

How Strengthening Emotional Intelligence in Children helps in Holistic Development

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Abstract

A holistic approach considers the physical, personal, social, emotional, and spiritual well-being of children, as well as cognitive aspects of learning. Even if an educator plans or assesses with a focus on a specific outcome or component of learning, children's learning can be seen as integrated and interconnected. Educators must recognise the connections between children, families, and communities, as well as the value of reciprocal relationships and partnerships in the learning process. Learning should be viewed as a communal activity. As a result, collaborative learning is essential, as is community participation. Connections to the natural world are also emphasised in an integrated, holistic approach to teaching and learning. Educators should help children understand and respect the natural environment, as well as the interdependence of people, plants, animals, and the land (DEEWR, 2009). Emotions are complex states of feeling that cause physical and psychological changes that influence thought and behaviour. The further we travel into the future, the more important it becomes to learn how to master human emotion. After all, the vast majority of us are unable to escape our emotions. More importantly, neither can our surroundings. Emotions have toppled regimes, started wars, initiated mass restoration, and left an indelible mark on the history of humanity as we know it, in addition to your own complex feelings and behavioural states. When you think about it this way, it seems more pressing to master. The world cannot be run solely on IQ; holistic, optimal development necessitates a focus on emotional intelligence as well. Developing emotional intelligence allows us to effectively manage emotions and avoid being derailed, for example, by an outburst of rage. Children with higher emotional intelligence can pay attention better, are more engaged in school, have more positive relationships, and are more empathic. This paper discusses the importance of emotional intelligence in bringing holistic development.

Keywords: *Emotional Intelligence, Holistic Development, Emotional Literacy*

Introduction

EI has been broadly defined as a set of abilities related to recognising, comprehending, expressing, and managing emotions in oneself and others (Keefer et al., 2013). EI theory suggests that being highly skilled and feeling self-control over one's own motivation, behaviour, and social environment should enhance problem solving and goal achievement. EI has generated consistent empirical support for its positive relationship with well-being, occupational success, academic achievement, and health outcomes over the last two decades (Keefer et al., 2013; Malouff et al., 2014; O'Boyle et al., 2011; Perera & DiGiacomo, 2013). A person with a higher EQ can communicate more effectively, handle pressure more effectively, resolve conflicts, improve relationships, empathise with others, and overcome life's challenges more easily. Your EQ has a significant impact on the quality of your life with fruitful behavior and relationship. The way children handle and manage situations determines their success path because it directly influences the various choices they make. A person with a higher EQ will see many options that we might not have considered or thought of otherwise. Students with higher levels of emotional intelligence can better manage their emotions and be more empathetic to those around them. This will assist them in developing self-motivation and more effective skills, both of which are required for students to become more confident learners. Students who lack emotional

intelligence, on the other hand, may become disengaged from school, negatively impacting their academic performance.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence involves:

- **Emotional Literacy:** Helps the students in effective recognition of different feelings and their impact on others.
- **Managing Emotions:** The students become much more diligent in controlling their emotions efficiently.
- **Developing Empathy:** The kids with higher EQ learn to get more empathetic towards others; majorly their peers. Later this helps in understanding and sharing the feelings of others.
- **Intrinsic Motivation:** Pushing yourself to meet the goal you haven't seen.

The ability of a child to identify, evaluate, control, and express his or her emotions is referred to as emotional intelligence. Children with a high level of emotional intelligence use their feelings to identify and solve problems, communicate with others, and make decisions. Students who have higher levels of emotional intelligence can better manage themselves and interact with others. Furthermore, it assists them in developing improved self-motivation, more effective communication skills, and other essential skills that help students become more confident learners. Students who lack emotional intelligence, on the other hand, are often disengaged from school and perform poorly in the classroom. According to an American Psychological Association report, students with higher EQ levels achieve higher grades and test scores than those with lower EQ levels. The current educational system places a greater emphasis on students developing a higher Emotional Quotient as well as increasing their IQ. The government's NEP 2020 focuses primarily on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation among students beginning in preschool. Ann Thomas, an educator and institutional strategist, discusses how it can be further nurtured to create a society of empathetic innovators.

"In order to raise empathizers or more aware children, I believe the first step is for parents to become more aware and emotionally intelligent. We must understand that every response for the child, every intelligent choice that the child makes, can be taught to them simply by my presence and nurturing. It is our responsibility as educators to prepare the child to be able. So, a teacher must truly connect with the student, be able to understand and identify the child's motivators, and nurture the child based on these motivators." Ann Thomas, Educator and Institutional Strategist, agrees."

Emotional intelligence is critical for ensuring holistic learning in children. A person with a higher EQ will see many options that we might not have considered or thought of otherwise. Furthermore, students with higher EQ can better control their emotions and be empathetic to those around them.

HOLISTIC DEVELOPMENT

Assume you are constructing a house. You create detailed plans for the study, specifying the size of the room, the location of the desk, and the size of the windows. You leave the rest of the house up to the architects. When the house is finished, the study will be fantastic, but the other rooms will be far less useful. While they function adequately, they are disconnected from the study you so carefully designed. Because you only focused on one room, the house does not feel like a home. It lacks the harmony you desired. Similarly, when we approach a child's education solely through academic abilities, that child does not develop the full set of skills required. They can read and write, but what about expressing emotions and caring for their bodies? To some extent, such abilities develop naturally. However, children will not reach their full potential unless they receive an education that addresses all aspects of holistic development.

Simply put, holistic development refers to a person's social, emotional, physical, mental, and intellectual growth. Taking a holistic approach to education entails focusing on all aspects of a child's development, not just academic progress. Above all, it is about determining the child's overall well-being. Learning is impossible without happiness. Consider how your head would hurt if you had to learn about history. Or if you were tired but needed to find the square root of 529. Are you willing to learn? Most likely not. Children are no exception. They must feel healthy, safe, and cared for in order to learn effectively.

The Processes of Holistic Development

Holistic development encompasses three processes: biological, cognitive and social-emotional.

The biological process involves physical changes such as brain development, physical growth, and weight gain. It is the physical transformation of small people from children to adults. Thinking, intelligence, and language skills are all part of the cognitive process. It is the process by which society's youngest members intellectually progress from simple to complex ways of thinking. Personality, emotions, and interpersonal connections all contribute to the social-emotional process. It is the process by which an individual's behaviour progresses from childish to mature. The three processes interact and influence one another, and none are mutually exclusive. A child, for example, responds to their parent's loving touch by feeling the sensation (biological), comprehending the intention (cognitive), and reacting positively (social-emotional).

EMOTIONAL AND SOCIAL DEVELOPMENT

In their first five years, children grow and develop rapidly in all four areas of development. These are motor (physical), communication and language, cognitive, social and emotional, and social and emotional.

Social and emotional development refers to how children learn about themselves, what they are feeling, and what to expect when interacting with others. It is the growth of the ability to:

- Form and maintain positive relationships.
- Feel, manage, and express emotions.
- Investigate and interact with the environment.

It is critical to promote positive social and emotional development. This growth influences a child's self-esteem, empathy, ability to form meaningful and lasting friendships and partnerships, and sense of importance and value to those around him/her. All other areas of development are influenced by children's social and emotional development. Because they provide the most consistent relationships for their child, parents and caregivers play the most important role in social/emotional development. Children learn about relationships and emotions through predictable interactions with family members, teachers, and other adults.

Depending on your child's age, it is critical that you engage in quality interactions like these on a daily basis to nurture his or her social and emotional development:

Be affectionate and nurturing with your baby, toddler, and child: hold, comfort, talk, and sing to them.

- Playing games like "peek-a-boo" can help your baby experience joy in "give-and-take" relationships.
- Give your toddler responsive care, allowing them to practise new skills while still providing hands-on assistance.
- Encourage your child's development; assist him/her, but don't do everything for him/her, even if it takes longer or is more messy.

- Teach social and emotional skills like taking turns, listening, and conflict resolution.

Children grow and develop rapidly in all four areas of development during their first five years. Motor (physical), communication and language, cognitive, social and emotional, and social and emotional are the categories. Social and emotional development refers to how children learn about themselves, what they are feeling, and what to expect when interacting with others. It is the growth of the ability to:

- Form and maintain positive relationships;
- Experience, manage, and express emotions; and
- Explore and engage with the environment.

Promoting positive social and emotional development is critical. This development has an impact on a child's self-esteem, empathy, ability to form meaningful and long-term friendships and partnerships, and sense of importance and value to those around him/her. The social and emotional development of children has an impact on all other areas. The degree to which emotional functioning serves the individual's adaptive and self-efficacious goals is a productive way to look at it. Emotional competence³ has been defined as a set of affect-oriented behavioural, cognitive, and regulatory skills that develop over time as a person grows in a social context. Individual factors such as cognitive development and temperament do influence emotional competency development. However, past social experience and learning, including an individual's relationship history, as well as the system of beliefs and values in which the person lives, influence emotional competence skills. As a result of the combined influence of our cognitive developmental structures and our social exposure to emotion discourse, we actively create our emotional experience. We learn what it means to feel something and act on it through this process. Social competence abilities:

1. Awareness of one's emotional state, including the possibility of experiencing multiple emotions, and, at higher levels of maturity, awareness that one may not be consciously aware of one's feelings due to unconscious dynamics or selective inattention.
2. Ability to discern and understand the emotions of others based on situational and expressive cues that have some degree of agreement as to their emotional meaning.
3. Ability to use emotion and expression vocabulary in terms commonly available in one's subculture, and at more mature levels, to acquire cultural scripts that link emotion with social roles.
4. Empathic and sympathetic involvement in the emotional experiences of others.
5. Ability to recognise that one's inner emotional state does not have to correspond to outer expression, both in oneself and in others, and at more mature levels, the ability to recognise that one's emotional-expressive behaviour may have an impact on another and to account for this in one's self-presentation strategies.
6. Capacity to cope with aversive or distressing emotions adaptively by employing self-regulatory strategies that reduce the intensity or duration of such emotional states (e.g., "stress hardness").
7. Recognition that the structure or nature of relationships is defined in part by both the degree of emotional immediacy or genuineness of expressive display and the degree of reciprocity or symmetry within the relationship; for example, mature intimacy is defined in part by mutual or reciprocal sharing of genuine emotions, whereas a parent-child relationship is defined in part by mutual or reciprocal sharing of genuine emotions.

8. Capacity for emotional self-efficacy: The individual views her- or himself as feeling, overall, the way he or she wants to feel. That is, emotional self-efficacy means that one accepts one's emotional experience, whether unique and eccentric or culturally conventional, and this acceptance is in alignment with the individual's beliefs about what constitutes desirable emotional "balance." In essence, one is living in accord with one's personal theory of emotion when one demonstrates emotional self-efficacy that is integrated with one's moral sense.

The attachment relationship with caregivers is the starting point for a child's emotional life. If the caregivers consistently meet the infant's needs, the infant learns that the world is a safe place and that others are trustworthy and responsive. The infant's attachment to the caregiver is then secure. The caregiver-child relationship lays the groundwork for the development of emotional skills as well as the foundation for future social relationships. A safe attachment frees the child to explore the world and interact with peers. The child's developing ability to self-regulate is aided by affirmation that the world is responsive, predictable, and reliable. Denham and her colleagues⁴ discovered a positive relationship between security and preschoolers in a study of preschoolers. Furthermore, security of attachment to both mother and teacher related positively to emotion understanding and regulated anger.

A child who perceives the world as unpredictable, unresponsive, and/or hostile must expend enormous energy self-managing emotional arousal. Insecure attachment is linked to emotional and social incompetence, particularly in the areas of emotion understanding and regulated anger.⁴ Additionally, perceptions of an indifferent or hostile social world influence subsequent emotional responses and interpersonal behaviour. A child who has been abused, for example, may develop primary emotional responses such as anxiety or fear.⁵ As a means of self-protection, the child may exhibit aggressive or submissive behaviours, which may place the child at risk for future status as a bully or victim. Maltreatment-related cognitive-affective structures may promote emotional constriction or unusual emotional responsiveness, interfering with treatment. The development of emotional competence skills is a process in which a specific skill manifests differently at different ages. Emotion knowledge is more concrete in young children, with a greater emphasis on observable factors. Young children's emotion expression and regulation are less developed, necessitating more social support and reinforcement. Elementary school students improve their ability to self-report emotions and use words to explain emotion-related situations. As children grow older, their inferences about how others feel incorporate not only situational information, but also prior experiences and history. Older children can also understand and express more complex emotions like pride, shame, or embarrassment. Identity, moral character, and the combined effects of adolescence. By adolescence, issues of identity, moral character and the combined effects of aspiration and opportunity are more explicitly acknowledged as significant by youth. Emotional competence skills do not develop in isolation, and their progression is inextricably linked to cognitive development. Insight into others' emotions, for example, grows in tandem with increasing awareness of one's own emotional experience, the ability to empathise, and the capacity to understand the causes of emotions and their behavioural consequences. Furthermore, as children learn about how and why people act the way they do, they improve their ability to infer what is going on emotionally for themselves.

Emotional Competence and Positive Development

Competent children and youth do not live problem-free lives, but they do have both individual and environmental assets that help them cope with a wide range of life events. Emotional competence skills are one set of resources that young people bring to life's many challenges. As with other domains of development, mastery of early emotional development skills, such as affective regulation, influences a child's ability to navigate future developmental challenges.

CONCLUSION

Emotional competence strengths can help children and adolescents cope effectively in specific situations while also promoting characteristics associated with positive developmental outcomes, such as feelings of self-efficacy, prosocial behaviour, and supportive relationships with family and peers. Furthermore, emotional competence acts as a protective factor, lessening the impact of a variety of risk factors.

Individual attributes that may have a protective effect have been identified by research, and several of them reflect core elements of emotional competence, such as skills related to reading interpersonal cues, solving problems, executing goal-oriented behaviour in interpersonal situations, and considering behavioural options from both an instrumental and an affective standpoint

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