

# To study Emotional Regulation in Adolescents

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## Abstract

The emotional life of adolescents is different from children and adults. They react more strongly to situations that emit emotions, experience negative emotions, feel various mixed emotions and flare up more quickly in certain situations. This article provides an overview of research on regulations of emotion in adolescents in the past decade. In this paper these important points are discussed, Factors that contributes to the development of emotional regulation skill in the adolescent phase , The motivation of adolescents to regulate emotions compared to other age groups. Based on the literature review that has been carried out ,adolescent experience more varied variation of emotions than children but do not have many variations of Emotional Regulations skills . Therefore there is need to guide emotional regulation skills.

Keywords – Regulation of emotions, adolescents

## Introduction

The word adolescence is derived from the Latin , adolescere which means “ to grow into adulthood” (Lerner & Steinberg, 2004) . Adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood of preparation for the future ( Larson & Wilson, 2004) . Emotional Regulation is a crucial adaptive skill in adulthood. One of the most flexible and effective types of emotion regulation is the capacity to cognitively, reappraise events by interpreting them in ways that change our emotional responses to them ( Gross & Thompson, 2007; Giuliani & Gross, 2009) . Emotions are subjective human feelings which dictate mood. They are driving forces for human behavior. Adolescents with positive emotions ( happiness, satisfaction, appreciation, gratitude, concern, surprise) are optimistic, energetic, ready to help others and able to cope with stress. On the other hand negative emotions (anger, bitterness, sadness, anxiety, fear, shame, guilt, jealous) will make adolescent unhappy, depressed, discouraged withdrawn. Emotional Regulation is the ability to exert control over one’s own emotional state. It may involve behaviors such as rethinking a challenging situation to reduce anger or anxiety , hiding visible signs of sadness or fear or focusing on reasons to feel happy or calm.

## Emotional Regulation

Regulation of Emotion is a process by which individuals influence the emotions is a process by which individual influence the emotions they have ,when they have them, and how they experience and express those emotions. Emotional Regulation itself is divided into two parts, explicit and implicit. Explicit emotion regulation is the regulation of emotion that occur with the existence of an effort, while implicit emotion regulation is the regulation of emotion that occur automatically, for example when a child sees something he fears, he immediately avoids it.

### Why Emotional Regulation is Important

When emotional control fails, adolescents often say or do things they later regret and wish they had been able to keep their emotion in check. Emotion deregulation is a component of certain forms of mental illness. Overtime it could have negative impact on one's personal well-being and social relationships. Individual variation in cognitive abilities, such as language and mathematics, has been shown to relate strongly to a number of important life criteria , including performance at school ( Kuncel, Hezlett & Ones,2004: Schmidt & Hunter,1998). Research in recent years has suggested that there is also important variation among individuals in emotional abilities ( Mayer, Roberts & Barsade, 2008; Mayer, Solovey, & Caruso, 2008, for reviews) . In particular the ability to regulate emotions reflects variation in how well adolescents adjust emotional responses to meet current situational demands ( Gross & Thompson, 2007; Salovey and Mayer, 1990) equipped with this ability , individual can aptly modify which emotions they have them, and how they experience and express them(Gross 1998). Researches has found that variation in knowledge of how to best regulate emotions whether people know the rules of emotion regulation is associated with well-being, close social relationship, high grade in school.

### Psychological and Emotional Issues

The adolescents face a number of psychological and emotional problems such as that of identity, inadequate self concept and variety of role expectations. As this stage , an individual is neither a child nor an adult . This fact is often overlooked by the teacher and the parents. At one moment they think adolescent too young to take independent decision and interfere with their plans and at other moment they scold him when he is unable to arrive at a decision which they expect from him. This lead to emotional conflict among adolescents. The child shows symptoms of emotional distress which may include fearfulness, social withdrawal , depression ,low self esteem, anxiety, low frustration tolerance, a lack of self confidence etc. One of the major objectives of education is to train and modify the emotions for the welfare of both. Various methods employed and modify emotions ie. Emotional regulation are-

1. Inhibition or Repression- Inhibition means imposing restriction or providing opposition whereas repression implies not to provide an opportunity for any manifestation.

2. Catha arsis - Complete freedom should be given for the expression of emotions which lead to creative and constructive thinking.
3. Redirection & Sublimation- In these methods, the path of emotional energy is changed from an undesirable goal to a socially desirable one. In redirection, there is no change in the nature of the emotions. Only the direction of flow is changed. In sublimation the very form of emotion changes, though the goal does not change.
4. Mental Occupation – “ An empty mind is the devil’s workshop” , Therefore it is essential to keep oneself busy in some constructive activities like Group games, Scouting, NSS, NCCetc.

## Behavioral Issue

The adolescents period is a time of speedy growth and change in physically, mentally and socially. Some teenagers face numerous challenges and such changes can be frightening, while other take it in their stride. As teens begins to assert their freedom, some common behavioral problems arise. While misbehavior like deceitful, replying back and lying may not seem like much to handle they can intensify quickly by aiding trouble in teen behaviors like open disobedience and violence leaving teen out of control.

## Signs of Behavioral problems in Adolescents

- Acts Impulsively
- Inattentive
- Reacts Negatively to change
- Exhibits aggressive, bullying behavior
- Has low self esteem
- Manipulate others
- Has frequent temper tantrums
- Argues with adults
- Seek revenge
- Upset others deliberately

## Guidelines for parents and Teachers

In truth scientific studies indicate that, on average there is very little emotional distance between young people and their parents (Collins & Laursen2004) .Although some adolescents and their parents have serious interpersonal problems. Most research indicates that among 25 percent of teenagers and parents who report having problems, about 80 percent had problematic relations during childhood ( Rutter, Graham,Chadwick, & Yule,1976).How does it happen that a loving relationship between parent and child becomes so full of conflict? Part of the answer is quite obvious in responsibility as parents for control, discipline and education of the children. The parents should guide rather than directly control the adolescent’s actions. Adolescents who feel

warmth and support from their parents are likely to engage in risky behavior. Support and encouragement should be provided in general but specific problems should be treated as and when needed. Identifying the cause of these problems is essential, there after these can be treated effectively by the joint counseling by parents and teachers as follows-

1. Teachers and parents should guide adolescents about the physical changes and problems occurring there on.
2. Generally adolescents like to participate in vigorous games and exercises.
3. Encourage more social contacts through co-curricular activities so that adolescents feel that there is nothing abnormal with the members of the opposite sex.
4. Do not clash over almost everything. In these situations, the core issue is really control. Adolescents want to feel free from the control of their parents and parents want adolescent to know that they still have to obey the rules.
5. Parents should look for erratic behavior in their adolescent, mood swings, a change in friends, and declining school performances. If parents notice any of these behaviors they should discuss their concerns with the adolescents, his teacher and doctor because substance abuse is a common trigger of behavioral problems which may be the first sign of depression or other mental health disorder and often requires specific therapy.

## Conclusion

To conclude the present paper, Adolescent experience more varied variation of emotions than children but do not have many variations of emotional regulation skills. it means that Emotional Regulation of adolescent students has effect their all-round development. There is great need to explore the awareness about the Emotional Regulation. Emotional mature adolescent are more likely to succeed in everything they undertake. Quality emotions and feeling help students give their best potential in class-room. Increase Emotional Maturity may not only facilitate the learning process and improve carrier choice and likelihood success, but could also enhance the probability of better personal and social adaptation. Thus it is suggested for future research, there is a need for a program to develop the regulation of adolescent emotions.

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