

Emotional Dominance

Emotional dominance is usually in babyhood.

One of the most important variables in emotional responses is dominance of pleasant and unpleasant emotions.

Some babies experience many more pleasant emotions than unpleasant emotions while, there is also a reverse condition ~~seen~~ for others.

It usually depends on physical and environmental condition of the baby.

For example, babies who cry from anger or fear more often than they smile or show other pleasant emotions may be sickly or they may live in an environment where they are neglected or treated very badly.

By contrast, babies whose dominant emotions are pleasant may be in a better health condition or they may live in an environment

that stimulates pleasant emotions and in which they are protected from stimuli which would normally give them rise to unpleasant emotion such as fear and anger.

At all ages a dominance of the pleasant emotions is a guarantee to a better adjustment than a dominance of unpleasant emotions.

At no age is this more true than during babyhood.

Babies who experience a dominance of pleasant emotions are laying the foundation for good personal and social adjustment and patterns of behaviour that will lead to happiness.

Heightened Emotionality

It means a frequency and intensity of emotional experience beyond what is normal.

In judging heightened emotionality in a child, one must consider the normal pattern of emotionality for that particular child.

Any emotion ~~is~~ may be experienced more frequently or more intensely at some times than at others.

When the happy emotion predominates the person is said to be in a state of euphoria - a sense of well being ~~of~~ and ~~to~~ buoyance.

When the most frequent and intense emotions are unpleasant ~~then~~ whether they be angry, fear, sad, jealous or envy, the person is said to be in the ~~state~~ state of disequilibrium, feeling grumpy, disagreement and out of sorts.

When there is no heightened emotional state the person is calm - the person is in the state of equilibrium.

All children experience euphoria, ~~at~~ equilibrium and disequilibrium what portion of time will be characterised by each varies from child to child, time to time.

Conditions contributing to heightened emotionality.

- physical, psychological and environment
Frequently more than one condition is operative.

For example → fallen marks in school
nervousness.

↓ Interferes
eating & sleeping
↳ the more hungry & tired the child is more emotionally will it react to any situation.

This is a vicious cycle which have all psychological, physical & environmental factors contributes in heightened emotionality.

① Physical conditions

homeostasis is upset, owing to fatigue, poor health or developmental changes lead to heightened emotionally

- * Poor health: poor digestion, diseases due to malnutrition
- * Irritating conditions like hives
- * Chronic disturbances like asthma or diabetes
- * Hormonal changes during puberty and adolescences

② Psychological conditions

imp. psychological influences include

- * level of aspiration - Repeated failure leads to more or less constant state of anxiety

- * Poor intellectual disability leads to poor emotional control as compared to good ones at same age
- * The after affects of frightened experience.

③ Environmental conditions.

constant tension, over crowded ^{scheduled} situations and too many ^{excited} experiences stimulate the child.

- * Tension caused by constant kicking and ~~kick~~ quarrelling

↳ excess number of restraints as an authoritarian discipline

* Parental attitude is overanxious and overprotectiveness

* An authoritarian atmosphere at school. Overdemanding teacher or a class assignment ill-suited for their abilities will antagonize children.