

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/328635524>

Promoting Awareness of Emotional Development to Endorse Emotional Competence

Article in *Research Journal of Pharmacy and Technology* · January 2018

DOI: 10.5958/0974-360X.2018.00591.7

CITATION

1

READS

90

3 authors, including:



Vidya Bhagat

Universiti Sultan Zainal Abidin | UniSZA

54 PUBLICATIONS 190 CITATIONS

[SEE PROFILE](#)



Nordin Bin Simbak

Universiti Sultan Zainal Abidin | UniSZA

163 PUBLICATIONS 755 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



FAT-O - Energy Molecules: Development of Anti-Obesity Drink [View project](#)



Locus of control among medical students its impact on their academic performance [View project](#)

ISSN 0974-3618 (Print)
0974-360X (Online)

www.rjptonline.org



SHORT COMMUNICATION

Promoting Awareness of Emotional Development to Endorse Emotional Competence

Vidya Bhagat*, Nordin Bin Simbak, Kamarudin Jaalam

Faculty of Medicine, Universiti Sultan Zainal Abidin, Jalan Sultan Mahmud, 20400 Kuala Terengganu, Terengganu, Malaysia, School of Medical Sciences, Universiti Sains Kubang Kerian, Kelantan, Malaysia.

*Corresponding Author E-mail: 55vidya42@gmail.com

ABSTRACT:

Emotional development has close association in promoting emotional competency. Indeed, its implication erupts in early developmental stages through regulating, learning expressive emotional behaviour and building up relation in interpersonal domain. The purpose of the article is to promote awareness of emotional development and to endorse emotional competence. This article bases on developmental perspective of emotion and its linkage with emotional regulation through the developmental stages and emerging competencies that upholds emotional wellbeing. In nutshell views of this article indicates that promoting emotional competency and may help in endorsing the abilities that helps to cope effectively in particular circumstances, promoting characteristics associated with positive developmental outcomes, self-efficacy, prosocial behaviour and supportive relationships in social life; it further serves as a protective factor in waning of risk factors in life.

KEYWORDS: Awareness, Emotional development, Emotional competence.

INTRODUCTION:

Emotional development in people has its own significance in promoting emotional wellbeing. Indeed, it has its own implication in early developmental stages regulating, learning expressive emotional behaviour and building up relation in interpersonal domain. These facts have been observed in the theoretical perspective of emotional development and regulation in childhood is discussed in a blend of functionalist and dynamic theory¹ Understanding emotional development help in conceptualizing how children in their developmental period encounters with an environment and the dynamic transactions take place. Perhaps, that involves multiple emotion and related components such as expressive behaviour, physiological patterning, action tendencies, motivational behaviours, appraisals of their own feelings, social and physical contexts these eventually change with maturity and exposure of child to changing environment. Therefore emotional development reflects social experience with cultural context.

Emotional development sets the bio-ecological framework of individuals as dynamic systems embedded within a community context².

Emotional development and emotional competence:

Smooth and healthy emotional development paves a way to Emotional Competence that aids individuals to have productive way of looking at emotional functioning and its adaptive and efficacy towards individual goals. It has been proposed that a set of affect-oriented behavioural, cognitive and regulatory skills develop over time in person as they interact in their social context to construct emotional competence³. Cognitive development and temperament has its own role in development of emotional competencies; the skills of emotional competence are also influenced by social learning. Skills of Emotional Competence are listed with its description in Table 1.

Secured and in secured attachment in emotional development:

The attachment relationship with caregivers is the initial step in emotional development. Meeting the infant's needs by caregivers' leads infant internalize the notion that the world is a safe place and others are trustworthy.

Received on 03.03.2018 Modified on 26.04.2018
Accepted on 31.05.2018 © RJPT All right reserved
Research J. Pharm. and Tech 2018; 11(7): 3216-3218.
DOI: 10.5958/0974-360X.2018.00591.7

Thus secure attachment to the caregiver is formed and caregiver-child relationship established. This stage is significant since it lays the foundation for the development of emotional skills and social relationships. This secure attachment subsequently leaves the child free to explore the world and engage with peers. This affirmation that the world is responsive and reliable aids the child in self-regulation. Study conducted on preschoolers by Denham and her colleagues found a positive association between security of attachment to mothers and security of attachment to teachers⁴. This security of attachment with mother and teacher associated with emotional understanding and regulation. Thus it learns that secured attachment promotes emotional and social incompetence. Indeed secure attachment relationships stand-in with social behaviour. Literature indicates that secure attachment relationships promotes high levels of emotional awareness, empathy, positive expressiveness, and low levels of negative dominant expressiveness these emotional traits foster appropriate social behavior⁵.

On the other hand the insecure attachment is linked with emotional and social incompetence; individuals with insecure attachment fall behind in areas such as emotional understanding and regulating emotions specifically anger⁴. Furthermore, a child who experiences the world as unpredictable, unresponsive or hostile in this child self-management of emotional arousal becomes hard. Subsequently emotional responses and interpersonal behaviour of a child who experienced maltreatment may develop emotional responses such as anxiety or fear⁶. Behaviours influenced by insecure attachment may display aggressive or submissive behaviours as a means of self-protection; such behaviours can lead the child at risk for a bully or victim. Cognitive-affective structures associated with maltreatment may promote emotional constriction interfering with a child's ability to engage successfully with peers⁷.

Table 1: Skills of Emotional Competence

Skills of EC	Description
Awareness of one's emotional state	That includes that one is experiencing multiple emotions, at more mature levels.
Ability to discriminating and understanding others' emotions,	Captivate situational and expressive cues that consensus their emotional meaning.
Skill in using the vocabulary of emotion and expression.	Emotionally mature in social interactions make use of cultural scripts that relate emotion with social roles.
Able to empathic and sympathetic with others' emotional experiences.	Understanding other people with their view point
Skill in understanding that inner emotional state	The ability to understand that emotional-expressive behavior may impact on another and conceptualizing this in one's

need not match to outer expression	self-presentation strategies
Ability to cope	Good managing capacity in distressing situations
Awareness that the structure or nature of relationships	Genuineness in expressed emotions reciprocity within the relationship
Righteous Emotional self-efficacy	Emotional self-efficacy that is integrated with moral codes

Skill expansion in the developmental process and emotional competency:

The development of emotional competence takes place through skill expansion in the developmental process where the particular skill manifests differently at different ages. As it is understood that in young children understanding the emotional aspects are more concrete and there is a heightened focus on observable factors. During this period emotion expression and emotion regulation in children are not well-developed needs more support and reinforcement from the social environment. In elementary school level children advance in their ability to in self-reporting of their emotions and linguistic ability is an add-on factor in explaining emotion-related situations. Emotional development proceeds with child's maturity and integration of their inferences about others feeling, situational information and information regarding prior experiences. As the children grow older they are more able to understand and express complex emotions such as pride, shame or embarrassment. Further with adolescence they identity moral character and the combined effects of aspiration and opportunity are more explicitly acknowledged.

The skills of emotional competence develop and progress intimately with cognitive development. Gaining insight into others' emotions grows in interaction with expanding awareness of one's own emotional experience. Indeed, it's important for enhancing one's ability to empathize and to understand causes of emotions and their behavioural consequences. Positive Development and Emotional Competence makes children and youth competent to confront experience lives even in problem situations. They are equipped with human and environmental resources to cope with stress as well as distressing situations of life. Healthy emotional development in individuals attributes exerts a protective influence that reflects core elements of emotional competence. It has been learnt that skills related to reading interpersonal cues, solving problems, executing goal-oriented behaviour in interpersonal situations and considering behavioural options are demonstrated in emotional competent person from both an instrumental and an affective standpoint⁸.

Conceptualization of emotional dis-regulations:

Emotional dis-regulations that conceptualized in the traditional way learns that emotional regulation centered on ego-defense mechanisms, other notion is emotions are relational processes of persons with his environment transactions that elicit emotion, action tendencies, emotional expressions, emotional language and behavioral coping mechanisms⁹. Therefore emotional dis-regulation depends on persons set of ego defenses and his/her unique socializing style. The behaviour such as healthy empathetic and prosocial turns into sympathetic and antisocial behaviours indicates emotional dis-regulation. The empathy-related responses as sympathy and personal distress to prosocial and antisocial behavior are related to dispositional emotionality and regulation¹⁰. Therefore, it is significant to advance ones understanding of emotional regulation as a scientific construct. Emotional regulation and morality has been received considerable attention studies have indicated the relational aspects of non-moral emotions and dispositional changes in negative emotionality and emotional regulation¹¹. Indeed, the concept of emotional regulation and dis regulation has been conceptualized by Greek philosophers. Freud conceptualized that unconscious affective processes shaping personality and psychopathology is caused by disruptive influences of emotion¹¹.

CONCLUSIONS:

The skills of emotional competence are the set of resources that helps young people to face diverse challenges of lives. Therefore mastery of early skills related to emotional development and affective regulation is significant in framing the ability to navigate future developmental challenges. Promoting awareness of emotional development can endorse the emotional competence in children and adolescents. Further this emotional competency can lay a platform to ratifying effective coping skills, promoting characteristics associated with positive developmental outcomes, self-efficacy, prosocial behaviour and supportive relationships in social life. Moreover, emotional competence serves as a protective factor that diminishes the impact of a range of risk factors in life.

REFERENCES:

- 1 Saarni, C., Campos, J., Camras, L., and Witherington, D. Principles of emotion and emotional competence. Child and adolescent development: An advanced course. 2008; 23, 361-405. http://works.bepress.com/linda_camras/7/
- 2 Saarni, C. (). The interface of emotional development with social context. In M. Lewis, J. Haviland-Jones, and L. Feldman Barrett (Eds.), The handbook of emotions. Guilford New York. 2008; 332-347.
- 3 Laible, D.J. Attachment with parents and peers in late adolescence: Links with emotional competence and social behavior. Personality and Individual Differences. 2007; 43 (5), 1185-1197. <https://doi.org/10.1016/j.paid.2007.03.010>

- 4 Saarni C. *The development of emotional competence*. New York: Guilford Press. 1999; 381.
- 5 Denham, A., Blair, K., De Mulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., and Queenan, P. Preschool emotional competence: Pathway to social competence. Child development. 2003; 74 (1): 238-56.
- 6 Pollak, S., Cicchetti, D., Hornung, K., and Reed, A. Recognizing emotion in faces: Developmental effects of child abuse and neglect. Developmental psychology. 2000; 36 (5):679.
- 7 Pollak, S. Mechanisms linking early experience and the emergence of emotions: Illustrations from the study of maltreated children. *Current Directions in Psychological Science*. 2008; 17, 370-375.
- 8 Shields, A., Dickstein, S., Seifer, R., Guisti, L., Magee K., and Spritz B. Emotional competence and early school adjustment: A study of preschoolers at risk. *Early Education and Development*. 2001; 12, 73-96.
- 9 Campos, J., Campos, R., and Barrett, K. Emergent themes in the study of emotional development and emotion regulation. *Developmental Psychology*. 1989; 25 (3), 394-402. <http://dx.doi.org/10.1037/0012-1649.25.3.394>
- 10 Eisenberg, N. Emotion, regulation, and moral development. Annual review of psychology. 2000; 51 (1), 665-97. <https://doi.org/10.1146/annurev.psych.51.1.665>
- 11 Cole, M., Michel, K., and Teti, L. The development of emotion regulation and dysregulation: A clinical perspective. Monographs of the society for research in child development. 1994; 59 (2-3), 73-102.