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**“Methods and interventions that enhance emotional intelligence, relationships among youth”**

**Ms. Prajna Krishnan**

Abstract

“I feel depressed, nobody gives like to my profile picture!”, “you know I have got 100 friends on my Face Book within a day!” well those were just two extremes of emotionality’s expressed by an Adolescent. It’s obvious, Teens are constantly is in such state of extremes; perhaps a duality of emotions.

Today a greater involvement of adolescent in social media has raised the complexity of parents in understanding, approaching and dealing with their Teens. We could find good number of incidence where in Teens went violent towards parents while asked to stop using internet for a day. They don’t even hesitate to harm themselves at the flight of anger. Research and surveys clearly indicate signs of behavioural disturbances among adolescents as a result of web addiction.

The major focus of the Author is to reveal various methods and interventions that will enhance the coping ability of our youth, by providing some real life examples the presentation is more relevant and appealing. The present paper is based on secondary data analysis. The paper emphasises the significance of life skill in supporting adolescent to overcome deficiencies, to empower them so to ensure firm foundation for their upcoming future.

**Key words:** Temperament, Supporting, Modality and Empower.

 Ms. Prajna Krishnan

 Assistant Professor

 Post Graduate Department of Social Work

 St Mary’s College Shirva,

 UdupiDist, Karnataka

Ph: +91-9964283354

E-mail : prajnakrishnan11@gmail.com

**Introduction**

Success is not every ones cup of tea perhaps however intelligent we are! People were spell bound when academically potential candidates were not being able to be recruited by top companies, though they might be standing first at schools and college. The employers vision are keen to screen out those who with stand at bad terms. That’s why even an average student succeeds to attain a handsome job with their smartness!

As evident from Teens grievance pointed out in the very beginning of abstract it’s clear that “Happiness is not determined by what’s happening around you, but rather what’s happening inside you” individuals at this period are swept by various emotional turbulences. Few sustain and survive, and many other though survived finds it difficult to maintain the same. It includes both personal and career life. Why does it happen? We all know the answer that is, it’s a stage where in lots of changes occur in various domains, that creates uncertainty and confusions.

Emotional intelligence and adolescents relationships are relational. As we know, “Beauty of life does not depend on how happy you are, but on how happy others could be because of you”. That’s it! If we have excellent control over navigating our emotions ship, we are quite sure to sail merrily in voyage of relationship.

Let’s get into the basic understanding of various terms.

**Emotions:**

As per general psychology – emotion sates ‘disturbed condition of an organism resulting in aimless or aimed attack. It possess three phases in experiencing it 1) Cognitive (knowing) 2) Affective ( feeling ) and 3) Connative ( striving ). Basic positive emotions are- happiness, hope, amusement, surprise, excitement, delight, love. Basic negative emotions are- fear, grief, dejection, anxiety, worry, disappointment.

**Intelligence:**

It refers to one’s ability to learn, understand or to deal with new or trying situation it is also understood as the ability to apply knowledge to manipulate ones environment or to think abstractly as measured by objective criteria.

**Emotional intelligence:**

The ability to perceive accurately to utilize emotions, to understand emotions and to regulate emotions with the purpose of assisting and guiding thinking and action ( Mayer&Salavey) In simple term it’s an ability where individual is capable to recognise, manage and understand the emotions of self and others.

Its only in last two decades a sufficient study was begun on Emotional intelligence.( Bar-on, 2006, Goleman, 1995; Salovey& Mayer, 1990) today, we have ample of information that Emotional intelligence is predicator of :

1. Social interactions & competence (Tsujinu&Oyama-Higu 2007)
2. Management & leadership style (Cherness, Extein, Goleman&Wissberg, 2006)
3. Happiness (Furnham&Christoforu, 2007)
4. Social competence and positive coping style (Mavroveli, Petridu, Rieffe, Bakker, 2007)
5. Cooperativeness or disruptiveness in social settings

**Adolescence**

Adolescence is a period of transition that takes place in various sphere of an individual. It includes changes in physical, emotional and psychological areas. This stage is characterised by insecurity, confusions and vulnerability to potential threats. These results because they are neither accepted as child any more nor given privilege to decide things as adults do.

**Adolescence relationship**

Relationship contributes a significant role in one’s personal social lives. It basically influences ones perception about self and their worth fullness as perceived by others. Adolescent’s relationship may include individuals such as parents, siblings, peers, adult relatives and significant adults like teachers, mentors and religious figures. Since no relationship occurs in a vacuum, relationships can become very complex and convoluted. In addition, an adolescent differs somewhat in their needs with respect to relationships compared to adults and younger children

**Life skills and soft skills**

Life skills are abilities fro adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life. WHO have prescribed 10 core life skills they are: self awareness, empathy, critical thinking, creative thinking, coping with stress, decision making, problem solving, effective communication, interpersonal relationship and coping with emotions. On other hand soft skills are those which enhance our life. This includes; stress management, time management, team building, public speaking and many more.

**Objectives of study**

1. To understand the concept of emotions, intelligence, emotional intelligence and their interrelations
2. To gain knowledge on existing literature related to emotional intelligence
3. To know the best or most commonly used intervention towards adolescents emotional disturbances
4. To screen over possible methods and interventions available to enhance EI of Teens

**Review of related literature**

**Sabapthy, T. (1986). “A study of Relationship of Manifest Anxiety, Emotional Maturity of standard Xth students of their Academic Achievement.” Fourth Survey of Research in Education (Vol.1) New Delhi, NCERT, 84.**

He examined the relationship between the variables anxiety, emotional, social maturity, socio- economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

**Cherniss, Cary (2000).“Emotional intelligence: What it is and why it matters”. Graduate School of Applied and Professional Psychology, Rutgers University:**

From this article, it was concluded that there is nothing new about EI, but definitely improvement in its effectiveness. In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology, Furthermore, Goleman has never claimed otherwise. In fact, one of his main points was that the abilities associated with emotional intelligence have been studied by psychologists for many years, and there is an impressive and growing body of research suggesting that these abilities are important for success in many areas of life.

**Payton et al. (2001). “Social and Emotional Learning: A framework for promoting mental health and reducing risk behaviours in children and youth”.**

This study describes the theoretical and empirical evidence for promoting and maintaining student emotional and social health. It includes strategies for reducing the incidence of high-risk behaviours (drug, alcohol, and unsafe sex). The study identifies Social-Emotional Learning (SEL) as one of the best ways to promote mental health and reducing risk behaviours in children and youth.

**Romould, E. V. (2006). “Enhancing emotional intelligence of student’s teachers through enneagram educational programme”. Educational Tracks, vol. 6, No. 3.**

The objectives of the study were: to assess the effectiveness of the Enneagram educational programme on the following competencies of emotional intelligence of student teachers; (a) emotional self-awareness, (b) emotional expression, (c) emotional awareness of others, (d) creativity, and (e) interpersonal connections. Accordingly it was found that this method enabled them to improve self awareness, communication, emotion and interpersonalconnections.

**N. Aparna, AS Rakhee,(2011) “ life skill education for adolescent: its relevance and importance”**

 The researchers have pointed out life skills that are necessary for adolescents to deal effectively with various difficulties they come across. They enlisted 10 life skills as declared by WHO.

**J. Agric,(2014) “impact of intervention on skill development among adolescent girls”**

 The population of the study consists of adolescent girls studying in 8th and 9thstd of Uppinbetegeri and Amminbhavi village of DharwadTaluk. The total strength of adolescent girls from both the high school was 328. As per this research the adolescent girls have shown significant changes after life skill training. The research were taken in two series, first before training

**PoojaYadav and Naved Iqbal “impact of life skill training on self esteem, adjustment and empathy among adolescent”**

The aim of this research was to access the influence of life skill training on self esteem. Accordingly life skill training is considered to be one of the best practice method used to support our adolescents.

**Source of data**

The author used secondary data which includes source obtained from various books, research articles and web information.

**Discussion**

As a social work practitioner or as a trainee we could impart the gain full knowledge to the community through various promotional activities. As trainees are provided with ample of opportunity for skill enrichment, it could be channelized further through group work process on field practice.

There is a popular phrase that says “*Universe is not punishing you or blessing you. The universe is just responding to the vibration attitudes that you are emitting”* attitude makes 100% the cut throat competition of world demands young minds to be dynamic. Academically sound individuals too finds it difficult meet criterion of employability in top companies because of their attitudes. As their perception towards themselves and others might not have framed firmly at this age! If we screen through statistics on unemployment rate in India, it has been 7.32% from 1983 until 2013. Reaching all time high of 9.40% in 2007 and a record low of 4.90% in 2013, such drastically change might have occurred because of both governmental and voluntary efforts which includes Life skills and soft skills training at schools and college which prepare them well ahead before they would think about career prospective.

It’s a known fact that*“Relationship never dies a natural death. They are murdered by ego, attitude and ignorance*” the frequent complaints of Teens are of problem in maintaining relationships. It may be friends, with family or of intimate relationship. As they are predisposed to be sensitive they react vividly towards events. On other hand, natural infatuation would provoke them to get into intimate relations. As they are immature to handle it delicately, most of them suffer self dejections. It’s seen that, Indians aged between 15 and 29 kill themselves, which accounts for about a third of all suicide in the country. As per recent statistics available on leading cause for suicide 2013 among teens, it’s observed that problem with relationship/ love affairs have stood 6th highest from among 22 rest causes. It constitutes exactly 4,495 in number. In this regard the life skills such as interpersonal skills and coping with emotions would help the teenager to maintain healthy relations and deal with their emotional turbulence effectively.

On other hand we come across many youth grumbling about not being understood by others. It might be from family, teachers or from their friends. One of the causes may be insufficient communicative skills. That’s why we say, *“The biggest communication problem is- we don’t listen to understand, we listen to reply!”* They may have a tendency to act before they would articulate information passed by others. This could be either ways, from adolescents or by the facilitators. For example: We as a facilitator try to impose best of techniques known to us in finding solution to their problems. But in reality they might be just requiring a kind heart and ears eager to listen to them. As the principles of self determination in case work says, individuals are capable enough to find solutions by themselves that are best cited to their condition. As a part of life skill training individual will be taught various means to improve their existing communication skill.

*“Love yourself, because you are unique and wonderful in your own way”* While analysing various factors that contribute towards feeling of inferiority among teens we find that, the concept of body image is also one of the leading factors increasing emotional disturbance and dejection. The craze towards zero figures has substantially raised this thought especially among adolescent girls. There are many studies conducted to assess prevalence of eating disorder and concept of body image among adolescence. And also have come up with modality to reduce such awkwardness, one such is “creative modality” they must be helped subtly to realize the essence of the phrase said above. This could be induced through self awareness, one of the effective techniques used in life skill training.

**Conclusions**

After analysing various sources on enhancing emotional intelligence, methods and interventions we can conclude that life skill training method practiced in schools and colleges help teens in developing sound personality that enable them to face courageously those sudden changes that occur in their day today life. And it can be considered as best practice to support and empower the adolescent. As it definitely include keys to enhance different spheres of personality based on individual needs. I would like to conclude this paper with a positive and very meaningful thought that “As we sow, so we reap!” definitely if we empower our youth with rigorous efforts of life skill training, the society is sure to yield fruits of it.

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