

EMOTIONAL INTELLIGENCE IN CHILDREN

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Abstract

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills, inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills. Emotions are an intrinsic part of our biological makeup and every morning they march into the office with us and influence our behavior. In this paper, we discuss the emotional intelligence of children about how they deal with learning and thinking differences.

Key words : Emotional Intelligence, Empathy, Self awareness, Self control, Social awareness.

Introduction

The Intelligence Quotient, or IQ, is a score derived from one of several different standardized tests to measure intelligence. In the research of IQ, or conventional intelligence, many people says that it is too narrow and some people are academically intellectual and when psychologists began to analyze intelligence they focused on cognitive aspects such as memory power and problem solving. We know that success

does not involves for those who possess a high IQ rate[2]. But emotional intelligence, often measured as an Emotional Intelligence Quotient, or EQ, is more and more relevant to important work-related outcomes such as individual performance, organizational productivity, and developing people because its principles provide a new way to understand and assess the behaviors, management styles, attitudes, interpersonal skills, and potential of people. It is an increasingly important consideration in human resource planning, job profiling, recruitment interviewing and selection, learning and development, and client relations and customer service, among others.

Emotional Intelligence

Emotional intelligence expresses the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high emotional intelligence know themselves very well and are also able to sense the emotions of others. They have the following qualities like affable resilient, and optimistic. The emotional intelligence is a relatively recent behavioral model: it was not until the publication of Emotional Intelligence: Why It Can Matter More Than IQ by Goleman (1995) .As early as 1920, Robert Thorndike used the term "social intelligence" to describe the skill of understanding and managing other people.

In the 1940s, David Wechsler defined intelligence as the aggregate or global capacity of the individual to act purposefully, think rationally, and deal effectively with his (or her) environment. In 1943, he submitted that non intellectual abilities are essential for predicting one's ability to succeed in life. Later, in 1983, Howard Gardner wrote about multiple intelligences and proposed that intrapersonal and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests[1].

Emotional intelligence draws from branches of behavioral, emotional, and communications theories. (But he is by no means the only researcher: the most distant roots of emotional intelligence can be traced to Charles Darwin's early work on the importance of emotional expression for survival and adaptation.) Wayne Leon Payne is credited with first using the term "emotional intelligence" in 1985. Soon after, in 1990, John Mayer and Peter Salovey described that as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions in 1997, their four branch model defined emotional intelligence as involving **Self-Awareness**

- ❖ Emotional awareness: Recognizing one's emotions and their effects.
- ❖ Accurate self-assessment: Knowing one's strengths and limits.
- ❖ Self-confidence: Sureness about one's self-worth and capabilities.

the abilities to perceive, accurately, emotions in oneself and others; use emotions to facilitate thinking; understand the meaning of emotions; and manage emotions. They also tried to develop a way to scientifically measure differences between people's abilities in the area of emotions[1]. Goleman (2006) published Social Intelligence: The New Science of Social Relationships to illuminate theories about attachment, bonding, and the making and remaking of memory as he examined how our brains are wired for altruism, compassion, concern, and rapport. He added that good relationships nourish us and support our health, while toxic relationships can poison us. He proposed that social intelligence is made up of social awareness and social facility.

Models of Emotional Intelligence

Every individuals have different personalities, wants, needs, and ways of showing their emotions [1]. In the most generic framework, five domains of emotional intelligence cover together personal and social competences.

Self-Regulation

- ❖ Self-control: Managing disruptive emotions and impulses
- ❖ Trustworthiness: Maintaining standards of honesty and integrity.
- ❖ Conscientiousness: Taking responsibility for personal performance.

- ❖ Adaptability: Flexibility in handling change.
- ❖ Innovativeness: Being comfortable with and open to novel ideas and new information

Self-Motivation

- ❖ Achievement drive: Striving to improve or meet a standard of excellence.
- ❖ Commitment: Aligning with the goals of the group or organization.
- ❖ Initiative: Readiness to act on opportunities.
- ❖ Optimism: Persistence in pursuing goals despite obstacles and setbacks.

Social Awareness

- ❖ Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.
- ❖ Service orientation: Anticipating, recognizing, and meeting customers' needs.
- ❖ Developing others: Sensing what others need in order to develop, and bolstering their abilities.
- ❖ Leveraging diversity: Cultivating opportunities through diverse people.
- ❖ Political awareness: Reading a group's emotional currents and power relationships.

Social Skills

- ❖ Influence: Wielding effective tactics for persuasion.
- ❖ Communication: Sending clear and convincing messages.

- ❖ Leadership: Inspiring and guiding groups and people.
- ❖ Change catalyst: Initiating or managing change.
- ❖ Conflict management: Negotiating and resolving disagreements.
- ❖ Building bonds: Nurturing instrumental relationships.
- ❖ Collaboration and cooperation: Working with others toward shared goals.
- ❖ Team capabilities: Creating group synergy in pursuing collective goals.

Benefits of Emotional Intelligence:

By developing emotional intelligence individuals can become more productive and successful at what they do, and also help others become more productive and successful. The outcomes of emotional intelligence development also contain many elements known to stress free and therefore organizations by monitoring [1] conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.

Emotional Intelligence in School Children:

Several studies point to just how skills are associated with emotional and self-regulation competencies emerge in children (e.g., Denham 1986; Murray et al. 2015). A child initially communicates through

expressions of emotion, followed by rapid development of the ability to experience and express different emotions, as well as managing and coping with a variety of emotions (National Scientific Council on the Developing Child 2004, 2007a, b). This development is influenced by a primary caregiver through a process known as “co-regulation,” in which parents or other care giving adults facilitate a child’s ability to understand, express, and modulate their thoughts, behaviors, and feelings through support, coaching, and modeling in warm, responsive interactions (Schore 2003; for information regarding a short-term, attachment-based model of play therapy that draws on some related literature, the reader is referred to Munns 2015)[7].

From the above review of literature it appears that although there are many studies on emotional intelligence and its various correlates, but studies on emotional intelligence with respect to socio demographic variables like income, education and occupation of the parents, structure and locality of the family etc. is very much lacking in the existing literature. Hence, in this study an attempt has been made to find whether there is any association between emotional intelligence and various socio demographic variables.

Methodology

Sample: The study was conducted on rural/urban equated sample of 200 primary school children of class IV, from four schools (from both the shifts - Morning/ Evening) of Municipal Corporation of Delhi[2].

Sampling Technique: The Municipal Corporation zone (Shahdara south) of Delhi

was purposively selected. The schools as well as students were identified through random selection[2].

Measures taken :

- Multifactor emotional intelligence (MEIS)- Indian Version: This scale is an Indian adaptation of Multifactor Emotional Intelligence Scale (MEIS) developed by Mayer & Salovey (1997), which comprises of four sub-factors namely identification, assimilation (using), understanding and regulation (managing) of emotions. This scale has 31 stimuli and 141 items with correlation between consensus & experts is, $r=0.45$ $p<0.01$, whereas high correlation were found between the experts ($r=0.45$ $p<0.01$)[2].

- Socio-demographic questionnaire: Socio-demographic variables like education, occupation and economic status of parents, nature of job, whereas age, type of family and locality (rural/urban) of the students etc. were recorded with the help of a structured questionnaire[2].

Actions:

- Initially a written permission from the Director, Municipal Corporation of Delhi (MCD) was obtained. This information was circulated by the Director’s office to the District Education Officer and Head Masters/Head Mistress of the concerned schools. It was ensured that only willing students would be included in the study. Besides this, it was also informed that if any student was not interested in continuing the study, he/she was permitted to discontinue.

- 100 children (50 boys, 50 girls) were taken from 2 rural schools and 100 (50 boys and 50 girls) children were selected from two urban schools.
- The total selected students were divided into groups, having 6 students in one group. At first adequate rapport was established with the students taking the help of class teacher. There after information on both instruments (Socio-demographic questionnaire & MEIS- Indian version) was collected by administering these two instruments. Care was taken in explaining and simplifying the items in case any difficulty was faced by the child during the process of assessment.
- Students were also allowed to take short breaks during assessment whenever necessary, except for the period when they were required to complete expressive attention test[2].

Statistical analysis

- A statistical analysis was made on each student and their responses of MEIS was attained according to its agreement with the proportion of the participant's who countersign the same alternative. [2]For example, if 60% of the participant group reported that anger was somewhat present ("4" on the scale) then a participant who chose "4" would received maximum rating i.e. 5 . Rest of the options were also rated accordingly as 1, 2, 3 etc., based on percentage of response of the option. The score for each component, i.e. identification, assimilation, understanding and regulation of emotions were calculated by summing the total scores on each stimuli of that component. The summation of each

component score provided the overall emotional intelligence score.

CONCLUSION:

The overall emotional intelligence discloses that emotional intelligence and its components correlate with emotional states in this study. The steps have to be taken to improve psychological factors so that it helps the children in many ways. Rural population is also better at understanding the components of emotional intelligence. Children with fathers who are unskilled workers are better at learning of emotion components whereas functionally illiterate mothers seem to have bearing on the understanding emotional intelligence.

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