

NEWSLETTER ISSUE NO. 17 - DECEMBER 2025

World Education Fellowship

Indian Section



Emotions & Student Engagement

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Dedication

"Dedicated to all those teachers who take time to pause, and encourage students to join them on the learning and discovery journey"

*Editor's Voice***Dr. Priti Sachdev**

Honorary Secretary

World Education Fellowship, Indian Section

Dear Readers,

The theme of this issue of the WEF Indian Section Newsletter took a long time deciding. Where everyone is concerned about how to move forward in a world (and classroom) dictated by AI, it seems to me we are forgetting what really needs to happen in the classroom. Children are humans with every shade of human emotion. They will not engage with the teacher or the activities in the classroom until they are "ready"! Being ready implies that they are ready to receive and interact with the content and concepts brought in by the teacher.

We all know the blank look some students will give us even when we are trying our best to engage them with what we are doing in the class. Some of us shrug it off with a "If they are not ready to learn that is their look out", while some others would say "What can I do if the student has something else on his mind, I have to complete my syllabus." And we mechanically go on with what we have to do in the class.

If learning is not happening in a class, the teacher has NOT taught!

The teacher may have lectured, demonstrated, explained, written on the board, dictated, -- or whatever else, BUT she has not taught! And learning can happen only when the student is "ready". To be ready he needs to be emotionally ready to accept new ideas and concepts and engage with these and interact with the subject matter. It becomes necessary for the teacher to understand the state a student is in and bring him to a state where he can begin to engage with the subject matter.

Accepted,--- that teachers need to get on with the subject but without the student being ready is there any use in moving ahead at all??

Even the NEP 2020 has included SEL or Social Emotional Learning as an important part of the move schools must make to move with the times and keep students engaged.

This issue includes four very interesting, contributed articles with practical ideas on Emotional Compass, Emotions and Student Engagement and on Zones of Regulation along with two articles from the internet which give practical tips on how to get students be ready for learning. With the plethora of books on emotional intelligence and the role it plays in our lives, two books which provide actual ways of regulating our emotions have been reviewed. Along with that the regular features -- the WEF News and Reading references for those interested in the topic are included.

I am sure you will find these interesting and look forward to feedback from you!

Please feel free to forward the newsletter to friends and colleagues who may find the subject of interest.

HAPPY READING!

Contributor's To The 17th Newsletter

A big 'Thank you' to all our contributors, and others who have made this issue so interesting and full of new ideas for the readers to mull over!

Dr Bhavna Chibber



Dr Chibber has been in the field of Education for the last 25 years and is a certified trainer and mentor of teachers, empowering them to become meaningful agents of change.. She currently works as the principal of Laburnum High School located in Gurugram. Haryana.

She has developed comprehensive training programs that blend practical application with sustainable change, specializing in cybersecurity education, technology integration, and innovative pedagogy aligned with NEP 2020.

Dr Chibber considers it her greatest achievement when she learns of transformed classrooms led by teachers who have trained with her and when Principals share how their schools have grown, and the students who benefited from the now empowered, confident educators. More about her and her work is available on linked in.

Dr. Pramila Kudva

Dr Kudva a seasoned educationist (in the field for almost 4 decades), an administrator, a teacher par excellence, a resource person for teacher workshops and publishing houses--- and now an active podcaster and author with five books to her credit. Dr Kudva is the recipient of several awards from National and international bodies for her work with schools in Mumbai. She contributes regularly to our newsletters and makes waves through her presence in media through her podcast – “A Story for your Query”



Ms. Melita Ann D'Souza



With a Bachelor's Degree in Ancient Indian Culture and Anthropology from St. Xavier's College, Melita D'Souza is the creative mind behind our newsletter.

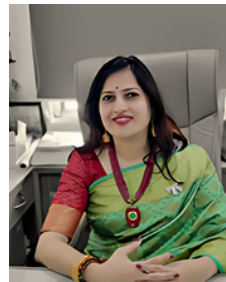
After a decade and a half in the airline industry, she pursued her Diploma in Early Childhood Care and Education and joined the Gujarat Research Society as the assistant to the ECCED Programme Coordinator. Melita is now part of Jasudben ML School and Bloomingdales Pre-Primary Section.

Contributor's To The 15th Newsletter

Dr. (Mrs.) Megha Gokhe

Dr. Gokhe is currently the principal at The Thakur Shyamnarayan College of Education & Research. She has an experience of over two decades. She has featured among the 50 women leaders in 2023 and received the Indira Parikh Lifetime Educational Achievement award. Among other awards received by her include the Award of Excellence from the ICSSR, Western Region. She has co-authored four books and editor of a journal in Education.

Dr Gokhe is a programme director of CTPD, Mumbai, India. As a developer of



MOOC approved programme by UNESCO on "Enhancing Creativity Amongst Teachers". An author of over 40 research papers in Education. She is an avid believer in lifelong Education.

Dr Priti Sachdev



Dr Sachdev has been in the field of education for over five decades and even after retirement from active service continues to act as resource person and a guide to others in education. She taught secondary school Physics Chemistry and Biology (with a background in Biophysics), went on to become a school principal, a teacher educator, and researcher in education, retiring as reader from the university of Mumbai. After retirement she became an independent faculty trainer

for undergraduate college faculty and school teachers. Currently she is the honorary secretary of the World Education Fellowship, Indian Section helping coordinate all its activities and programs.

Dr Asha Agrawal

Dr Agrawal is currently an Asst. Professor in the Commerce Department at the KES' Shroff College of Arts and Commerce. She has a number of qualifications to her credit: M. Com - (Gold Medalist), an MBA, and a PhD in Commerce. She has been awarded the Junor Research Fellowship during her student days and is currently a Co- Guide at JJTU.

To her credit she has 15 Papers published, 3 Book Chapters, one book and one book edited by her.



Ms Antara Bhattacharya



Mrs. Antara Bhattacharya holds a Masters in English along with several teaching and specialization requirements. He is is a dedicated and passionate educator with rich experience across reputed international institutions. She currently teaches at Parle Tilak Vidyalaya ICSE, Secondary Section.

Mrs. Bhattacharya strongly believes that learning should be engaging, meaningful, and joyful. Her teaching approach exemplifies through emphasis on **activity-based learning**, critical thinking, creativity, and active student participation. She strives to create a supportive classroom environment where every child feels valued, confident, and motivated to learn.

Teaching Hearts, Not Just Minds: Emotions and Student Engagement in the Classroom

Dr (Mrs) Megha Gokhe.

Principal

Thakur Shyamnarauan College of Education & Resrarch

Children may forget what you taught them, but they will never forget how you made them feel— Maya Angelou

A Morning That Changed My Teaching

It was a regular Tuesday morning. The school corridor echoed with chatter and the rustle of notebooks. As I walked into my classroom, I noticed Riya one of my brightest students sitting alone, her head buried in her arms. Her usually neat desk was scattered with papers.

“Riya, are you alright?” I asked gently. She looked up, her eyes glistening. “Ma’am, my best friend moved to another school. I don’t feel like doing anything anymore.”

That day, no textbook or worksheet could reach her. What she needed first was empathy. So, we talked about her friend, her feelings, and the idea that missing someone was okay. When she finally smiled faintly, I realized something profound: before a child’s mind can open to learning, their heart must feel safe.

That was the day I truly understood that emotion is not a distraction from learning it’s the foundation of it.

1. The Science of Learning: Where Emotion Meets Cognition

For centuries, education has focused on intellect. But modern neuroscience has confirmed what great teachers have always known intuitively that learning is emotional.

The amygdala, the brain’s emotion center, constantly scans the environment for safety and meaning. When students feel anxious, embarrassed, or fearful, the amygdala triggers a fight-or-flight response that blocks higher-order thinking. Stress chemicals like cortisol flood the system, making concentration and memory retention difficult.

Conversely, when students experience curiosity, joy, or a sense of belonging, their brains release dopamine – a neurotransmitter that enhances motivation and learning. Emotionally secure students take intellectual risks, ask questions, and persist through challenges.

In short, emotion decides what gets learned and what gets forgotten.

Dr. Mary Helen Immordino-Yang, a neuroscientist and former teacher, summarizes it beautifully:

“It is literally neurobiologically impossible to think deeply about things that you don’t care about.”

2. Emotions Across the School Years: A Journey of Growth

Early Years (Ages 4–7): Learning to Name Feelings

In the early years, children live in a world ruled by feelings. Their vocabulary for emotion is limited, so they express through behaviour – crying, hitting, shouting, or clinging. A child who throws a tantrum may not be “misbehaving” but rather communicating, **“I don’t know how to handle this feeling.”**

Teachers in these grades are not only educators but emotional anchors.

In one kindergarten class I visited, the teacher began each day with a “Feelings Circle.” Children picked an emoji card to show how they felt – happy, sad, scared, or excited. Over time, even the quietest children began saying, “I’m worried” or “I’m tired.” That simple daily routine gave them the gift of emotional vocabulary – the foundation of emotional intelligence.

Middle School (Ages 8–13): The Emotional Rollercoaster

Middle school years are a blend of contradictions. Students crave independence yet need reassurance. They laugh easily but can also cry at the smallest slight. Peer approval often matters more than academic success.

I remember a 12-year-old boy, Aarav, who would snap angrily when corrected. Instead of scolding, I started a reflection journal activity where students could write about their week anonymously. Aarav’s first entry read:

“I get angry because I think I’m not good enough. But I don’t want people to know that.”

That one line was a window into his inner world. With gentle encouragement, we worked on positive self-talk and setting small goals. Slowly, his confidence and engagement grew. For middle schoolers, emotional learning means helping them understand themselves their triggers, strengths, and boundaries.

Secondary Years (Ages 14–18): Pressure, Identity, and Purpose

By high school, emotions grow more complex. Students deal with exam stress, parental expectations, friendship conflicts, and questions of identity. The academic load increases just as their emotional world becomes more turbulent.

This is when engagement often dips. Students may appear lazy or disinterested, but beneath the surface lie emotions like fear of failure, shame, or exhaustion.

I once asked a group of Grade 11 students what they wished teachers knew. One girl said softly, **“Sometimes I don’t need a lecture. I just need someone to notice that I’m tired.”**

That sentence has stayed with me. Teenagers crave understanding, not judgment. When teachers respond with empathy rather than criticism, it opens doors for dialogue and learning.

3. How Teachers Can Help Students Manage Emotions

Emotional learning doesn’t require new subjects or long workshops. It begins with daily

choices how we speak, listen, and respond. Here are strategies that have worked across classrooms:

a) Morning Emotion Check-ins

Begin the day with a simple “How are you feeling today?” Students can answer through gestures, emojis, or sticky notes. It takes just five minutes but signals, “Your emotions matter here.” Over time, students learn to name and normalize what they feel joy, worry, or frustration.

b) Mindful Transitions

In busy classrooms, emotional reset moments are powerful. A one-minute breathing exercise, a short reflection, or even background music between activities can calm the nervous system and prepare students to re-engage.

In one school in Mumbai, teachers introduced “Mindful Mondays” two minutes of breathing and gratitude journaling before the first class. Within weeks, students reported feeling “lighter” and more focused. Academic performance improved as anxiety reduced.

c) The Power of Storytelling

Stories are emotional connectors. Whether through literature, history, or science, stories allow students to feel empathy and see resilience.

After reading Malala’s autobiography, one of my students wrote, “I want to be brave like her when people laugh at my ideas.” That’s emotional learning in action.

d) Modeling Emotional Regulation

Students learn emotional behavior by watching adults. A teacher who remains calm during chaos teaches more about self-control than any textbook can.

It’s okay for teachers to be human too – to admit frustration or share a coping strategy (“I need to take a deep breath right now”). Such honesty builds trust and models emotional intelligence.

e) Building Relationships

Relationships are the bedrock of engagement. Remembering small things, a student’s favourite sport, a sibling’s name, or an improvement they made fosters belonging. When students feel known and valued, they participate more, risk more, and learn more.

4. When Students Face Emotional Distress

Teachers are often the first adults to notice when a child is in distress long before parents or counselors. While we cannot (and should not) replace mental health professionals, we can make an enormous difference by responding with sensitivity.

Recognize the Signs

Changes in behavior withdrawal, irritability, sudden decline in performance, or frequent illnesses often signal emotional distress.

Listen Without Judgment

Sometimes, what students need most is to be heard. Avoid rushing to “fix” the problem. Phrases like “That sounds really hard” or “I can see you’re upset” validate their feelings.

Collaborate With Counselors and Parents

Teamwork ensures support is consistent at home and school. Confidential communication and empathy are key.

Offer Stability

For children from unstable environments, the classroom may be their only safe space. Predictable routines, consistent boundaries, and patient adults help restore a sense of security.

5. Directing the Emotional Compass

Helping students “direct their emotional compass” means guiding them to understand that emotions are not obstacles — they are messengers.

Anger might signal injustice. Fear might signal vulnerability. Sadness might signal loss. Our role is to help students decode these signals and choose healthy responses.

A few practical approaches:

- Reflection Time: Ask students, “What helped you calm down last time you felt angry?”
- Reframing Failure: Encourage phrases like, “I can’t do it yet,” instead of “I can’t do it.”
- Emotion Coaching: When conflicts arise, use “name it to tame it” — labelling emotions helps regulate them.

Over time, students begin to steer their own emotional compass — towards empathy, resilience, and self-awareness.

6. The SEL Curriculum: Integrating Heart and Mind

Social and Emotional Learning (SEL) is not a separate subject; it’s a lens through which all learning can happen. SEL builds five core skills:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

Across India, schools are beginning to weave SEL into lessons:

- In English classes, discussing characters’ emotions and moral choices.
- In science, reflecting on teamwork during experiments.
- In social studies, analyzing empathy and conflict in historical events.

The NEP 2020 rightly emphasizes holistic education — nurturing the head, heart, and hand. SEL gives that vision a daily, practical shape.

One Delhi school I visited includes a “Pause and Reflect” journal time every Friday. Students write about one thing that made them happy, one challenge they faced, and one act of kindness they saw. Teachers say this 15-minute practice has reduced bullying and improved class participation.

SEL is not a luxury — it’s a necessity for a generation growing up in a world of digital noise and emotional overload.

7. The Teacher’s Emotional World

Before we can nurture our students’ emotional well-being, we must tend to our own. Teaching is emotional labor — filled with highs and heartbreaks. Between lesson plans, assessments, and pastoral care, teachers often forget to pause and breathe.

We must remember: a teacher's calm is a classroom's compass.

Simple self-care rituals — journaling, mindful pauses, collegial support groups — can help teachers process their own emotions. When we model balance and empathy, we create classrooms that reflect those same values.

As one teacher shared during a workshop,

"When I began responding instead of reacting, my class began to mirror me. They became calmer because I became calmer."

8. The Indian Classroom Reality

India's classrooms are vibrant, diverse, and often crowded. Teachers juggle large numbers, varied learning levels, and cultural expectations. The challenge of addressing each student's emotions may seem overwhelming.

But even in large classrooms, small gestures have big impact.
A smile. A kind word. A moment of patience.

They cost nothing but they change everything.

In one government school in Pune, a teacher shared how she began ending every day with, "What went well today?" Students would name something "I helped my friend," "I understood fractions," or "Ma'am didn't scold us today!" The laughter that followed created a shared sense of joy a daily emotional recharge.

9. Why This Matters Now More Than Ever

Post-pandemic classrooms have revealed the emotional scars students carry — anxiety, social withdrawal, and low motivation. Teachers now play the dual role of educator and healer.

Emotional engagement isn't an "extra" it's the bridge to re-engagement. When we help students reconnect with themselves and with others, academic success follows naturally.

A UNESCO study found that students who participate in SEL-based programs show a 27% increase in academic performance and significant improvement in classroom behavior.

When children learn how to manage feelings, resolve conflicts, and communicate kindly, they become not just better students but better citizens.

10. Teaching With Heart: A Closing Reflection

Teaching has always been more than content delivery. It's about connection, compassion, and care. The best teachers don't just fill minds they shape hearts.

When I look back on my years of teaching, the moments I cherish most are not exam results or lesson plans, but the quiet ones:

- The student who learned to say, "I'm sorry."
- The shy child who finally raised her hand.
- The angry boy who learned to breathe before speaking.

Those are the invisible victories — the ones that never make it to report cards, but transform lives.

Riya, the student I mentioned at the beginning, wrote to me years later:

“Ma’am, that day you just sat next to me when I was sad. You didn’t talk about homework. You just listened. That made me want to come to school the next day.”

That letter still sits in my drawer – a quiet reminder that teaching is not about perfect lessons, but about human ones.

In the End

If we want to build schools where children truly learn, we must first build classrooms where children feel. When students feel seen, heard, and valued, learning stops being a task – it becomes a joy.

As teachers, we hold the power to direct every child’s emotional compass towards kindness, curiosity, and courage. And when we teach with heart, our classrooms become more than spaces for instruction; they become sanctuaries of growth.

Because long after the facts fade, the feelings remain.

“
Engagement is not just
about showing up; it's about
bringing your passion and
dedication to work every day.”

balmyquotes.com

Understanding Emotional Compass

Strategies for the classroom & Beyond

Dr Pramila Kudva.

Educationist, author & Podcaster

This is from the time when I was the principal of a small school with about 600 students closely held together with strong values and an informal way of teaching. I remember the day vividly. A workshop for children was held in the hall and I was at the venue. Suddenly one of my teachers came in rushing saying one girllet's name her Krisha, was missing. A search party was launched. The security at the gate was certain she had not gone out. After a tense search we found her in the toilet crouching down sobbing uncontrollably. When I took her to my cabin, she replied that she didn't know why she was crying. Parents were called, she was treated for depression and given all the concessions that were suggested by the consulting psychiatrist. She recovered and went on to become the top ranker in the school leaving examinations! This incident made me realize how deeply children's emotions steer their behaviour – like an invisible compass.

What made her react in this way?

Our emotions serve as inner signals or guides – when we feel joy, sadness, anger, or curiosity, these feelings emerge from underlying needs, values, or unresolved issues. Just as a compass helps orient us when we're lost, connecting with emotions enables self-awareness and overall well-being. The Emotional Compass in each one of us helps us navigate the ups and downs of life.

Calibration vs Correction:

Calibrating an emotional compass for a child's well-being involves helping the child develop emotional awareness, regulation, and resilience.

Calibration refers to managing emotions, maintaining relationships, navigating the ups and downs of life with equipoise and confidence, whilst correction is moralistic. Calibration respects individuality; correction enforces conformity. It gets the child to obey the norms. It's an effort to make the child's emotions fit a pattern.

When a student struggles with behaviour use a language that focuses on the **impact and the repair** rather than on judgment:

Shifting Focus: Instead of asking, "Why did you come late?" ask, "**What made you come late?**" This shifts the focus from punishment to self-reflection and future planning (self-regulation).

The connection between emotions and neuroscience:

Research shows that emotions have a great influence on the formation of memories and their quality.

Neuroscience plays a pivotal role in elucidating the intricate relationship between emotions and behaviour. The limbic system, which includes key structures such as the amygdala and hippocampus, is central to emotional processing. Positive emotions such as joy and

contentment are linked to increased activity in the prefrontal cortex, which is associated with higher cognitive functions like decision-making and impulse control. Conversely, negative emotions often activate the amygdala and other areas related to stress response.

The prefrontal cortex uses reasoning and sends the message to amygdala. Whereas amygdala works on as instinct with hippocampus. To illustrate, you see a speeding car and instinctively jump aside to save yourself. This signal to escape was given by the amygdala. It releases the Cortisol and adrenalin. The realization hits you later when the pre-frontal cortex gives you the reasoning.

Memories are stored with emotional tags – pleasant or distressing. If you have had a bad experience with someone, seeing them sometime later would trigger a spate of emotions. The behaviour and the facial expressions also reflect stress and trauma. In short, our brain's emotional circuitry not only shapes our reactions but also our capacity to learn.

Emotional intelligence has profound implications for mental health and overall psychological well-being. Individuals with high levels of EI are generally better equipped to cope with stressors and challenges that life presents.

Human connection and Happiness

Human beings are social animals. With the advent of AI, this interaction between humans is getting lesser by the day. Gone are those days where we would be in a public transport talking to the co-travellers, at the clinic waiting your turn talking to the other patients and passing on old grandmother's remedies. Today, the phone has overtaken all this. Both fingers move briskly, typing into the chat mode and with supersonic speed.

The 2021 World Happiness Report notes that greater connectedness correlates with higher life satisfaction and resilience. It is well known that human connection reduces health risks and improves physical well-being and longevity and strong social connections strengthen the immune system.

In classrooms too, emotional connectedness precedes cognitive engagement.

Loneliness is another factor that impinges on the mental health. Being alone is not loneliness. Can loneliness be dealt with? Yes. Seeking help is one of the bravest and most helpful steps one can take to overcome loneliness and the feelings that come with it.

Loneliness can make you feel unwanted and isolation can result from this. Volunteering is a meaningful way to connect with others, make friends, and feel a sense of purpose in your life. Giving back to those in need also amplifies your sense of gratitude and well-being. In a recent UK survey of more than 10,000 people, 2 out of 3 said volunteering helped them feel less isolated.

Surround yourself with people with shared interests. For instance, join a book club if you like books. Many senior citizen homes are mushrooming all over India. There are options to meet every pocket. It is a good outlet to meet people with similar interests.

People are more prone towards making connections with positive thinking individuals. Keep a smile on your face. Nurture that Human connection.

Teacher as a compass reader

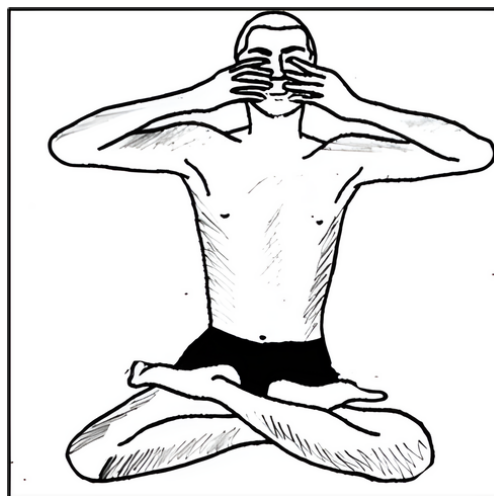
A teacher who serves as a compass reader in the classroom plays a pivotal role in guiding both the emotional and learning journeys of their students. The teacher helps them to navigate challenges, uncertainties, and shifts in their emotional states.

An effective emotional compass reader is highly self-aware and cultivates self-regulation. This role needs to be consciously cultivated. Some of these techniques are:

Mindfulness and Breathing Techniques

Mindfulness can be integrated even in a 3 minute transition between classes.

Mindfulness practices, such as guided breathing exercises or short visualizations, help students become present, reduce anxiety, and self-regulate their emotional states. Guided meditation is another technique. Bhramari is a yogic exercise that reduces stress immediately.



Brahmari

Introduce box breathing. Inhale – hold – exhale – hold.

The **calm down corner** is a place where the student can go and sit down when he / she feels overwhelmed.

Serving as a compass reader not only guides students toward academic goals but also helps them develop resilience and self-understanding for life's broader voyage.

Calm Down Circle and circle time

During the pandemic when there were cases of human loss, job loss, where children had to cope with uncertainties of life, emotional compass reading became essential. Each morning, the class gathered to form a circle and discuss strategies for calming themselves safely. Students shared their personal approaches, drew pictures, and wrote valued attributes about each other, creating an environment where acknowledging and managing emotions was normalized. This regular "emotional compass" session helped students identify their feelings, practice self-regulation, and experience a shared safe space. Circle time helps in open communication.

Peer Support and emotion management

Encourage peer support to deescalate anger issues. There is a beautiful anecdote where in the mother scolds the child for coming home late. The child says he stayed with a friend to help because his cycle had a break down. Mother asks him again "How did that help? You know nothing about repairing a bicycle". The reply touches the heart. "I don't know to repair. But he was crying so I sat with him". Encourage them to reach out to one another.

Grief Journaling and Sharing

A teacher provided students with diaries to write or draw specific emotional experiences, particularly helpful for processing grief or sadness. In one instance, a student whose father had passed away used her diary to write messages to him, helping her to cope with loss. Sharing these reflections during classroom circles encourage openness, emotional expression, and community support.

Classroom Climate: Safe, Non-Judgmental Spaces

A safe classroom climate allows students to express themselves without fear of ridicule or exclusion. Teachers must become approachable. They need to regulate their own emotional compass so that they can be of service to their students!

Language of Emotion: Using Feeling Words and Reflective Questioning

Divide the class into two groups. First group - Each student has to say I feel frustrated when..... Give them more words to use "anxious," "proud," frustrated, angry, sad etc. Counter this by having the group saying I feel less frustrated when.... This would act as a reflective exercise. This could be followed up with a discussion to show how each person goes through the same feelings and how these can be alleviated.

Storytelling and Role Play: Emotional Rehearsal and Perspective Taking

Storytelling and role play allow students to explore feelings, rehearse appropriate emotional responses, and practice empathy by adopting different viewpoints.

Reflection Journals

Reflection journals let students privately record and process their emotions. This can bring in a lot of catharsis.

Aligning the Compass with SEL Frameworks: A NEP 2020 Focus

The National Education Policy (NEP) 2020 champions **Social and Emotional Learning (SEL)** as a cornerstone for the holistic development of students. This vision requires schools to align their educational compass with established SEL frameworks, fostering competencies like self-awareness, empathy, and responsible decision-making.

Integration with School Culture and Curriculum

This involves embedding SEL skills across all subjects and ensure that the school culture itself must become supportive, promoting positive adult-student and peer relationships.

The Ripple Effect on Peer Relationships and Academic Growth

The deliberate cultivation of SEL skills initiates a profound **ripple effect**. It helps in preparing students not just for exams, but for life.

The Teacher: Guide, Learner, and Compassionate Director

The modern teacher stands in a dual and dynamic role: as both a **guide** and a perpetual **learner**. As a guide, the teacher facilitates understanding, sparks curiosity, and models the very social and emotional skills they aim to impart. The effective teacher remains a lifelong learner.

Managing Emotions: Compassionate Direction, Not Control

When it comes to emotional management, the teacher's role is one of **compassionate direction**, not rigid control. I believe Maslow should be practised before Bloom's taxonomy.

Demonstrating Self-Reflection

Teachers should make the practice of self-reflection a regular, visible habit. Try using a personal reflection to drive a point home in class.

Teach Goal Setting and Planning Skills

Self-regulation applies not just to managing emotions but also to **managing tasks** and motivation. Teachers can model and scaffold these executive function skills:

- **Chunking Tasks:** Help students break large assignments into smaller, manageable steps. This reduces feelings of overwhelm and provides clear, achievable short-term goals.
- **"If-Then" Planning:** Teach students to anticipate challenges and plan their response. For example: "If I start feeling distracted during reading time, then I will quietly stand up and stretch for thirty seconds." This pre-planning strengthens their ability to exert control over their impulses.

Strategies for Cultivating Empathy



Empathy moves beyond simply recognizing an emotion; it involves understanding why someone feels that way.

Let me use an example to differentiate between empathy, sympathy and apathy. A blind beggar was sitting on the pavement begging. People walked past him without paying attention – Apathy.

People stopped to give him alms. – Sympathy.

A young girl stops by and changes his board which read I am blind. Help me to It's a beautiful day and I cannot see it. – Empathy.

Let your students cultivate empathy.

Strategies for Developing Social Awareness

- **Understanding Community and Diversity:** Integrate discussions about **diverse cultural practices, backgrounds, and experiences into the curriculum.**
- Learn about the lives, food and festivals and social norms like waiting for your turn is a sign of respect.

Fostering Responsible Decision-Making

Responsible decision-making is the final, integrating core SEL competency.

Strategies for Teaching Ethical Decision-Making

Students need a clear, structured process to navigate complex choices, rather than relying purely on impulse.

Teacher should walk the talk. Manage mistakes with grace.

In 1987, I was a teacher in the middle school. In one of the classes, I discussed with the students, the implications of crossing the railway tracks. Those days in Mumbai, there were no foot over bridges. Everybody realised the hazards of crossing the tracks. One day, I crossed the tracks for some reason which I don't recall now. As I reached the other side, some of my students spotted me and wished me. I felt like burying my head in the sand like an ostrich. Damage is done. How to undo this? Simple go back to class and apologise. Students were sweet enough to forgive me!

Case Studies and Moral Dilemmas:

Facilitate discussions where students must **justify their choices** based on the potential impact on themselves and others.

Emphasizing Safety and Well-being

Responsible decisions prioritize long-term well-being and safety over immediate gratification.

- **Analysing Risk vs. Reward:** Use examples from health, social media, or academic choices to help students analyse the short-term rewards versus the long-term risks of various actions. For instance, discussing the risk of plagiarism versus the reward of earning a grade honestly.
- **The Influence of Peers:** Teach students assertiveness skills and strategies for respectfully saying 'no' or suggesting alternative, safer activities.

Emotional awareness is not just a skill – it is the moral compass that anchors every decision, personal or professional. The emotional compass, once attuned, empowers both teacher and learner to move through uncertainty with empathy, balance, and joy. Education, at its heart, is not just about what we know – but how we feel and connect.

"Educating the mind without educating the heart is no education at all." – Aristotle.

Human Engagement in A Tech-Rich

Environment

Dr. Bhavna Chibber.

Principal,
Laburnum School, Gurugram

Every morning, as I walk through the school corridors, I notice children experiencing all kinds of emotions, some cheerful, some anxious, some energetic, and some quiet and thoughtful. These daily observations remind me of a powerful truth learning begins with emotion. Long before a child opens a book, listens to a lesson, or uses a digital tool, their emotions have already shaped their readiness to learn. If we overlook this emotional landscape, even the best methods, resources, and technologies lose their impact.

In today's world, where children are constantly surrounded by screens, devices, and AI-based tools, understanding their emotional needs becomes even more important. We often speak about preparing them for the future, for a world driven by technology and global competition. But the real preparation starts much earlier with the way a child feels. Are they confident? Curious? Supported? Emotionally settled? These questions matter far more than scores or gadgets.

Emotions as the Core of Student Engagement that cannot be created through strict routines or instructions. Engagement naturally grows when a child feels emotionally safe at home. A child who feels understood and valued is more willing to participate, take risks, ask questions, and learn from mistakes. Emotional security forms the base on which curiosity and attention flourish. A stressed child, however, enters the classroom with a mind already burdened. No teaching method, traditional or modern, can reach a child whose emotions are unsettled. Today's learners live in a world filled with fast information, intense comparison, digital distractions, academic pressure, and constant expectations. Their minds stay active, but their emotions often carry the heavier load. As educators, recognising this emotional reality is our first duty. Only when children feel acknowledged and reassured do they truly open themselves to learning.



From academic pressure to emotional connection over the years, education has shifted from being score-driven and rigid to more child-centred and emotionally aware. Earlier, discipline and marks dominated learning spaces. But children today face:

- Continuous pressure
- Rapid information flow
- Less outdoor play
- Digital comparisons
- Changing family patterns
- Higher expectations

In such an environment, emotional support is not optional; it is essential. When teachers take a few minutes to talk, listen, and understand, remarkable changes occur.

1. Stress reduces.
2. Behaviour improves.
3. Engagement rises ---- The child becomes more open to learning.

As I often tell my teachers, “A five-minute heartfelt conversation can sometimes achieve more than a forty-minute lesson.”

Empathy Shapes Better Classrooms by simply transforming because a teacher chose empathy over authority. When a child walks in upset or distracted, forcing them to follow instructions rarely helps. But a gentle check-in: Is everything okay? Do you want to talk? can bring them back emotionally and mentally. Empathy does not mean lowering standards. It means understanding the child’s emotional state and guiding them back to learning with confidence. Classrooms where teachers balance empathy with structure naturally become places where children feel seen, respected, and encouraged. In our school there is one slot every week where students interact with their class teacher, share their problems and document them.

Technology and AI have become inseparable parts of children’s lives. They hold tremendous educational value, but they must be used meaningfully and not as replacements for human connection. Technology works best after emotional readiness is established. A calm, confident child benefits from digital tools, simulations, videos, and AI-based



feedback. But a stressed or disconnected child may find technology overwhelming. Digital readiness is deeply linked with emotional readiness. Children often compare their scores, rankings, and progress online, which may affect their self-esteem. They need guidance to understand that technology is a facilitator, not a judgment of their ability.

At Laburnum Public School, emotional well-being is not a separate topic; it is the foundation of our school culture. Our belief is simple: children learn well when they feel well. Teachers actively create emotionally secure learning environments through several practices:

1. Storytelling for Emotional Expression

Stories allow children to express hidden feelings, understand emotions, and relate experiences. This builds emotional awareness and connects them to learning.

2. Group Activities for Belonging

Collaborative tasks encourage empathy, cooperation, and respect. When children feel they belong, engagement rises naturally.

3. Art and Music as Emotional Outlets

Many children express themselves better through colours, shapes, and rhythm. Creative activities can serve as safe spaces for emotional release.

4. Reflection Circles and Sharing Time

Students openly share their thoughts, worries, and joys. Teachers listen without judgement, helping children feel valued and heard.

Once this emotional foundation is strong, technology enhances learning instead of distracting from it. AI tools personalise learning, simulations clarify concepts, videos spark imagination, and digital feedback encourages growth. But the success of all these tools depends on one key factor: the child's emotional balance.

Both teachers and parents play crucial roles in shaping emotionally strong learners.

Parents can support emotional development by:

- Listening patiently
- Staying calm at home
- Encouraging small efforts
- Avoiding comparison
- Guiding screen time gently
- Allowing children to express worries freely

Educators can contribute by:

- Observing emotional changes
- Identifying stress early
- Teaching coping strategies
- Making classrooms safe for mistakes
- Offering reassurance and encouragement

Children flourish when adults around them provide emotional stability and clarity.

Preparing Children for a Future That Blends Technology and Emotion

The future will be shaped by AI, automation, and innovations we cannot yet imagine. But no machine can replace emotional intelligence. Robots may perform tasks, but they cannot feel compassion, empathy, or understanding.

Children who will thrive in the future are those who:

- Regulate their emotions
- Stay calm during challenges.
- Collaborate with others
- Remain curious and open.
- Balance technology with human values

Technology gives power. Emotions give direction.

A Vision for Tomorrow's Learners

I imagine classrooms that are emotionally nurturing, digitally rich, and deeply engaging. Classrooms where teachers use technology as a partner, not a replacement. Environments where emotional health is valued as much as academic excellence. The future will not belong to the child with the most technical skills, but to the child who is emotionally grounded, confident, and responsible. When emotions and engagement blend with purpose and technology, students not only learn better—they grow into balanced, thoughtful individuals. Ultimately, the true success of education in the AI era will not be measured by how quickly students master technology, but by how deeply they understand themselves.

If we nurture emotionally strong learners today, they will enter the future not just ready for change but ready to shape it.

“Whatever is begun in anger ends in shame.” – Benjamin Franklin.

Zones of Regulation and Student

Engagement

Dr Priti Sachdev

Educationist & Faculty Developer

Honorary Secretary

World Education Fellowship, Indian Section

During one of my visits to schools in the UK, I discovered teachers using a wonderful way of dealing with student emotional ups and downs and helping them come to get ready to be involved in schoolwork. No doubt some children took more time than others but on the whole over the years when the whole school was including the 'zones of regulation' for emotional management, the concerted effort worked rather well. The strategy was being used extensively and the teachers vouched by how over the year that they had been practicing it, the students became ever more able to manage their emotions and deal with disturbing situations in a much better way.

I make an attempt to introduce you to the "Zones of Regulation"

The content of this article as well as the images included have all been taken from articles on the internet and my description revolves around these.

Indian school-rooms which typically contain forty to sixty students depending on circumstance pose the greatest challenge to teachers. All the insistence on individual attention, that each child is unique and needs a different approach flies through the window. Just maintaining decorum and a learning environment where students are engaged and participating is itself a big struggle.

Engagement implies all of the following:

Engaged Activity	
Listening	The student is listening to the teacher with his eyes and attention directed to the
Writing	Where student takes notes of important concepts and ideas
Reading	Where student is following the material presented with eye contact either on the
Engaged technology	Where student is following along with the lesson on his device
Engaged Student Interaction	Student participates in discussion on the lesson content. This could include listening,
Engaged Interaction with Teacher	Student is asking or answering questions raised by the teacher

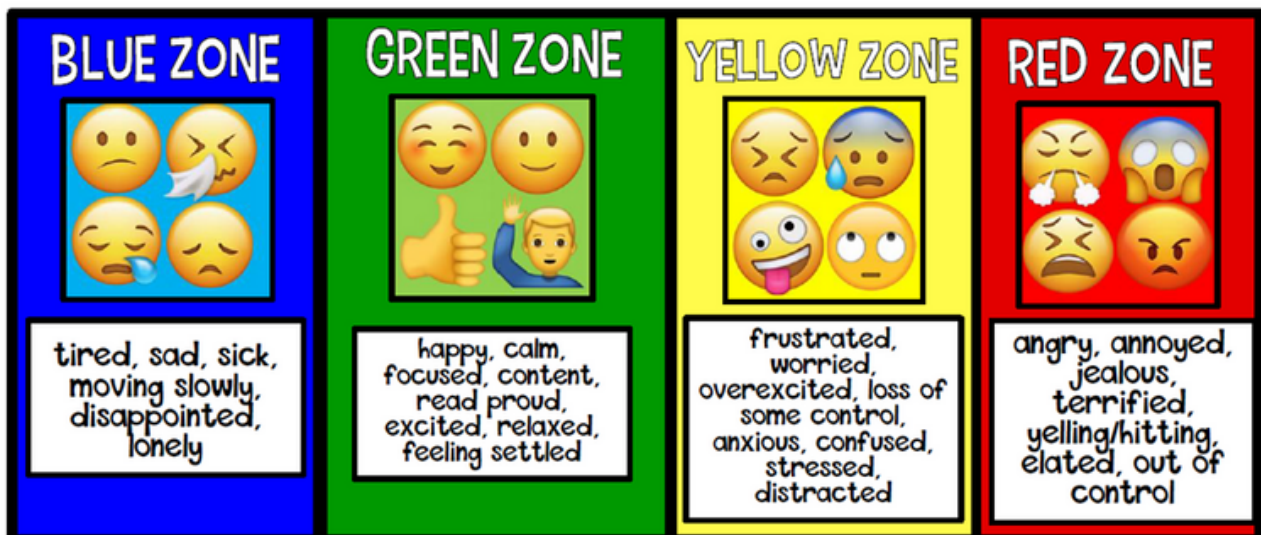
Looking at the list above any teacher will agree that at any one time if even a fifty percent of the class is involved in the above fashion that has been a good day!

What then about the other fifty? Where are they? What is happening with them or within them.

To understand this Leah Kuypers developed a “social emotional Learning Curriculum” at the University of Kansas in 2011 which has been found to be particularly useful at the primary level. Using this approach has become popular in several countries and can help learners understand and manage their emotions in the classroom. It helps develop self-awareness, decision-making strategies, and learning how to regulate their emotions.

The author groups feelings, states of mind, alertness levels and energy levels into four coloured zones: Blue, Green, Yellow, Red

ZONES OF REGULATION



Source: musicalbridges.com

Identifying the zone one is in, is followed by introducing self-regulation through preparing a “tool-box” of actions that can alleviate the negative emotions. These may be different and unique for each student! This can be done through short sessions, multiple times a week in the beginning. Studies have shown that through this, teachers spend less time on behaviour management and

Proponents of Zones of Regulation suggest that the application of these skills results in less time spent on behaviour management and more on learning, and an overall healthier and more inclusive school climate, and encouragement of the learners’ abilities to manage their **thoughts, feelings, and actions**.

The first stage introduces learners to the four-coloured zones: blue, green, yellow, and red.

- **The blue zone** describes low alertness and feelings (e.g., sadness, boredom, tiredness, or sickness).
- **The green zone** describes an alert and calm state (e.g., happy, focused, calm, or proud).
- **The yellow zone** describes high energy and emotions (e.g., worried, frustrated, silly, or excited).
- **The red zone** describes states of extremely high energy and overwhelming feelings (e.g., elated, panicked, angry, terrified).

If learners can learn to recognise the zone they are in, they can more easily talk about and engage in regulation strategies to support overall well-being and readiness to learn.

Next, using structured lessons, learners are taught how to recognize specific triggers and manage their emotions depending on the zone and situation.

For example, if in **the blue zone**, learners may be encouraged to use strategies to recharge, such as seeking comfort or resting.

In **the green zone**, learners are prompted to use strategies to keep them ready and primed to meet their goals, such as eating a healthy snack, exercising, or taking a break.

In **the yellow zone**, it is recommended that learners take action to regulate their emotions, such as taking deep breaths or using mindfulness tools.

In **the red zone**, learners are urged to pause and assess effective regulation strategies for that situation, such as self-talk or breathing techniques.

The image below provides some suggestions on what children can do to alleviate negative feelings and emotions and overcome these to get ready for learning and participation (green zone). Ideally the students need to develop their own special toolbox which they can go back to whenever they feel they are in the blue, yellow or red zones.

ZONE	HOW I MIGHT FEEL		WHAT CAN I DO?
RED	- MAD/ANGRY - SCARED - OVERWHELMED - UPSET/SAD - OUT OF CONTROL		- SQUISH A STRESS BALL - USE WEIGHTED BLANKET - TAKE 3 DEEP BREATHS - ASK FOR HELP - BUTTERFLY HUGS - TAKE A BREAK IN YOUR TENT - TAKE A WALK AROUND THE HOUSE - LISTEN TO PIANO MUSIC WITH HEADPHONES
YELLOW	- FRUSTRATED - WORRIED - SILLY/WIGGLY - EXCITED - LOSING SOME CONTROL		- HOLD SOMETHING SOFT/USE YOUR TAGS - TAKE A DEEP BREATH - LOOK AT THE TEACHER/ADULT - ASK QUESTIONS - GET A DRINK OF WATER - ASK FOR A BREAK
GREEN	- HAPPY - CALM - FEELING OKAY - FOCUSED - READY TO LEARN		- HOLD A FIDGET ITEM - SIT UP STRAIGHT - WATCH AND LISTEN TO THE TEACHER/ADULT - ASK QUESTIONS - SMILE!
BLUE	- SLEEPY - TIRED		- TAKE A SIP OF WATER - DO 2 JUMPING JACKS - STAND UP! - CLAP YOUR HANDS 4 TIMES!

Source : <https://www.etsy.com/in-en/listing/1372033695/emotional-regulation-chart>

There are a large number of articles on the subject - its rationale as well as its implementation - on the internet and I suggest that all teachers of young children should read these and maybe, bring them into their classrooms!!

Articles Related to Zones of Regulation

<https://zonesofregulation.com/>

<https://hes-extraordinary.com/the-zones-of-regulation>

<https://diablopsychology.com/understanding-emotional-regulation-and-the-zones-of-regulation/>

<https://www.nhs.uk/borders.scot.nhs.uk/media/1001858/Zones-of-Regulation.pdf>

<https://dm0gz550769cd.cloudfront.net/ncrsmh/dd/ddd6255b4d2ae3f5b79c27d49b3ff628.pdf?filename=Zones%20of%20Regulation>

Emotions and Student Engagement:

Nurturing the Whole Child in the Classroom

Mrs. Antara Bhattacharya

Assistant Teacher - Secondary
Parle Tilak Vidyalaya ICSE

As educators, we often remind ourselves that students are the reason we are who we are. Every day, as we walk into our classrooms, we carry with us not just lesson plans, teaching materials, and knowledge, but also the deep responsibility of shaping lives. Over time, I have come to realize that learning does not occur in a vacuum. It is inseparably tied to emotions, the social environment, and the way students perceive themselves and others. A child may be academically capable yet emotionally disengaged; another may struggle with concepts yet participate wholeheartedly because they feel safe and valued. These experiences have convinced me that teaching is as much about guiding students' emotional growth as it is about delivering curriculum.

People are the greatest asset of any nation. A country's prosperity, global standing, and social harmony depend on how well it nurtures and develops its human capital. Real progress begins when we look at human health holistically, encompassing not only physical and intellectual development but also mental and emotional well-being. Schools and classrooms are the crucibles where empathy, resilience, and emotional strength are formed. Emotional learning is not a side activity; it is the foundation upon which all academic and social learning is built. Without emotional safety, children may absorb facts but fail to develop the confidence, curiosity, and interpersonal skills that shape a meaningful future.

Over the years, I have witnessed how deeply emotions influence learning. A student who feels understood, respected, and safe engages willingly, listens attentively, and participates actively. In contrast, a child weighed down by anxiety, fear, or conflict may withdraw, become distracted, or resist learning. I have stood before children who were intellectually capable yet mentally absent, struggling with challenges no textbook could reveal. And I have seen others with modest skills flourish simply because their emotional needs were met. This dual reality has shaped my teaching philosophy: learning and emotions are inseparable.



In my classroom, the first step toward fostering emotional engagement is awareness. I begin each day with quiet emotional check-ins, which are informal yet consistent. Sometimes, students indicate how they feel using a thumbs-up, sideways thumb, or thumbs-down. Other times, they select mood cards or express a single word that captures their feelings. These small gestures may seem minor, but they profoundly affect the emotional climate of the classroom. Children who arrive with heavy hearts or restless energy suddenly feel acknowledged. Often, a student may whisper "sad" or "angry" yet avoid

elaboration. I respect their boundaries and respond gently: “I notice you’re quieter than usual. I’m here if you want to talk later.” Even this brief moment of recognition can open doors to trust and connection. Over time, students realize that their emotions matter and this awareness alone begins to shift the dynamics of the classroom toward empathy and openness.

Language, too, plays a central role in nurturing emotional safety. Over time, I have deliberately moved away from labels such as “slow,” “weak,” or “naughty,” recognizing how quickly children internalize them. Instead, I focus on growth-oriented language that highlights effort, curiosity, and perseverance. For example, when a student struggles repeatedly with a mathematics problem, I avoid attributing difficulty to “ability.” I say, “Let’s try another approach—you’re improving each time.” These subtle shifts in communication foster an environment where mistakes are reframed as opportunities and where students feel valued for their effort rather than judged for failure. When children hear language that empowers them, they begin to view challenges not as threats but as stepping-stones.

The classroom is not only a space for learning academic concepts; it is also a social environment where emotional intelligence develops. Peer relationships are central to a child’s sense of belonging. A new student may sit quietly, uncertain where to place themselves in the social fabric of the class. Pairing them with a naturally empathetic peer often eases their integration. Collaborative learning and group activities further foster emotional awareness and mutual support. When children help one another, share resources, and celebrate small achievements, they begin to internalize empathy and cooperation as natural behaviors. These everyday moments may seem routine, but they are foundational for emotional and social development. Over time, these interactions create a classroom atmosphere where children feel connected, respected, and included.

Acknowledging small efforts is another essential practice. In many educational contexts, recognition is reserved for academic excellence or high-profile achievements. Yet, I have seen that emotional safety grows when courage, effort, and kindness are celebrated. For instance, when a student who rarely speaks contributes an answer, I make it a point to acknowledge their courage: “Thank you for sharing. I appreciate your courage.” When a child apologizes unprompted, helps a peer, or shows patience, those too become moments worth celebrating. These moments are fleeting but significant, gradually building confidence, self-esteem, and trust. Over time, children begin to take risks, participate more willingly, and embrace challenges without fear of ridicule.

Of course, not every day is smooth. Emotions run high during assessments, after break, or following disagreements. To support students during these moments, I introduced a calm-down corner—a small space in the classroom equipped with stress-relief objects, soft cushions, coloring sheets, and simple breathing exercises. This area is not a place of punishment but a sanctuary where children can pause, regulate their emotions, and return ready to re-engage. For students navigating anxiety or sensory overload, even a few minutes in this space can make a significant difference. Over time, the calm-down corner has become an essential tool in creating an emotionally secure classroom environment. Children learn that emotions are not something to hide or suppress—there are safe ways to process and express them.

Stories and role-play have also proven invaluable for teaching empathy and understanding. When a student teases another about handwriting or reading ability, instead of reprimanding immediately, I narrate a short story about kindness and ask the class to reflect on how they would feel in the same situation. We often follow this with role-play, allowing students to act .

out alternative responses that demonstrate compassion, assertiveness, or forgiveness. Through these activities, children learn to recognize emotions in themselves and others and practice responding constructively. Learning empathy through stories and enactment often leaves a deeper impression than any lecture could. These exercises help children step into another's shoes—a skill that underpins social awareness and emotional maturity.



Modeling emotional regulation is equally important. Students observe our responses, often more keenly than we realize. When technology fails during a lesson or materials go missing, I consciously manage my frustration out loud: “I’m a little frustrated, but let’s take a deep breath and find another way.” This transparency demonstrates that emotions are natural and manageable, and it teaches children how to regulate their own reactions in challenging situations. I have found that students emulate this behavior; when they see adults navigating setbacks calmly, they internalize these strategies and apply them themselves. By watching us, they

learn emotional balance far more effectively than through instruction alone.

Conflict is another inevitable aspect of classroom life. When students argue, I speak to each individually, giving them time to express their feelings fully. Only after both have been heard do we come together for a mediated conversation, with an emphasis on accountability, forgiveness, and resolution. These guided interactions teach children that conflict is a natural part of human relationships, but how we respond is a choice. Over time, students learn self-regulation, problem-solving, and empathy through these experiences, which are as valuable as any formal lesson. Guided conflict resolution transforms disagreements into learning opportunities where children develop essential life skills.

One guiding principle I hold is to avoid comparisons between students. A child who scores poorly next to a high-achieving peer may feel discouraged, even if the teacher does not make any explicit comparisons. Instead of comparing, I focus on each student’s personal growth: “Let’s work on improving your skills step by step, without worrying about anyone else’s progress.” This approach reduces anxiety, fosters self-confidence, and reinforces intrinsic motivation, which is far more sustainable than external rewards or competition. When children learn to value their own progress, they become more resilient, independent, and self-aware.

Mindfulness is another simple yet powerful tool for emotional engagement. At times, particularly after breaks or during festive seasons, students return to the classroom with heightened energy or restlessness. In these moments, I often guide them through brief grounding exercises—closing eyes, taking deep breaths, or visualizing calm spaces. Within a few minutes, the classroom settles into a collective state of calm, making the environment conducive to learning. Regular mindfulness practice also equips students with lifelong strategies for managing stress, maintaining focus, and cultivating inner peace. As students grow older, they begin using these techniques independently, especially before assessments or stressful situations.

Through these experiences, I have come to appreciate that emotional engagement is not a series of discrete interventions but a continuous, subtle, and deliberate process. Emotional intelligence grows in small, consistent moments: noticing a student's mood, acknowledging effort, modeling calmness, mediating conflicts, celebrating courage, and creating opportunities for empathy and collaboration. Engagement follows naturally when these emotional needs are met, making learning not a forced activity but a welcomed, meaningful experience. In such classrooms, curiosity deepens, confidence grows, and relationships strengthen.

As educators, our capacity to influence emotional development goes beyond academics. We are guides, mentors, and witnesses to the complex inner lives of our students. Though we may not have hours to spend with each child individually, every interaction—every conversation, glance, and word—shapes their emotional world. Emotional literacy, resilience, and self-awareness cultivated in the classroom become the foundation for responsible citizenship, compassionate communities, and a healthier society. When students learn how to manage emotions, show kindness, and resolve conflicts, they carry these abilities into adulthood, influencing families, workplaces, and communities.

Reflecting on my journey, I realize that these practices benefit not only students but teachers as well. Building emotionally responsive classrooms fosters deeper connections, greater satisfaction in teaching, and a sense of shared growth. It reminds us that education is not a transactional process but a relational one, rooted in care, understanding, and mutual respect. When teachers invest in emotional engagement, they find that discipline issues decrease, participation increases, and the classroom becomes a place of genuine joy and learning.

In conclusion, emotions and engagement are inseparable. As educators, our challenge—and our privilege—is to nurture both simultaneously. By being attentive, empathetic, inclusive, and mindful, we can create classrooms where students feel safe, understood, and motivated to learn. These classrooms become spaces where curiosity thrives, mistakes are embraced as opportunities, and every child's voice is valued. Ultimately, the work we do in guiding students' emotional development shapes not only their academic journey but also their character, their relationships, and their contribution to society.

I hope these reflections inspire fellow educators to explore their own experiences and strategies for supporting emotional engagement. Each of us has unique stories, methods, and insights, and by sharing them, we enrich the collective understanding of how to nurture resilient, empathetic, and engaged learners. Together, we can continue to make classrooms not just centers of knowledge but sanctuaries of emotional growth, where students are equipped not only to succeed academically but also to navigate life with confidence, empathy, and resilience.

"Emotional intelligence is not about being soft or weak; it's about being smart and strong." – Daniel Goleman.

“Beyond Books:

The Power of Emotion in Education”

Dr. Asha Agrawal

Asst. Professor,
KES’ Shroff College of Arts & Commerce

“The heart of education is the education of the heart”.

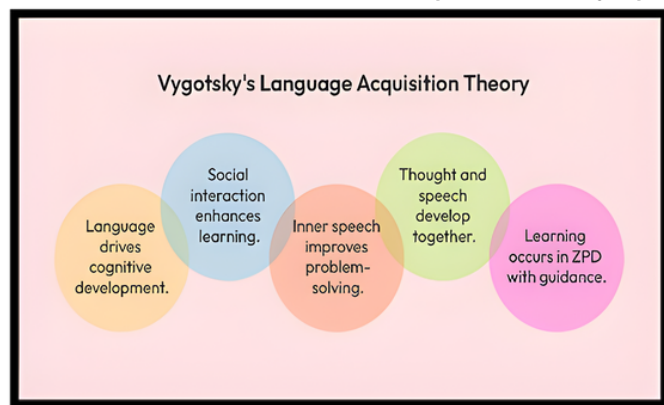
Every classroom has an invisible rhythm, a pulse created not by chalk or screens but by feelings. It beats through the quiet determination of a child facing a new concept, the nervous excitement before a presentation, the laughter during a group task, and the gentle reassurance of a teacher who says, “You’ll get it next time.”

Learning has always been described as acquiring knowledge and skills. But beneath this process lies something more powerful and that is **“emotion”**. The mind processes information, but the heart decides whether we truly connect with it. Emotions influence attention, motivation, memory, and creativity. They determine whether students lean forward in curiosity or drift away in disinterest. In every way, emotions form the bridge between the mind and the desire to learn.

• How Humans Learn: The Blend of Mind and Emotion

Human learning is both scientific and emotional. From a neurological view, the brain learns best when feelings are involved. The emotional centre of the brain, the amygdala works closely with the hippocampus, which forms memories. When emotions are positive, they open pathways for understanding and retention of that understanding. When students feel anxious or fearful, those same pathways narrow, blocking comprehension.

A calm, encouraging classroom atmosphere makes information easier to absorb, while tension or humiliation can silence and fog even the most capable student. The connection is clear, emotion doesn’t just accompany learning, it

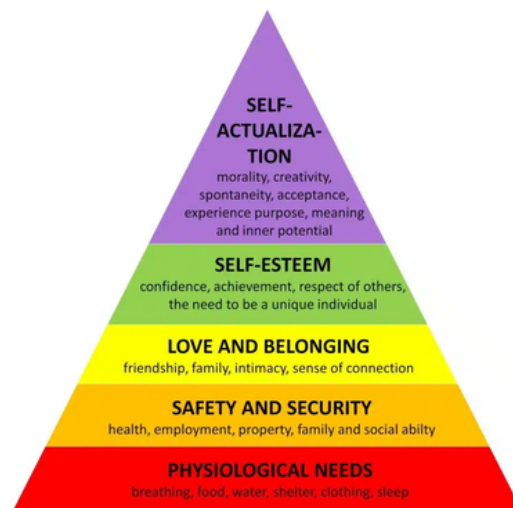


Psychological theories also support this relationship. Lev Vygotsky’s Social Constructivist Theory emphasizes that learning is a social process. Students’ learning best through meaningful interaction, which depends on trust, comfort, and emotional safety.

Abraham Maslow’s Hierarchy of Needs explains that every individual has a hierarchy of needs that must be fulfilled for growth; beginning with basic physiological needs like food and rest, followed by safety, belongingness, esteem, and finally self-actualization.

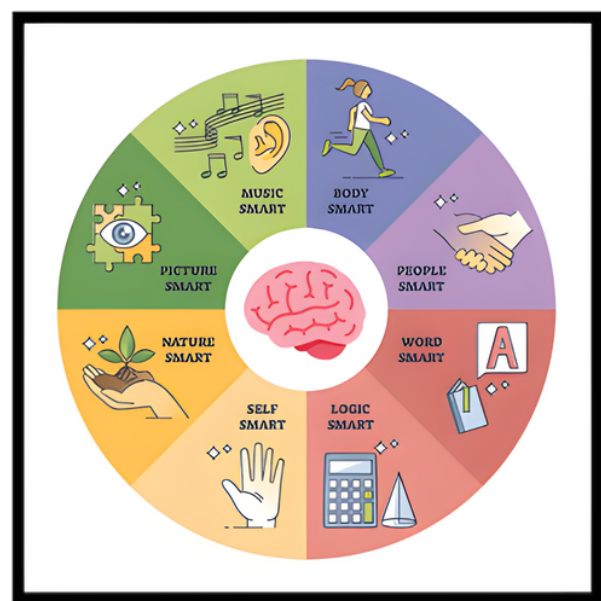
In the classroom, this means students must first feel safe, accepted, and valued before they can focus on learning. If a child is anxious, isolated, or fearful of failure, their emotional needs block intellectual engagement.

For instance, when a student like Aarav enters class feeling nervous about being ridiculed for wrong answers, his mind focuses on emotional safety rather than academics. But when his teacher responds kindly, appreciates effort, and builds a sense of belonging, Aarav's confidence grows. Once he feels emotionally secure, his willingness to participate and learn increases automatically.



Howard Gardner's Multiple Intelligences

Theory further expands the idea of learning by highlighting intrapersonal and interpersonal intelligences, the abilities to understand oneself and others emotionally. These forms of intelligence are essential for classroom success. A child who can manage frustration or nervousness peacefully demonstrates strength that is equally vital as logical or linguistic ability. Learning, therefore, is not purely cognitive. It is a dialogue between heart and mind, between how one feels and how one thinks



Emotions and Learning: The Real Connection

A student who feels joy and curiosity while learning, naturally participates more. When lessons spark imagination, emotions anchor the experience in memory. Students remember the enthusiasm of a story, the encouragement in a teacher's tone, or the sense of pride after finally solving a difficult problem.

Positive emotions like excitement, curiosity, and pride fuel engagement. They inspire students to ask questions and take intellectual risks. In contrast, fear, shame, or boredom can silence that spark. A mind burdened by anxiety cannot focus; a heart afraid of failure resists effort.

Daniel Coleman, through his work on **Emotional Intelligence**, explained that emotional awareness, empathy, and self-regulation are as important as IQ in determining success. Students who recognize and manage their emotions develop better concentration and resilience. Emotional intelligence also allows them to handle setbacks gracefully, transforming frustration into motivation.



listen better. He begins every challenging lesson with a funny incident or a personal story. “Once they smile,” he says, “their minds open.” Such small emotional cues make learning memorable.

Emotions are not interruptions in learning; they are the forces that sustains it.

Emotional Development Through School Years

• **Early School Years:**

The early years of schooling are the foundation for emotional growth. Children learn to identify and express feelings, and they often mirror the emotional patterns of adults around them. A warm, patient tone teaches calmness. Encouraging words teach optimism. When teachers model empathy and composure, children begin to understand emotions not as confusing sensations but as manageable parts of everyday life. Through play, storytelling and interaction, young learners learn that emotions can be, understood, and respected. They also begin to realize that mistakes are not failures but opportunities to grow. This emotional understanding becomes the base for confidence and curiosity.

One teacher, Ms. Fernandes, begins her kindergarten day by asking each child to pick a “feeling colour”, yellow for happy, blue for calm, red for energetic. It helps even shy children like Aarav, who once hesitated to speak, express how they feel without fear of judgment. Slowly, emotions turn from silent mysteries into something that can be named, shared, and accepted.

• **Middle School Years:**

As children move into middle school, emotions grow more layered. They begin comparing themselves with peers, seeking acceptance, and forming a sense of identity. They often experience self-consciousness, pride, and occasional insecurity. At this stage, teachers become emotional anchors. Encouraging open conversations, promoting kindness, and offering constructive feedback help students balance these feelings. Activities that allow cooperation and discussion build empathy, while simple routines like reflecting on one’s day nurture self-awareness. When emotional expression is accepted instead of suppressed, adolescents begin to develop balance and maturity.

During one school discussion, Riya, a usually quiet student, admitted she felt nervous speaking in front of her classmates. Instead of moving on, her teacher asked others if they ever felt the same and surprisingly, nearly half raised their hands. That small moment of shared vulnerability strengthened the group’s bond. Riya later said it was the first time she didn’t feel “different.” Emotional openness created connection followed by confidence.



• **Secondary School Years:**

In secondary school, emotions become even more intense. Academic pressure, social challenges, and uncertainty about the future can all lead to stress. Yet, with the right guidance, this stage also offers immense emotional growth. Teachers who encourage self-reflection, mindfulness, and resilience help students channel their energy positively. Supportive conversations, calm classroom environments, and focus on effort rather than perfection strengthen emotional stability.

When students sense understanding and fairness from teachers, their engagement rises

automatically. They participate more confidently, express ideas openly, and handle pressure with composure.

• Strategies Teachers Can Use

Teaching that engages emotions transforms the classroom into a space of connection and creativity. Teachers who integrate emotional awareness into their methods often see a marked rise in participation and cooperation.

1. Build Emotional Safety: A classroom where mistakes are treated as learning steps becomes a place of curiosity. Students learn best when they feel free from ridicule or harsh criticism. Even a simple acknowledgment of effort encourages confidence.

2. Begin with Emotional Check-ins: Starting the day by acknowledging how students feel helps set the tone. Recognizing emotions at the beginning allows teachers to adjust lessons accordingly, ensuring students are mentally and emotionally ready to learn.

3. Teach Through Stories and Human Experiences: Stories evoke empathy and curiosity. When subjects are taught through relatable scenarios, students connect emotionally to concepts. They begin to care about what they learn, which strengthens understanding.

4. Encourage Reflection: After completing a lesson or activity, asking how students felt during the process links emotions to achievement. Reflection helps them recognize frustration, pride, or satisfaction as part of learning.

5. Model Emotional Regulation: Teachers who stay composed during challenges silently teach students how to manage stress. Patience and calm communication demonstrate emotional maturity far better than lectures about it.

6. Collaboration: Working in groups teaches empathy, compromise, and listening. When students experience cooperation and conflict resolution firsthand, they learn the emotional intelligence skills that sustain teamwork and friendship.

7. Practice Mindfulness and Gratitude: Short sessions of mindfulness, quiet reflection, or gratitude journaling can reduce anxiety and improve focus. Such practices remind students to slow down and stay present amid academic pressures.

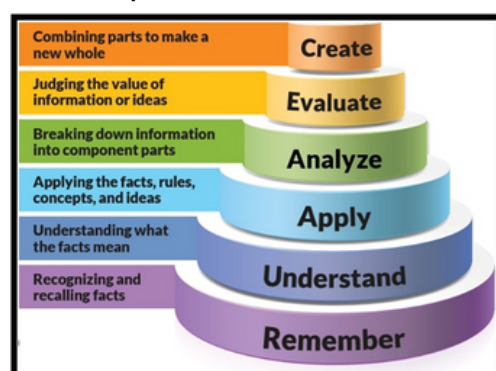
8. Integrate the CASEL Framework: The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** is a non-profit organization focused on advancing **social and emotional learning (SEL)** in education. It has proposed a model that identifies five essential emotional competencies namely: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Embedding these within lessons, discussions, and daily routines helps students grow not only academically but emotionally. said it was the first time she didn't feel "different." Emotional openness created connection followed by confidence.

How Early Should Teachers Address Emotions?

Emotional education should begin from the very start of schooling. The earlier children learn to identify and manage emotions, the more confident and empathetic they become.

Bloom's Taxonomy of Learning Domains

highlights the affective domain dealing with attitudes and emotions as a core part of



education. It stands alongside the cognitive (thinking) and psychomotor (doing) domains. Without emotional engagement, true comprehension is limited. Simple habits like discussing feelings, teaching respectful communication, and acknowledging emotions in class build emotional intelligence naturally. Early interventions prevent later behavioural and confidence issues. When emotional understanding is treated as a daily practice rather than a special lesson, it shapes positive lifelong habits.

• Dealing with Emotional Distress in Students

At times, emotions can become overwhelming for students. Family challenges, peer issues, or academic stress can lead to withdrawal or anxiety. Teachers play a crucial role in noticing and overcoming these changes.

When Meera, a thoughtful student, began staying quiet and avoiding eye contact, her teacher gently assigned her small classroom responsibilities like distributing materials, organizing displays, reading announcements. Within weeks, she began smiling again and slowly rejoined discussions. It was not advice that helped her, but a renewed sense of belonging.

Small, compassionate gestures can have deep, lasting impacts. Listening with empathy and avoiding judgment make students feel supported and safe. Schools can further strengthen this by training teachers to identify distress and by maintaining strong coordination between educators, counsellors, and parents. A culture of care helps students navigate emotional pain without shame or fear.



Dealing with emotional distress is not about solving every problem but about showing that students are not alone in facing them.

• Directing Students' Emotional Compass

Every child has an internal compass that guides how they react and decide. Education's role is to help them understand and steer it wisely.

When students are encouraged to articulate their feelings, they gain control over them. Recognizing the difference between feeling angry and acting aggressively, or between nervousness and self-doubt, builds emotional maturity.

Teachers can also promote the "pause and reflect" habit such as teaching students to take a breath before responding. This pause cultivates patience and perspective.

Recognizing and celebrating emotional achievements such as cooperation, kindness, or self-control reinforces positive behaviour. When students are appreciated not just for marks but for empathy and balance, they begin to value emotional growth as part of their growth, development and success.



• The Social and Emotional Learning (SEL) Curriculum

Social and Emotional Learning (SEL) is now recognized as essential for holistic education. It develops emotional intelligence systematically through structured classroom experiences.

The CASEL model defines SEL through five interconnected skills:

1. **Self-Awareness:** - understanding one's emotions and strengths.
2. **Self-Management:** - controlling impulses and handling stress.
3. **Social Awareness:** - showing empathy and understanding perspectives.

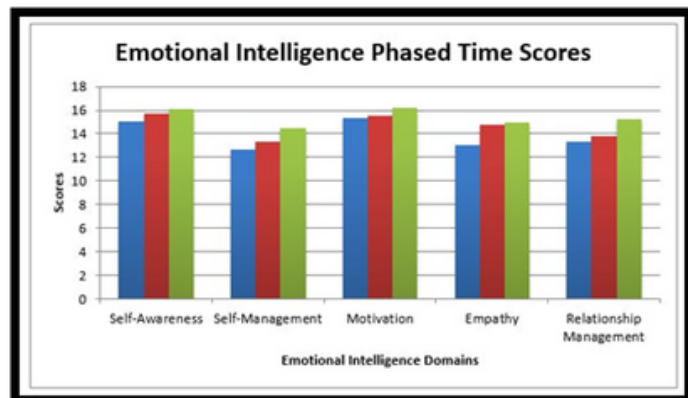
4. Relationship Skills: - communicating and cooperating effectively.

5. Responsible Decision-Making: - making ethical and thoughtful choices.

When these skills are integrated into lessons, students become more resilient and cooperative. Many schools now incorporate short emotional reflection sessions, group discussions, and gratitude practices into weekly timetables. The results are visible; calmer classrooms, improved behaviour, and deeper engagement.

Across India and worldwide, SEL is moving from concept to practice. Schools that combine academic rigor with emotional learning create students who are not only capable but also compassionate.

For instance, during a group community project in class, students often experience every aspect of emotional learning in action. When they reflect on their individual strengths and limitations, they build **self-awareness**. As challenges arise and deadlines approach, staying calm and focused demonstrates **self-management**. Understanding their peers' opinions and feelings cultivates **social awareness**, while sharing tasks and resolving disagreements enhance **relationship skills**. Finally, making fair decisions about responsibilities and outcomes reflects **responsible decision-making**.



Why Emotions Are the Future of Education

As education becomes increasingly digital and competitive, emotional connection remains its most human and essential element. Technology can deliver content, but it cannot replace empathy. The presence of a caring teacher who listens, understands, and believes in students can spark more growth than any textbook. Emotional awareness transforms classrooms from pressure zones into places of discovery. Modern education must balance intellect with emotional wisdom. Empathy, adaptability, and resilience are not just life skills they are survival skills in an ever-changing world. When schools nurture emotional understanding, they do more than produce achievers. They create citizens who are thoughtful, balanced, and kind.

• Conclusion

Emotions are the heartbeat of learning. Every encouraging smile, every patient explanation, and every supportive gesture adds to the emotional architecture of education.

The connection between emotion and engagement is simple yet profound. When students feel safe, respected, and inspired, they participate fully. When teachers connect with empathy, students respond with trust. The classroom becomes more than a space for lessons; it becomes a space for growth.



As education evolves, emotional intelligence must stand beside academic intelligence. The goal is not just to prepare students for exams but to prepare them for life.

When teaching touches the heart, learning transforms the mind and that is where true education begins.

Emotion 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 regulation of emotions in adolescents in the past decade. In this article three important points are discussed: 1) factors that contribute to the development of emotional regulation skills in the adolescent phase, 2) the motivation of adolescents to regulate emotions compared to other age groups, and 3) the development of research in the past ten years. Based on the literature review that has been carried out, adolescents experience more varied variations of emotions than children but do not have many variations of emotional regulation skills. Therefore, there is a need to guide adolescent emotional regulation skills. Thus it is suggested for future research, there is a need for a program to develop the regulation of adolescent emotions.

Keywords: regulation of emotions, adolescents

1. INTRODUCTION

Adolescence is a period of transition from childhood to adulthood (Santrock, 2007). Adolescent emotional life is also 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 (Gross, 2014). Facing various changes that occur to him, adolescents do not always live it smoothly. Sometimes teenagers get caught up in teenage aggression or delinquency.

In Indonesia alone, based on UNICEF data in 2016, it shows that violence against fellow teenagers is estimated at 50 percent. In addition, based on data recorded by the Indonesian Child Protection Commission or KPAI, there is an increase in cases of brawl in Indonesia as much as 1.1 percent throughout 2018.

Brawl and drug abuse is one form of externalizing behaviors, namely the behavior of externalizing problems to the outside, among others appearing in the form of stealing, gang fights, sexual violence, damage and entering homes, impulsivity, fighting, fighting, dissent, delinquency / juvenile, unlawful and aggressive behavior and other criminal acts. A recent study conducted by Modecki, Zimmer-Gembeck, and Guerra (2017) stated that there were three abilities related to externalizing behaviors in adolescents, including: emotion regulation, coping, and decision making. The higher the three abilities, the externalizing behaviors will be lower. Thus it can be concluded that by developing emotional regulation in

adolescents, it can reduce externalizing behaviors in adolescents.

In addition, according to Lennarz, Hollenstein, Lichtwarck-Aschoff, Kuntsche, and Granic, (2018), the ability to regulate the emotions of adolescents in their daily lives can determine whether conflict with parents increases or not, and whether they will get social support from peers or not. Therefore, the adaptive ability of emotional regulation is very important for adolescents.

2. METHOD

The method used is a literature review that is a critical analysis of the research being carried out on a specific topic or in the form of a question of a part of science.

3. RESULT AND DISCUSSION

3.1 Emotional Regulation

According to Gross (as cited in Modecki et al., 2017), regulation of emotions is a process by which individuals 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 (Gross 2014; Cisler, Olatunji, Feldner, & Forsyth, 2010; Gyurak, Gross, & Etkin, 2011). Explicit emotion regulation is the regulation of emotions that occur

with the existence of an effort, for example, a student deliberately does not watch his favorite film so he can learn and can answer exam questions tomorrow morning. While implicit emotion regulation is the regulation of emotions that occur automatically, for example, when a child sees something he fears, he immediately avoids it. In this study, the regulation of emotions in question is the regulation of explicit emotions.

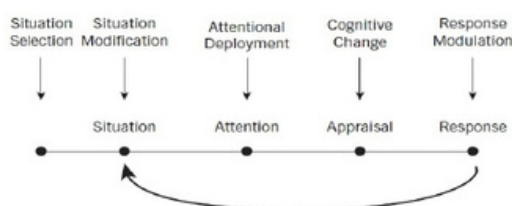
Emotional regulation also needs to be distinguished from mood and coping, which are often considered almost the same. Related to this, Gross (2014) says that, mood regulation refers more to changes in emotional experience, while emotional regulation is more about emotional behavior. For coping, the main focus is the reduction of negative influences and emphasis on longer periods of time, such as mourning, while emotional regulation refers to negative and positive affective responses.

Gross (2014) lists five sets of emotional regulation processes, namely: First, Situation Selection. This type of emotional regulation involves taking actions that increase or decrease the likelihood that we will arrive at a situation that we expect will bring forth expected (or unexpected) emotions. Second, Change of Situation. Potentially arousing emotional situations are attempted to be modified directly to change their emotional impact is one form of strong emotional regulation. Third, the spread of attention, or attentional deployment, for example, a baby will shift his gaze from stimuli that generate emotions to reduce stimulation.

Fourth, cognitive change: changes in the judgments made and included here are psychological defense and social comparison making with those below (the situation is worse than me). In general, this is a transformation of cognition to change the strong influence of emotions from the situation. Cognitive change refers to changing the way we assess situations in which we are involved in changing their emotional significance, by changing how we think about the situation or about our capacity to handle its demands.

Fifth, change in response. This happens at the end, including here drug use, alcohol, exercise, therapy, eating or suppression. Response modulation refers to influencing physiological response, experience, or behavior as directly as possible. Efforts to regulate physiological aspects and emotional experience are common things. Medications may be used to target physiological responses such as muscle tension (anxiolytics) or sympathetic hyperactivity (system-nervous) (beta blockers). Sports and relaxation can also be used to reduce physiological aspects and experience negative emotions, and, alcohol, cigarettes, drugs, and even food, can also be used to modify emotional experiences. More specifically, below can be seen a picture of Gross's emotional regulation process model.

Picture 1. Gross's emotional regulation process model



Zimmer-Gembeck and Skinner (2011) integrate findings from 58 studies comparing emotion regulation strategies in the age range from childhood to adolescence. Overall, there are two trends that occur. First, there is an increase in regulatory capacity based on age. This is seen not only in increasing understanding of emotional situations, but also in broader and more sophisticated regulatory strategies. For example, from childhood to adolescence there was a gradual increase in planned problem-solving abilities. Furthermore, attention deployment seems to be more diverse and increasingly includes cognitive change. When compared with children, teenagers seem to be more able to pay attention and reflect on their own emotional state. They also seem to use increasingly sophisticated cognitive strategies to deal with emotions, such as positive self-talk and re-realization.

Second, there is an increase in the ability to adjust the emotion regulation strategy used with the situation at hand. That is, adolescents increasingly show emotion regulation strategies that are effective in dealing with certain types of stress. This can be seen from the increase in problem solving capabilities to overcome modifiable difficulties (for example, problems in school) and the disruption to handling uncontrolled stressors (for example, parental diseases) from childhood to adolescence.

Zimmer-Gembeck and Skinner (2011) also emphasize that a real increase in emotion regulation competence does not need to be linear. Some of the evidence reviewed shows a transient increase in emotional regulatory abilities during the transition from late childhood to early adolescence. Zimmer-Gembeck also said that a temporary increase in emotional regulation is potentially more maladaptive during early adolescence, such as cognitive escape, daydreaming, verbal aggression, or negative emotional exertion.

3.2 Factors Affecting Emotional Regulation

Based on the research that has been done, there are several factors that influence the regulation of emotions, including: first, age. Older teens experience less anger than younger teens (Blanchard-Fields & Coats, 2008). Second, family. Emotional coaching done by parents and disturbing behavior can influence how teenagers do emotional regulation. Mother's warmth is positively related to the regulation of adolescent emotions. Emotional regulation strategies used by mothers are also related to teenage emotion regulation strategies. But this relationship is not seen in the father. Authoritative parenting both mothers and fathers have a positive impact on the emotional regulatory ability of adolescents.

Third, gender. Men who have difficulty controlling anger in an adaptive manner are associated with increased physical aggression. But this is not the same as women, the difficulty of controlling anger is not related to physical aggression. This is because of differences in the meaning and methods of expressing emotions between men and women, especially regarding anger. Women tend to support relationship-oriented goals, such as relationship maintenance, or prosocial support. Whereas men are more likely to support status and agent oriented goals, for example, dominance, revenge, and control. The suppression tends to increase with age in women, but not

in men. Acceptance (acceptance) also does not diminish with age in women.

Fourth, social relations. Emotional regulation in early childhood shows a direct longitudinal relationship with peer rejection and an indirect relationship with antisocial behavior in early adolescents. Children who regulate maladaptive emotions when dealing with frustrating tasks, tend to experience rejection by peers. Finally, cognitive abilities. Cognitive abilities such as observing and assessing circumstances, situations or events, are very important in emotional regulation.

3.3 Motivation for Youth to Regulate Emotions

Riediger, Schmiedek, Wagner, & Lindenberg, (2009) divided motivation into regulating emotions into two types, namely: Prohedonic and Contra-Hedonic. Prohedonic is an urge to maintain or increase positive influence, or to reduce negative influences, whereas Contra-Hedonic is the impulse to maintain or increase negative influences, or to reduce positive influences.

Based on research conducted by Riediger and colleagues (Riediger et al., 2009; Riediger, Wrzus, & Wagner, 2014), participants reported their momentary emotional experience, on average 54 times over 3 weeks, Contra-Hedonic motivation appeared smaller than Prohedonic motivation. This is seen at all ages, but there is a very clear age difference, adolescents are reported to have the most Contra-Hedonic motivation, around 25% of the chance of measurement. Then there was a sharp decline in the prevalence of contra hedonic motivation between adolescents and young adults, and a further decline in all adult adults to old age. In contrast, Prohedonic motivation shows an opposite pattern of prevalence (Riediger et al., 2009, 2014).

In response to this, some opinions say that the high Contra-Hedonic motivation in adolescents is a reflection of instrumental values in handling the tasks of the development of the life phase at that time. This may be because teenagers are often in situations where they have to deal with negative emotional experiences, although in turn, this can help them to build emotional autonomy from their parents, affirm their sense of maturity, develop their sense of identity, or improve regulatory competence their emotions. Until now, however, these assumptions have not been empirically verified (Gross, 2014).

3.4 Research Development of the Last Ten Years

Looking at the research in the last ten years, there have been several emotional regulation development programs that have been implemented or proposed, including: Dialectical Behavior Therapy (DBT). DBT is used to develop emotional regulation in suicidal individuals, then extended to suicidal individuals who have the criteria for Borderline Personality Disorder. DBT was also adapted to deal with BPD with several comorbidities and other psychological disorders

where problems in regulation of emotions lead to psychopathologists (Linnehan as cite in Gross, 2014).

Emotional regulation through attention modification. Based on previous studies, treatment (treatment) with attention selection sometimes actually leads to regulation of maladaptive emotions. To overcome this shortcoming, treatment with attention modification is proposed such as: CBM-A (Cognitive Bias Modification for Attention) or ABM/ Attentional Bias Modification (Bar-Haim, 2010). ABM is given to individuals who have symptoms of social anxiety (Amir, Weber, Beard, Bomyea, & Taylor, 2008), given to high school students from abroad (See, et al., 2009), and has also been given to individuals who have OCD (Najmi & Amir, 2010).

Cognitive Emotion Regulation (CER). Garnefski, Koopman, Kraaij, and Cate (2009) proposed CER as one of the intervention strategies in adolescents with chronic diseases.

Expressive writing to develop emotional regulation. Horn, Possel, and Hautzinger (2010) promoted a program to develop school-based emotional regulation by expressive writing.

Mindful Training. Over the past three decades, mindfulness training has become increasingly known for its ability to reduce psychological distress in various clinical disorders (Gross, 2014). Mindfulness training is also considered very effective for promoting the regulation of emotions that are adaptive in individuals with affective disorders such as anxiety and depression (Hofmann, Sawyer, Witt, & Oh, 2010; Piet & Hougaard, 2011).

Based on the explanation above, we can see that most research on regulation of emotion is within the clinical scope. (Garnefski et al., 2009). Therefore, for future research, it is suggested to develop emotional regulation in the scope of education.

4. CONCLUSION

Adolescents experience more varied variations of emotions than children but do not have many variations of emotional regulation skills. Although emotional regulation skills will increase with age and experience, this increase does not always occur linearly. As stated by Zimmer-Gembeck and Skinner (2011) the temporary increase is potentially more maladaptive. Therefore, there is a need to guide adolescent emotional regulation skills. 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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Review Paper

Emotional Regulation in Adolescence: A Systematic Review

Ary Tri Rahayu Pangesti^{1*}, Nurul Izza Pratiwi², Nida Hasanati³

ABSTRACT

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. On an individual level, emotional regulation allows a person to better face life's challenges. The method used is PCC (Population, Concept, Context) to formulate research questions by understanding the problem, phenomenon, or situation by considering three main aspects: population, concept, and context. 7 out of 15 journals stated that emotional regulation was influenced by the role of parents. The results of this systematic observation show that the presence and support of parents plays an important role in the development of adolescents' emotional regulation abilities. Parents who are actively involved in educating their children about emotion recognition and emotion regulation strategies make a positive contribution to the emotional development of adolescents.

Keywords: *Adolescent, Emotional Regulation, Parents*

According to Santrock, adolescence is a developmental period covering the age range between 11 and 18 years, which is characterized by physical, cognitive and social changes (Santrock, 2012). According to Santrock, adolescence is a significant transition period from childhood to adulthood. Some of the typical characteristics of adolescents described by Santrock include rapid physical changes, such as puberty and physical growth, more complex cognitive development, and changes in social and interpersonal identity (Batubara, 2016). Santrock's definition reflects the view that adolescence is not just about physical changes, but also involves complex psychological and social changes. Santrock emphasizes the importance of seeing adolescents as a developmental unit that includes various aspects of individual life.

Adolescents often experience significant emotional fluctuations during their development period. Hormonal changes, physical changes, identity exploration, and pressure from the surrounding environment can have an impact on teenagers' emotional wellbeing (Sary, 2017). The puberty process in adolescents involves significant hormonal changes. Hormones such as estrogen and testosterone can influence mood and emotional responses (Rodiani &

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Rusfiana, 2016). Adolescents are often involved in a search for personal identity. This process can cause anxiety, confusion, and emotional fluctuations as they try to understand who they are and how they want to be seen by others (Agustriyana, 2017). Relationships with peers and social interactions are very important for teenagers (Hidayati, 2016). Changes in social, friendship and romantic environments can affect their mood and emotions.

Adolescents are often faced with academic pressure and decisions regarding their future, such as career choices and higher education, which can cause stress and anxiety that affects their emotional state (Salim & Muhammad Fakhurrozi, 2020). Adolescence is often accompanied by increased autonomy and the desire to be independent (Sa'diyah, 2017). Conflict with parents may arise as part of this process, affecting the adolescent's mood and emotions. Physical changes that occur during puberty, such as body growth and sexual development, can influence adolescents self-perception and emotions (Santrock, 2012). Some teens may also experience mental health problems, such as depression, anxiety, or eating disorders. Genetic, environmental and biological factors can play a role in the development of mental disorders in adolescents (Sarmini et al., 2023). According to Erik Erikson's theory this happened identity vs. identity phase anxiety (*identity vs. role confusion*), describes adolescence as an identity phase, the process of searching for identity is closely related to emotional regulation. Adolescents who successfully find their identity may be better able to manage their emotions effectively (Feist, 2017).

Emotion regulation refers to the process by which an individual modifies the trajectory of one or more emotional components of a national response. Emotion regulation may function to influence type (i.e., the kind of emotion a person has), intensity (i.e., how strong the emotion is), time course (i.e., when the emotion begins and how long the emotion lasts), and quality (i.e., how emotions experienced or expressed) of those emotions (Peña-Sarrionandia et al., 2015). Managing emotions well is critical to improving social and emotional health among children and adolescents. Parents play an important role in how children develop emotion regulation, which we summarize here along with other research related to parenting and emotion regulation (Morris *et al.*, 2017). Mindfulness in daily life was associated with emotion regulation, lower negative emotions and higher positive emotions, whereas the opposite pattern was found for suppression of daily emotions, cognitive reappraisal was associated with daily positive emotions but not with negative emotions. When mindfulness, suppression, and daily reappraisal were included in the same model, these strategies predicted unique variance in emotional well-being. (Brockman et al., 2017).

From the explanation above, it states that it is important to increase regulation for teenagers. Emotion regulation is very important in adolescent development because it plays a key role in their physical, cognitive and social aspects. The ability to recognize, understand and manage emotions brings various positive benefits to teenagers. This systematic review will present some relevant consequences for improving emotion regulation. A single study is not enough to support policy improvements. To obtain maximum results, it is necessary to combine the results of several previous studies. A systematic review approach is used to synthesize the results of a large number of studies and present them in the form of actionable information. A systematic review is a research method that identifies, evaluates and interprets research (Sastypratiwi & Nyoto, 2020).

Emotional Regulation in Adolescence: A Systematic Review

METHODOLOGY**Procedure**

In the review process, the author first formulates research questions. The author uses the PCC (*Population, Concept, Context*) system problem formulation to formulate research questions. The research questions in this review aim to identify the antecedents and outcomes that influence emotion regulation in adolescents, such as the factors that precede them, the outcomes that emerge, and the variables that moderate them. Next, the author continues the process by designing search keywords in the database. After the author obtained the terms from the research question, the author continued the search using the terms found, namely *emotional regulation*, and *adolescent*. From several search terms, the author included several databases Google Scholar, Sagepub, Taylor & Francis Online Elsevier, Springer, and Wiley Online Library. Next, after collecting several articles, the author checked for duplication using Mendeley and Rayyan. The author filters the title and abstract then continues reading the entire manuscript. After selecting from 321 journals there were 15 journals that met the criteria for finding outcomes for emotional regulation.

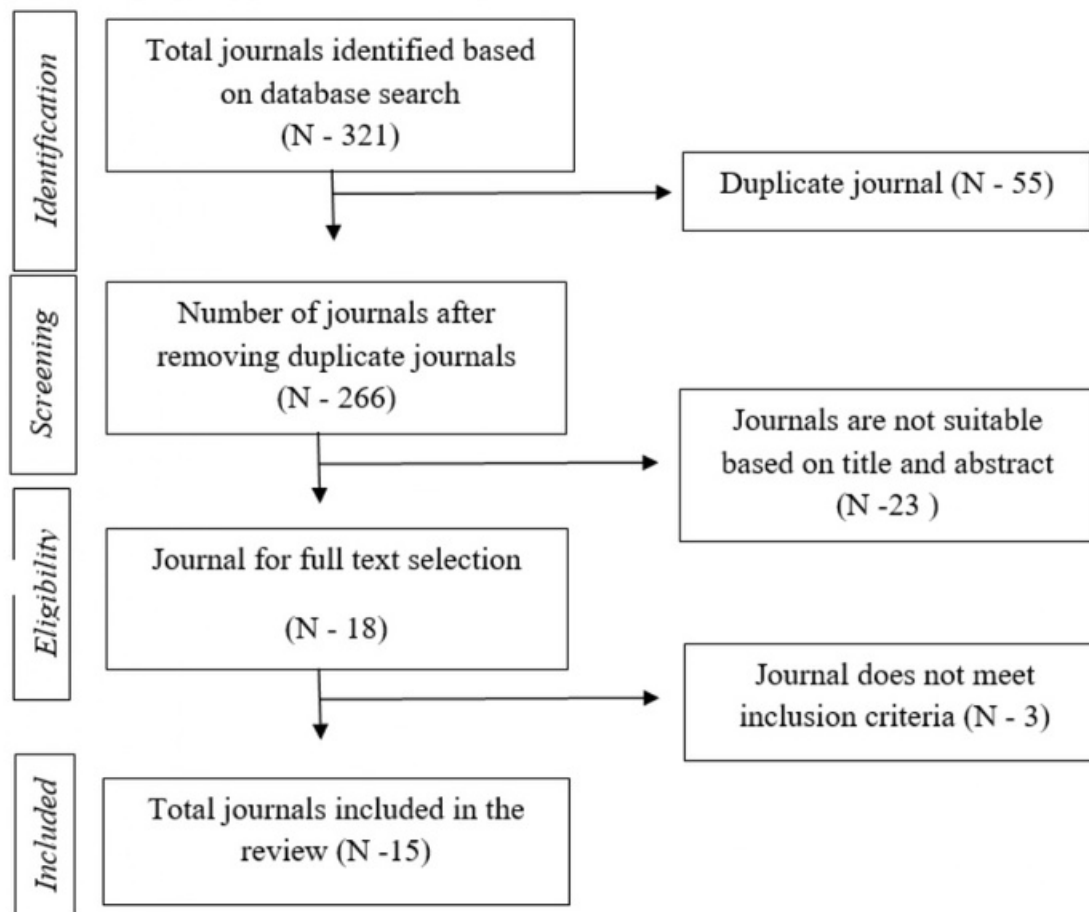
RESULTS**PRISMA graph of journal selection flow**

Figure 1 shows the journal selection flow as a prism graph.

Researchers set boundaries for journal reviews by 1) Journal content discussing emotional regulation by including the causes and effects of emotional regulation; 2) The journal publication year is from 2013–2023; and 3) The type of research is qualitative and quantitative. There are several criteria for journals that will not be selected: 1) Journals that

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discuss the causes and effects of emotional regulation but are not specific to adolescents, 2) do not use English, 3) Articles that cannot be accessed.

DISCUSSION

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. Emotion regulation is defined when there is activation of a goal that recruits one or more processes to influence the generation of emotion, the target of this regulatory goal can cause changes in the person experiencing the emotion or cause changes in other people (Sheppes et al., 2015). This includes the ability to recognize, understand, and manage emotions healthily and effectively. At a basic level, emotion regulation involves two main components: understanding the emotions of oneself and others, and the ability to manage emotional responses.

At the individual level, emotional regulation allows a person to face life's challenges better (Alfian, 2014). The ability to respond to stress, anxiety or anger in a healthy way can help prevent negative impacts on mental and physical well-being. This opens the door to improved quality of life and the ability to learn from experience. Socially, emotional regulation plays an important role in interactions between individuals (Josua et al., 2020). The ability to communicate effectively, handle other people's emotions, and manage conflict strengthens interpersonal relationships. This creates a healthy social environment, supports positive growth, and reduces the risk of interpersonal conflict.

The importance of emotional regulation is clear in the context that teenagers who have this skill tend to be better at overcoming learning challenges, maintaining focus, and interacting with their surroundings. Deep emotional education can provide a foundation for the development of early emotional regulation, providing children with skills that support their well-being throughout life (Brockman et al., 2017). Moreover, in a rapidly changing world, adaptability and psychological resilience are becoming increasingly important. Emotion regulation helps individuals remain stable amidst change and challenges, deal with failure, and grow from difficult experiences.

Table 1 List of causes and effects that influence emotional regulation in adolescents.

No	Writer	Subject	Antecedents	Outcomes	Types of emotional regulation
1	Claudia & Ancuța, <i>et.al.</i> (2020)	60 teenagers 13-16 years old	<i>Father gone abroad</i>		<i>Emotion development</i>
2	Samper <i>et al.</i> , (2021)	440 teenagers, aged (15-18 years)		Prosocial behavior	<i>Emotional instability</i>
3	Kati Vinter & Arro, (2021)	165 women	<i>Academic burnout</i>		<i>Cognitive emotion regulation strategies</i>
4	Shimin Zhu & Hamilton, (2020)	735 youth, aged 11–17 years, and 285 youth aged 10–19 years		<i>Cognition malleability</i>	<i>Emotion regulation</i>

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No	Writer	Subject	Antecedents	Outcomes	Types of emotional regulation
5	Chiang <i>et al.</i> , (2023)	191 teenagers	<i>Life satisfaction, parent and adolescent relationships</i>		<i>Emotion dysregulation</i>
6	Reff & Baschnagel, (2021)	225 students	<i>Negative affect</i>	<i>Positive affect</i>	<i>Emotional regulation</i>
7	Ricon & Dolev Cohen, (2023)	625 late teens (18-21 years)		<i>Moral judgment</i>	<i>Emotional regulation</i>
8	Shrivastava & Sharma, (2022)	32 teenagers, aged 15-18 years	<i>Parenting, parental care, parental control</i>	<i>self-injurious behavior, maladaptive schemas</i>	<i>Emotional regulation</i>
9	Zhensong Lan Kee Pau & Huang, (2022)	2573 teenagers		Social support	<i>Emotional regulation</i>
10	(Natalie Marie Lande Torvald F Ask & Sütterlin, 2023)	45 teenagers 17-18 years old	<i>Cognitive reappraisal, self-efficacy</i>		<i>Emotional regulation</i>
11	Verzeletti <i>et al.</i> , (2016)	633 teenagers, 14-16 years old	<i>Cognitive reappraisal and expressive suppression in adolescents.</i>		<i>Emotional regulation</i>
12	Jabeen, (2013)	194 teenagers 9	<i>Parenting styles</i>		<i>Emotional regulation</i>
13	Musembi <i>et al.</i> , (2022)	344 teenagers, middle school	<i>Father absence</i>		<i>Emotional adjustment</i>
14	Zahra <i>et al.</i> , (2023)	3 teenagers	<i>Fatherless</i>		<i>Emotional regulation</i>
15	Cherry & Gerstein, (2021)	Teenager	<i>Masculinity and fathering behavior</i>		<i>Emotion regulation, emotion socialization</i>

The systematic review carried out attempted to answer the research question, namely looking for causes and effects that can influence emotional regulation in adolescents. To answer the question, it can be seen from the table that 7 out of 15 journals state that

Emotional Regulation in Adolescence: A Systematic Review

emotional regulation is influenced by the role of parents. Apart from that, there are several other aspects such as cognitive abilities, moral judgment, and social support to improve emotional regulation. Taking into account research conducted in various countries, including our own, this is relevant to apply in Indonesia to improve emotional regulation in adolescents.

Emotion regulation in adolescents is the ability to recognize, understand, and manage emotions in a healthy and adaptive way. This is a very important process because teenagers often experience strong emotional fluctuations and have not yet fully developed coping skills. Likewise, parents' parenting style has a big influence on the development of children's emotional regulation. Parenting that is warm, responsive, and supports children's autonomy tends to facilitate better emotional regulation in children. On the other hand, parenting that is critical, rejecting, or overly controlling can hinder children's emotional regulation abilities (Morris et al., 2007). Positive relationships with peers provide opportunities for adolescents to practice and develop their emotion regulation skills. Positive social interactions with peers can help adolescents learn to manage emotions more effectively, while negative relationships or rejection from peers can lead to poor emotional regulation (Yunanto, 2019).

During adolescence, significant changes occur in brain structure and function, especially in areas associated with emotional regulation such as the prefrontal cortex and limbic system. This development influences how adolescents process and regulate their emotions. For example, increasing connectivity between the prefrontal cortex and the amygdala can improve emotional regulation abilities (Ahmed et al., 2015). Attachment styles formed during adolescence have a long-term impact on the way individuals regulate their emotions. Individuals with secure attachment tend to have better emotional regulation, while individuals with insecure attachment (avoidant or ambivalent) often experience difficulty in managing emotions effectively (Brumariu, 2015).

Better mental well-being in adolescents who are able to regulate individual emotions well tend to have higher mental well-being. Individuals may experience fewer symptoms of anxiety, depression, and stress (Harding et al., 2015). Higher academic achievement, teenagers who can regulate individual emotions well tend to be able to concentrate better at school and learn more effectively. This can lead to higher academic achievement (Gumora & Arsenio, 2002).

Effective emotion regulation in adolescents has a variety of positive outcomes that have a positive impact on their overall well-being. Some of the results that can be seen from good emotional regulation in teenagers include better adjustment abilities, good emotional regulation helps teenagers face challenges and changes better. Individuals become more flexible and can adapt to changing situations more smoothly (Behavior & Lindsey, 2021). Better physical health better mental well-being often has a positive impact on physical health. Adolescents who regulate individual emotions well tend to have lower stress levels, better sleep, and healthier eating patterns (DeSteno et al., 2013).

Positive self-improvement, good emotional regulation can help teenagers develop a strong sense of self-esteem and a positive perception of themselves. Individuals may be more confident in making decisions and pursuing individual goals (Nelis et al., 2011). Prevention of risky behavior, adolescents who have good emotional regulation tend to have lower levels of risky behavior, such as substance abuse, risky sexual behavior, or aggressive behavior (Shadur & Lejuez, 2015).

Emotional Regulation in Adolescence: A Systematic Review

The role of parents in adolescent emotional regulation is very important because adolescence is often characterized by significant physical, social and emotional changes. Providing Emotional Support, parents can be an important source of emotional support for teenagers. Listening attentively, understanding their feelings, and showing empathy can help teenagers overcome the emotional challenges of adolescence (Rifati, 2018). Teaching Emotion Regulation Skills, parents can guide teenagers in recognizing and managing their emotions. This involves teaching skills such as emotion recognition, expressing oneself healthily, and managing stress (Dybah, 2021).

Parents' role in helping teenagers' emotional regulation is very important to help them overcome emotional challenges that may arise during their development. Involving yourself in teenagers' lives, such as talking, playing, or doing activities together, can help strengthen the relationship between parents and children (Peter, 2015). It also provides an opportunity to share experiences and teach emotion regulation skills informally. By providing positive emotional support, facilitating the learning of emotion regulation skills, and creating a supportive environment, parents can play a critical role in helping adolescents overcome emotional challenges during adolescent development .

CONCLUSION

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. On an individual level, emotional regulation allows a person to better face life's challenges. The importance of emotional regulation is clear in the context of teenagers who have this skill tending to be better at overcoming learning challenges, maintaining focus, and interacting with their surroundings. 7 out of 15 journals stated that emotional regulation was influenced by the role of parents. The results of this systematic review show that the presence and support of parents plays an important role in the development of adolescents' emotional regulation abilities. Parents who are actively involved in educating their children about emotion recognition and emotion regulation strategies make a positive contribution to the emotional development of adolescents.

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Conflict of Interest

The author(s) declared no conflict of interest.

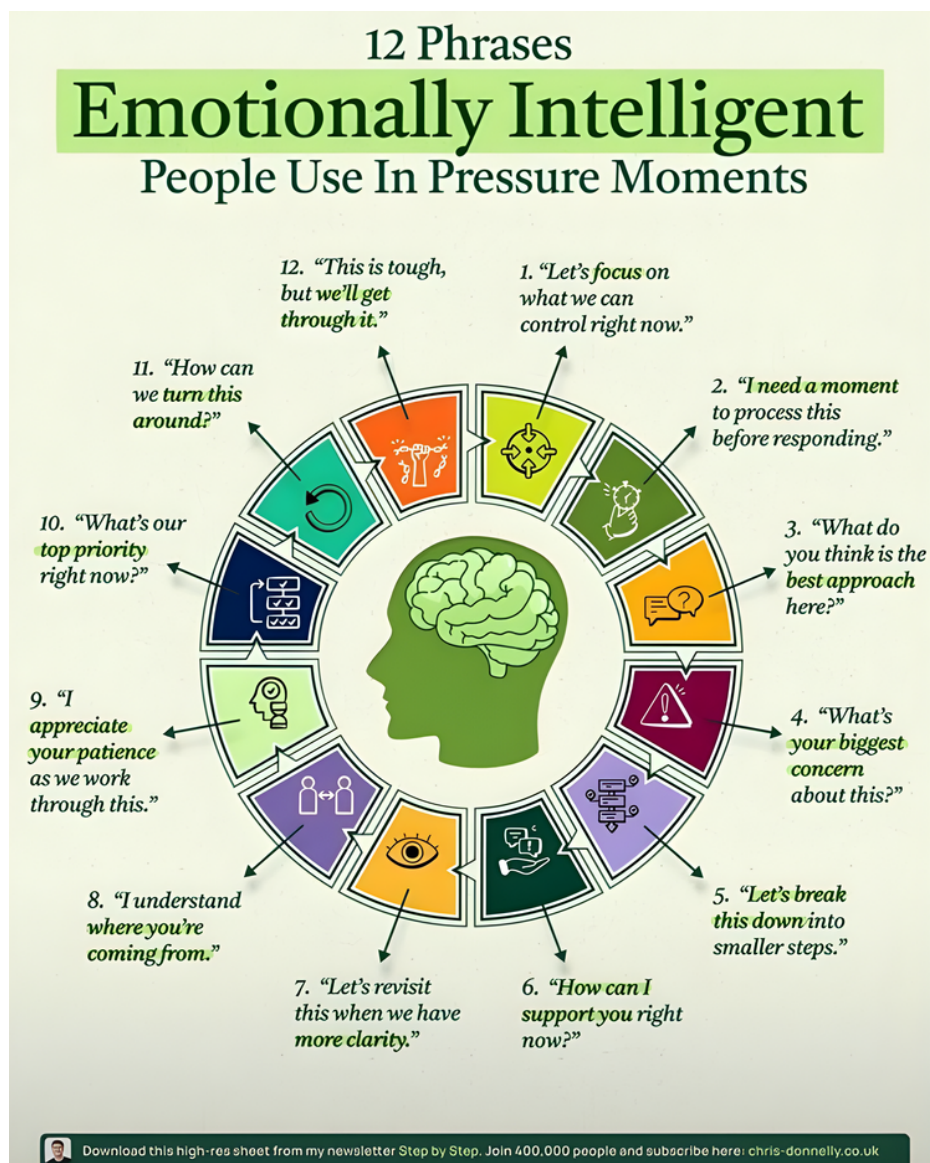
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Emotional Intelligence isn't Rocket Science.

Chris-Donnelly.co.uk
Step-by-step (newsletter)

What it is not:

- It's not thinking you're always right.
- It's not acting on the first impulse.
- It's not ignoring what others say.



What EI really means is:

- Knowing yourself completely.
- Understanding how others feel.
- Keeping your cool when things get tough.

90% of top performers have high emotional intelligence

(According to TalentSmart)

You can master your emotional intelligence if you:

🧠 Understand the 5 key components of EQ:

1. Self-awareness
2. Self - regulation
3. Motivation
4. Empathy
5. Social Skills

💡 Learn the benefits of having a high EQ:

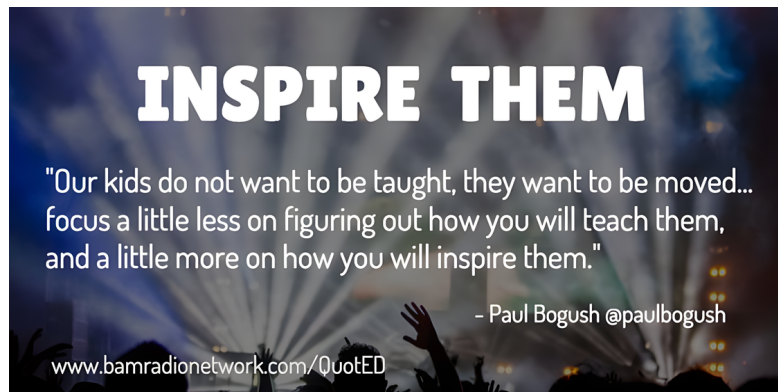
- Improved team synergy
- The ability to adapt better to change
- Navigating conflict with ease
- Become a strong leader
- Develop more as a person

And

✅ Grow through actionable tips:

- Reflecting daily
- Seek feedback
- Improve your listening
- Understand your emotions
- Learn more through courses online

It's a high-achieving skill everyone can learn and develop.



Book Recommendations

There are many books in the market on parenting and helping children manage their emotions. They speak about emotional regulation and on how to help children understand and regulate their emotions. There are as well several books on student engagement

Here are two which I have found giving good advice on helping children manage their emotions without preaching!

Stop Letting Everything Affect You By Daniel Chidiac



This is one for you as an adult! It brings out lessons that all of us need!!

1. One major lesson the author explains is that emotional chaos does not start from what people do to me, but from the meaning we attach to their actions. The book encourages one to separate events from interpretation, reminding us that peace comes when we learn to observe rather than immediately react.
2. Another lesson is the importance of reclaiming our power by controlling our focus. The author explained that whatever we consistently pay attention to, grows stronger. The mind is like a spotlight, and if we shine it on fear, fear expands, but if we shine it on clarity, our life begins to stabilize. This will shift how we respond to stress.
3. Overthinking is often our mind's attempt to protect us, but it ends up hurting us more. The mind creates endless scenarios because it is afraid of uncertainty, and the moment we accept that we cannot control everything, those anxious loops begin to loosen.
4. Self sabotage often comes from old wounds that have not been addressed. Many of the things we call "bad habits" are actually coping mechanisms built from past pain. Healing begins when we stop judging ourselves harshly and start recognizing the root causes.
5. He explains that boundaries are not about shutting people out, they are about protecting our mental wellbeing. If we allow everything and everyone to influence our emotions, we will keep losing our balance.
6. Inner stillness is a skill we must practice, not something that appears magically. The author shares simple ways to create emotional space, like pausing before

Book Recommendations

Emotions are visitors, not rulers, and if we wait, breathe, and let them pass, we make wiser choices. Patience with ourselves is one of the highest forms of maturity.

Dr Priti Sachdev

(Summary adapted from the review by “Book Nook”)

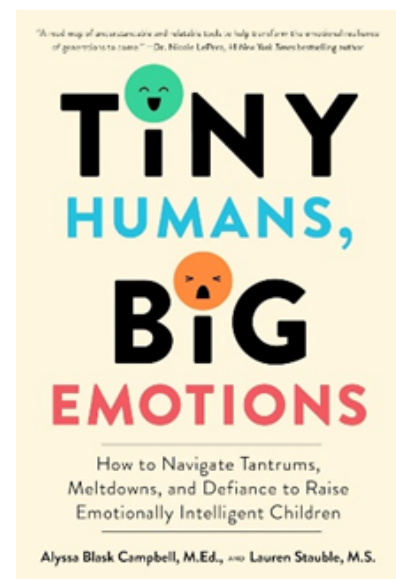
Tiny Humans, Big Emotions

By Alyssa B Campbell & Lauren E Stauble

The future is emotionally intelligent.

We're in the midst of a parenting revolution that is radically changing the way we raise our kids. Gone are the days of minimizing emotions: Don't cry. You're fine. Don't make a scene. As our understanding of developing brains has increased, today's parents are looking for a new way to help their children understand their feelings and learn to process them.

Emotional development experts Alyssa Blask Campbell, M.Ed. and Lauren Stauble M.S. are at the forefront of a movement to foster little ones' emotional intelligence. Their revolutionary Collaborative Emotion Processing (CEP) method has been a game changer for parents and educators, and now they are sharing it with readers in this indispensable guide.



Tiny Humans, Big Emotions provides the tools to tackle every sort of stressful child-rearing situation, including:

- What to do when your child throws a tantrum (it's not what you think!)
- Helpful scripts to handle any challenging moment like school refusal and bedtime resistance
- How to react when your child hits, punches, or bites
- Easy tips that help regulate your child's nervous system
- How to anticipate and end meltdowns before they even begin

Designed for all humans—tiny and big—this book shows caregivers of children how to handle their children's outbursts while empowering them to recognize and manage difficult feelings like anger, sadness, and shame, along with anxiety. All caregivers will find valuable insights and guidance in this book, especially those caring for children from infancy to age eight. **Tiny Humans, Big Emotions** equips adults with tools for emotional intelligence so they can respond with intention. This innovative, research-based approach teaches children self-regulation and empathy, even as it strengthens the parent-child relationship, setting the groundwork for a lifetime of emotional resilience and wellbeing.

This book is an essential, empathetic guide that will teach parents to notice their own habits and hold space for their tiny human's big emotions.

Review by Goodreads.com

References for Students & Teachers

Reading Material on Managing Emotions

For Adolescents:

1. <https://www.theotttoolbox.com/wp-content/uploads/2023/05/Self-Regulation-Workbook-for-Teens.pdf> useful for teens to work on themselves.
2. <https://www.choicespsychotherapy.net/wp-content/uploads/Emotion-Regulation-Handouts-and-Worksheets-NEWMANUAL.PDF> provides a worksheet for persons working on helping young people manage their emotions
3. <https://positivepsychology.com/teaching-emotional-intelligence/> talks about Emotional Intelligence and its impact on students
4. <https://positivepsychology.com/teaching-emotional-intelligence/> provides several positive psychology tools for teachers for free

For Younger Children

1. A Little SPOT of Emotion – 8 book set (Anger Anxiety, Peacefulness, Happiness, Sadness, Confidence, Love, Scribble Emotion) – by Diane Alber, July 2021
2. My Magical Choices: Teach Kids to Choose a Great Day– by Becky Cummings
3. The Colour Monster: A Story about Feelings -by Anna Llenas 2018
4. The Boy with Big, Big feelings: Britney Winn Lee 2019
5. Train Your Angry Dragon – Steve Herman 2018

For Adults

1. <https://raisingchildren.net.au/preschoolers/development/preschoolers-social-emotional-development/understanding-managing-emotions-children-teenagers>

The article dwells on 3 important areas -

- Understanding and managing emotions is important for development and wellbeing in children and teenagers.
- Recognising and naming emotions helps children understand emotions. This lays the groundwork for managing emotions.
- Children and teenagers sometimes need help with their emotional skills.

2. <https://www.apa.org/topics/parenting/emotion-regulation> The article gives a wide variety of approaches that can be used to help kids understand and manage their emotions

3. <https://www.bbc.co.uk/tiny-happy-people/articles/zc4fsk7> How to help Children understand their feelings

4. <https://choicespsychotherapy.net/wp-content/uploads/Emotion-Regulation-Handouts-and-WorksheetsNEWMANUAL.pdf> A series of handouts which teachers can use to help children understand and regulate their emotional responses.

5. **Emotional Intelligence, Why It Can Matter More than IQ by Daniel Coleman (1995)** – A seminal book on the idea of Emotional Intelligence and the role it plays in our lives. Dr Goleman explains how EQ or emotional quotient plays a much more important role than even IQ, in our success in life. The book is available for free in PDF and in Audio format on the internet. Subsequently several more books on EQ and related issues by him, have been published.

References for Students & Teachers

6. [Student Engagement, Evidence based Strategies to Boost Academic and Social Emotional Results](#) by Cheryl Abila & Brittany Fraumeni (2019) As the title indicates the short book available for free as a PDF download describes researched strategies that have worked in boosting academic performance as well as social emotional adaptation of pre-teens and teen students. <https://files.eric.ed.gov/fulltext/ED600576.pdf>
7. <https://primeview.co/how-to-improve-student-engagement-in-the-classroom/> Provides several strategies to keep students engaged in the learning process
-



1. Congratulations Dr David Turner at the launch of your You Tube channel

"Over the years, while I have been teaching, I have frequently found it useful to use videos that I have found on the Internet. I do not always agree with the messages that those videos give, and I never agree with everything that they say. But I have learned two important things. First, there are lots of excellent resources available for free on the Internet. And second, it is really annoying if teaching materials are interrupted by adverts. So, now that I have retired, I thought it would be a good idea to put some ideas back into the pool that I have so happily taken resources from over the years.

In that spirit, I offer you the contents of my YouTube channel:

<https://www.youtube.com/@DavidTurner-f7q3j>

I do not mean any criticism of the excellent materials that are already on the Internet, including some Ted Talks, university lectures and free on-line courses. They are great, even if they are hidden among heaps of less valuable material. And I do not expect anybody to agree with all of my opinions, or indeed any of them. But some of my former students say that they are useful as starting points for class discussions of educational research. And, at the very least, there are no adverts in them.

Most of the videos are about 20 minutes long each. I am adding a new one each week on a Friday. And I will continue doing that as long as I am able. But as the Welcome video makes clear, one of the reasons for having the channel is to promote links among like-minded people. So if you want to suggest an improvement, or a topic that might be covered, do not hesitate to contact me: david.turner@southwales.ac.uk"

Friends, do check out this you tube channel, especially if you are interested in Research in Education!

2. WEF Memorial Lecture 2025

The WEF Memorial Lecture was delivered on Thursday, 24 July 2025, at the annual KIE/WEF Conference in Italy this year. It was delivered by Dr Gertrude Shotte of Middlesex University, United Kingdom. The title was, **"Fathoming Transition in Educational Spaces: Changes, Challenges and Compromise"**.

The transcript of the lecture is awaited and will be shared as available.

3. Invitation from New Era in Education, the international journal of the World Education Fellowship

Dear Colleagues,

Following the successful publication of our August issue (Volume 106, Issue 2), we are now inviting submissions for the upcoming **next issue** of **New Era in Education**.

We welcome original contributions that advance thinking and practice in education.

Submissions may include **research articles, conceptual papers, thought pieces, review**

articles or **book reviews**. Full submission guidelines are available [here](#).

We particularly encourage **early career researchers** to submit their work. Our editorial board is committed to offering constructive feedback and developmental support throughout the review process.

Please contact the editor for deadline and further details

Submit to: the editor at: neweraeditor@ijkie.org, cc: oj08@hotmail.com

For past issues, visit the journal's [homepage](#).

Best regards

Prof James Ogunleye

Editor, New Era in Education

4. DO LOOK OUT FOR OUR INVITATION TO CONTRIBUTE TO OUR NEXT NEWSLETTER, It should be in your inbox in February 2026

5. WEF Indian Section Proposes to have its annual Teacher Demo Programme by the end of April 2026.

At this programme we invite innovative and enthusiastic teachers to demonstrate their expertise in short demo lessons which carry of course a certificate of participation, AND cash prizes as well. The final details will be shared with all members and Principals of schools through a separate invitation circular.

We look forward to lots of interesting strategies and your participation will make it special!

Do look out for the circular in January 2026

6. WEF Membership

As always, **membership is open** to all interested in education and membership is **FREE**. All you need to do is to click below and complete the registration form.

Membership entitles you to receiving our newsletters and invitations to all our programmes.

[Click here to join](#)