioral problems, greater social competence and better school adjustment than did children experiencing greater conflict in their relationship. Similarly Birchh and Ladd (1997) found that students who had closer relationship with teachers were better adjusted academically than students with conflicted teacher student's relationships.

The role of the school is vital in proper emotional development of adolescence. It has been correctly said that the school is the fortress of democracy. It is here that our future citizens are trained and brought up. The school authority specially the teacher may keep in view the following suggestions:-

(a) Proper Training: - Teacher may use device and methods to control fears of inadequacy in various situations by developing competencies and skills in some activity in which adolescents are interested to create self confidence which helps to meet different situation of life boldly. The teacher should emphasize the interpersonal relationship for the facilitation of learning.

(b) Development of resistance: - Adolescence should be encouraged to examine critically the causes of their failures and frustration etc. Teacher should develop resistance to frustration. Thwarting should be properly rationalized.

(c) Guidance and counseling: - Adolescence is a period when individual is overwhelmed by a number of

simultaneous developments, therefore to meet this situation proper guidance is needed in this period.

(d) Proper understanding: - teacher should change their attitudes towards adolescents. They should provide proper environment for the expression of pent up feeling. Fair treatment, sympathy, co-operation and freedom of action within a reasonable limit should be given to adolescent and unnecessary restriction should not be imposed. A variety of interests should be developed to avoid frustration. Teach the adolescents to relax by providing opportunities for hobbies, curricular, catharsis through play free discussion and dramas etc.

The teacher and the school can encourage the development of affective maturity in adolescents by providing them:-

- (i) Skills that will enable the child to deal effectively with the threatening aspects of his environment.
- (ii) The teacher should provide in class and school in atmosphere that permits the adolescent to admit the feeling he is experiencing.
- (iii) Adolescents should be trained self control of emotions. They should be provided with a variety of opportunities to participate in activities leading towards the acceptance of responsibility. This participation by adolescents with fosters a spirit of coherence, cooperation, habit of confidence and spirit of fair play.

Exemplary teachers try to develop interpersonal relationship with their students and feel responsible for the successes and failures of students. Personal attitudes not only affect how well a teacher is received by the students, but are also responsibility for generating interest and high level of motivation and success in students.

#### CONCLUSION:-

Emotional management with its significance even more than one's general intelligence has emerged on the educational scene. It may be defined as one's unitary ability (related to independence of standard intelligence) to know, feel and judge emotions in cooperation with a person's thinking process for behaving in a proper way with the ultimate realization of happiness in himself and in others. In view of its wide significance from the individual as well as social angles, it becomes quite imperative that serious effort should be made for its proper development, right from the early childhood among the human beings.

Adolescence is most important period of human life. A major part of a country's population range between the ages 13-21 years. The country's success in various field of life depends on the proper guidance of adolescents. Although schools are playing increasingly important role in the training of future citizen, they are also contribution in proper emotional management of adolescent. The teachers who play an important role in molding and shaping the attitudes, habits, manners, the character and the personality of the students, can also play an effective role in management of student's emotions. Alexander the great conqueror said in this regard that, "teachers who educate children deserve more honor than parents". The schools and the teachers are urgently required to do some special efforts for the promotion of emotional intelligence of adolescence by training their teachers for this purpose and launching special programming for the same.

Teachers being the builders of the nation prepare the youth to meet academic, professional and personal challenges of life. Thus a student teacher relationship, which is free of conflicts, biases and stereotypes, helps to build rapport and generate academic interest in students. Teacher help students to strengthen those social and emotional skills, which are needed to meet academic challenges successfully.

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