COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE ON CHILDREN FROM INTACT AND NON-INTACT FAMILIES

ANSHI SAXENA, DR. SAKSHI MEHROTRA

Abstract: Emotional intelligence can be thought of as a set of skills that help learners to be successful in school, at work and in relationships. As a consequence of this, they are more likely have robust self-esteem and be better placed to cope with disappointments and setbacks. Through this study, it was found that the emotional health and academic success was differently developed in both samples from mother-led homes and father-led homes. Contradictory to assumption that mothers are usually considered more sensitive and nurturer parent equipped emotionally to handle raising children alone, present research suggested that adolescents living with their fathers had greater emotional intelligence, mental well-being, self-esteem, and academic achievement than adolescents living with their mothers because single fathers tend to have higher incomes so could have access to better housing, schools, and child-care options. In addition, adolescents in mother-led homes generally have stronger peer relationship than adolescents in father-led homes. Because it was found that mothers when are perceived more involved, and provide greater warmth, can develop the social skills in adolescents. Fathers, however, contributed to their adolescents' emotional development by providing autonomy. The review presented here in attempts to collate this limited body of work and create a foundation for carrying out a secondary research in this area.

Keywords: Emotional Intelligence, well-being, self-esteem, achievements

Introduction and Review of Literature: The ability to express and control our own emotions is important, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where you couldn't understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ. Learn more about exactly what emotional intelligence is, how it works, and how it is measured. For most people, emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important.

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'. Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

Emotional Intelligence links strongly with concepts of love and spirituality: bringing compassion and humanity to work, and also to 'Multiple Intelligence' theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value.

The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We've all met people who are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

Therefore, each one of us must develop the mature emotional intelligence skills required to better

understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers. "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them," says Howard Gardner, the influential Harvard theorist. Given that emotional intelligence is so popular in corporate America, and given that the concept is a psychological one, it is important for I/O psychologists to understand what it really means and to be aware of the research and theory on which it is based. So in my presentation today, I'd like to briefly lay out the history of the concept as an area of research and describe how it has come to be defined and measured. I also will refer to some of the research linking emotional intelligence with important work-related outcomes such as individual performance and organizational productivity.

(2014) Bambadeand Saloviita gave the Scholastic success of Nigerian children coming from polygamous (n = 50) and monogamous families (n = 156) was compared. No differences between the two groups were observed across background variables of demographics, parental education and occupation, or family support for schooling. There were no differences in the Junior Secondary School Entrance Exam scores between the groups. However, children from polygamous families reported more difficulties in mathematics and English than their counterparts from monogamous families.

(2014) Barbey et.al. Studied the Cognitive neuroscience that has made considerable progress in understanding the neural architecture of human intelligence, identifying a broadly distributed network of frontal and parietal regions that support goal-directed, intelligent behavior. However, the contributions of this network to social and emotional aspects of intellectual function remain to be well characterized. Here we investigated the neural basis of emotional intelligence in 152 patients with focal brain injuries using voxel-based lesion-symptom mapping. Latent variable modeling was applied to obtain measures of emotional intelligence, general intelligence and personality from the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), the Wechsler Adult Intelligence Scale and the Neuroticism-Extroversion-Openness Inventory, respectively. Regression analyses revealed that latent scores for measures of general intelligence and personality reliably predicted latent scores for emotional intelligence. Lesion mapping results further indicated that these convergent processes depend on a shared network of frontal, temporal and parietal brain regions. The results support an integrative framework for understanding the architecture of executive, social and emotional processes and make specific recommendations for the interpretation and application of the MSCEIT to the study of emotional intelligence in health and disease.

(2013) Kanwal gave this longitudinal study which is best to understand the adolescents' emotional and academic development when are raised by one parent. Mothers and fathers have different parenting strengths and offer different emotional and academic resources. A sample of 260 adolescents (evenly taken from mother/father-led homes) across 7 years was tested every two years since the adolescents were age 13. A booklet containing 5 scales to measure Perception of Parents, Emotional Intelligence, Mental Well-Being, Current Thoughts, and Peer Relations was administered to adolescents at age 13, 15, 17, and 19. Over the years, it was found that the emotional health and academic success was differently developed in both samples from mother-led homes and father-led homes. Contradictory to assumption that mothers are usually considered more sensitive and nurturer parent equipped emotionally to handle raising children alone, present research suggested that adolescents living with their fathers had greater emotional intelligence, mental well-being, self-esteem, and academic achievement than adolescents living with their mothers because single fathers tend to have higher incomes so could have access to better housing, schools, and child-care options. In addition, adolescents in mother-led homes generally have stronger peer relationship than adolescents in father-led homes. Because it was found that mothers when are perceived more involved, and provide greater warmth, can develop the social skills in adolescents. Fathers, however, contributed to their adolescents' emotional development by providing autonomy. The study is helpful for teachers to comprehend the problems of students and to redesign schools to meet needs of students raised in floundering families.

(2013) Papazoglouala said that Impairments in adaptive functioning are frequently associated with intellectual disability (ID); however, adaptive dysfunction can be seen in many individuals with a variety of neurological conditions without ID. The extent to which other variables may be associated with adaptive dysfunction is unclear. In a mixed clinical sample of children (n = 348) consecutively referred for neuropsychological evaluation, the majority were rated as showing weak adaptive skills (ABAS-II, >1 *SD* below the mean; 71%), with a substantial proportion evidencing frank impairment (>2 *SD* below the mean, 45%). We examined patterns of scores on measures of intelligence (WISC-IV) and behavioral/affective dysregulation (BRIEF and BASC-2). Using hierarchical cluster analysis, a four cluster model yielded the most appropriate fit and adaptive functioning was subsequently examined across clusters. As expected, adaptive functioning was most

intact in the cluster characterized by average IQ and minimal behavioral dysregulation. Other clusters were marked by adaptive dysfunction and distinguished by sub-average intellectual functioning and varying behavioral/emotional dysregulation. In contrast to traditional views associating low IQ with adaptive dysfunction, adaptive impairment was comparable between the cluster characterized by low intelligence and the cluster with average intelligence but significant behavioral dysregulation. These data suggest that adaptive functioning should be considered across various cognitive/behavioral conditions.

(2013) Carthy et.al. According to him Emotion dysregulation is believed to be a key factor in anxiety disorders. However, the empirical basis for this view is limited, particularly in children and adolescents. This study aimed to examine whether anxious children display negative emotional hyper-reactivity and deficits in emotion regulation, using a new task that presents ambiguous situations with potentially threatening meanings. Forty-nine children diagnosed with either generalized anxiety disorder, social anxiety, or separation anxiety disorder, were compared with 42 non-anxious controls. Relative to controls, anxious children demonstrated (a) greater intensity and frequency of negative emotional responses, (b) deficits in using reappraisal in negative emotional situations and corresponding deficits in reappraisal self-efficacy, and (c) greater reliance on emotion regulation strategies that increase the risk of functional impairment, intense negative emotion, and low emotion regulation self-efficacy.

(2013) Buitelaar Cognitive research proposes that social cognition (SC), executive functions (EF) and local processing style (weak CC) may be fruitful areas for research into the familial-genetic underpinnings of Autism Spectrum Disorders (ASD). The performance of 140 children with ASD, 172 siblings and 127 controls on tasks measuring SC (face recognition, affective prosody, and facial emotion recognition), EF (inhibition, cognitive flexibility, and verbal working memory) and local processing style was assessed. Compelling evidence was found for the interrelatedness of SC and EF, but not local processing style, within individuals and within families, suggesting that these domains tend to co-segregate in ASD. Using the underlying shared variance of these constructs in genetic research may increase the power for detecting susceptibility genes for ASD.

(2013) Deruelle his study aimed to explore the recognition of emotional and non-emotional biological movements in children with severe and profound deafness. Twenty-four deaf children, together with 24 control children matched on mental age and 24 control children matched on chronological age, were asked to identify a person's actions, subjective states, emotions, and objects conveyed by moving point-light displays. Results showed that when observing point-light displays, deaf children showed impairments across all conditions (emotions, actions, and moving objects) compared with their chronological age-matched controls but showed no differences across subjective states. The results are supportive that deaf children present developmental delays in their biological motion apart from the ones relative to their own mental state, and this may be interpreted in relation to the expertise they have acquired in decoding action toward themselves. The findings are discussed in relation to deaf children viewing motion stimuli very differently to hearing children.

(2012) Montgomery J.M et. al. Said Social difficulties are frequently cited as a core deficit of individuals with Asperger syndrome (AS). This deficit is particularly evident when processing of emotional information is required in social situations. Deficits in theory of mind and executive functions are the two explanatory hypotheses for social deficits in AS that are predominant in the literature; however, each of these explanations has limitations. Emotional intelligence (EI) has emerged as a relatively new explanation for social difficulties in typically developing individuals. Recently, researchers also have demonstrated that EI predicted important social outcomes for individuals with AS. In this study, we explored EI as an alternative or additive explanation for the social deficits observed in young adults with AS in light of the two predominant theories accounting for social difficulties. Implications for practice are discussed.

(2012) Pasalich et. al. study examined relationships between parent–child emotional communication and callous-unemotional (CU) traits and conduct problems. References to negative and positive emotions made by clinic-referred boys (3–9 years) and their parents were coded from direct observations of family interactions involving the discussion of shared emotional experiences. Although frequencies of parents' emotion expression did not generally relate to levels of CU traits, boys higher on CU traits were observed to be more expressive of negative emotions in conversation with their caregivers—specifically for sadness and fear. Independent coders did not judge these children to be less genuine in their emotion expression compared to their low-CU counterparts. We also examined whether CU traits moderated the relationship between parents' focus on emotions and conduct problem severity. Higher levels of maternal focus on negative emotions were found to be associated with lower conduct problems in high-CU boys but related to higher conduct problems in low-CU boys.

Frequencies of fathers' emotional communication were unrelated to either child CU traits or conduct problems. We discuss the implications of these findings for the conceptualization of CU traits in preadolescent children, and interventions for conduct problems in children elevated on these traits.

(2012) Roth et.al. their research focuses on offspring's perceptions of their parents' usage of conditional regard and autonomy-supportive practices in response to the offspring's experiences of negative emotion. Participants were 174 college students (60% were females). As predicted from self-determination theory (Ryan & Deci, 2000), students' perceptions of parents as hinging their regard on students' expression or suppression of negative emotions predicted a maladaptive pattern of emotion regulation and intimacy capacity. In contrast, autonomy-supportive parenting predicted more adaptive emotion regulation and intimacy patterns. Also as predicted, emotion-regulation mode mediated the relations between parental practices and intimacy capacity. The innovative aspect of the study is the finding that parents who use conditional regard to encourage children's expression (sharing) of negative emotions may actually undermine their children's socioemotional capacities.

(2012) Drury et. al. Said that Tourette's syndrome (TS) is predominantly a childhood disorder, with many of those who meet diagnostic criteria in childhood experiencing a remission of symptoms in adulthood. This indicates that the influence of TS on cognitive and emotional processing can best be understood by examining performance in both adults and children with TS. The present study examined emotional processing using a battery of face and prosody tasks with increasing levels of difficulty (same-different emotion discrimination, emotion naming, and emotion naming with conflict for prosody only). Experiment 1 compared the performance of children with TS-alone ($n = 16$) or TS+ADHD ($n = 15$) to healthy matched control children ($n = 27$). Compared to healthy control children, no significant group differences were found for those with TS-alone. Children with TS+ADHD showed subtle impairments on the more difficult emotion processing tasks relative to healthy control children, and differences were more pronounced for anger items (voice emotion naming, $p < .05$; voice emotion naming with conflict, $p < .01$). Experiment 2 compared the performance of adults with TS-alone ($n = 23$) to healthy matched controls ($n = 21$). No significant group differences were found, other than evidence of subtle impairment in the adults with TS-alone on the most complex task, again particularly for anger items ($p < .05$). Separate measurement of executive skills detected no evidence of impairment in children or adults with TS and little in the way of co relational evidence linking emotion recognition and executive skills. Implications of the findings for our understanding of emotion processing in TS are discussed.

(2011) Flouri et.al. gave the aim of this study which was to test whether negative cognitive errors (over generalizing, catastrophizing, selective abstraction, and personalizing) mediate the moderator effect of non-verbal cognitive ability on the association between adverse life events (life stress) and emotional and behavioural problems in adolescence. The sample consisted of 430 children (aged 11–15 years) from three state secondary schools in disadvantaged areas in one county in the South East of England. Total difficulties (i.e., emotional symptoms, peer problems, hyperactivity, and conduct problems) were assessed with the Strengths and Difficulties Questionnaire. Adjustment was made for gender, age, ethnicity, special educational needs, exclusion history, family structure, and family socio-economic disadvantage. Adverse life events were measured with Tiet et al. Adverse Life Events Scale. Non-verbal cognitive ability was measured with Raven's Standard Progressive Matrices Plus. Non-verbal cognitive ability moderated the effect of adverse life events both on total difficulties and on emotional symptoms. Over generalizing mediated the moderator effect of non-verbal cognitive ability on the association between adverse life events and total difficulties. Adverse life events were related to a tendency to over generalize which was associated with emotional and behavioral problems, but particularly among those adolescents with lower non-verbal cognitive ability.

(2011) Urwin his paper describes an ongoing evaluation of child psychotherapy with seven children with Autistic Spectrum Disorder (ASD). The assessment and evaluation model used involves parents and enhances shared understanding of each child's experience and characteristics, respecting individual strengths and limitations. Treatment aims include understanding the children's phenomenological experience and enhancing emotional regulation, to produce positive benefits for family life and the children's wellbeing. Common characteristics are identifiable despite differences between the children. Modifications in psychotherapy technique are illustrated with three cases. Nevertheless, the emerging phantasy life of these children shows commonalities with that of non-ASD children, further justifying the appropriateness of a psychoanalytic approach. The importance of these children's relationships with their psychotherapists and parents' involvement in supporting the psychotherapy are stressed.

(2011) Hurry et.al. proved that Non-verbal cognitive ability moderated the effect of cumulative contextual

risk on overall problem behaviour, and emotional arousal mediated this moderator effect. That is, risk predicted emotional arousal, which predicted overall problem behaviour, but emotional arousal was more strongly related to overall problem behaviour among children of low non-verbal cognitive ability than among children of high non-verbal cognitive ability.

(2009) Seal et.al. his paper posits that the concept of emotional intelligence (EI) has not advanced as quickly and adroitly as it could have because of a lack of validity studies that combine the two most prevalent models, emotionality ability (EA) and emotional competency (EC). Although prior EI validations studies exist, none have examined the relationship between the primary EA and EC measurement tools – the Mayer-Salovey-Caruso Emotional Intelligence Test and the Emotional Competency Inventory – University Edition, respectively – at the sub-trait levels with a population of undergraduate and MBA students. Findings indicate that there is no direct relationship between the total item scores and limited relationships among sub-trait scores. The paper concludes by issuing a call for research that conceives of EI as both an ability and a constellation of behaviors, and measures EI with a combination of knowledge, reasoning, self-report, and other-report, to provide a more holistic and encompassing examination that would foundationally contribute to unlocking the construct's potential.

Conclusion: Emotional intelligence can be thought of as a set of skills that help learners to be successful in school, at work and in relationships. As a consequence of this, they are more likely have robust self-esteem and be better placed to cope with disappointments and setbacks.

To become effective learners, young people need to develop a strong sense of self-worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance, and demonstrate persistence and resilience in the face of obstacles or setbacks.

They must also be able to manage their emotions and help others to do the same. It is less to do with controlling emotions and more to do with recognising and understanding the effects of these emotional states and developing coping strategies. Young people must also come to understand that negative feelings can be valuable since they provide personal insights into thoughts, feelings and motivation to learn.

References:

1. Cathy Urwin et.al. (2011). Emotional life of autistic spectrum children. *Psychoanalytic Psychotherapy. Vol25(3).* 245-261.
2. Criag R Seal et.al. (2009). Integrating the emotional intelligence construct: the relationship between emotional ability and emotional competence. *Organization Management Journal. Vol.6(4).* 204-214.
3. Dave S. Pasalich et.al. (2012). Emotional Communication in Families of Conduct Problem Children With High Versus Low Callous-Unemotional Traits. *Journal of Clinical Child & Adolescent Psychology. Vol.41(3).* 302-313.
4. Deruelle et.al.(2013) Decoding Actions and Emotions in Deaf Children: Evidence From a Biological Motion Task. *Journal of Cognition and Development.Vol.14(4).* 561-572.
5. Eirini Flouri and Constantina Panourgia.(2011). Adverse Life Events and Emotional and Behavioral Problems in Adolescence: The Role of Non-verbal Cognitive Ability and Negative Cognitive Errors. *Journal of Abnormal Child Psychology. Vol.39(5).* 695-709.
6. Guy Roth and Avi Assor. (2012). The costs of parental pressure to express emotions: Conditional regard and autonomy support as predictors of emotion regulation and intimacy. *Journal of Adolescence. Vol.35(4).*799–808.
7. Helena Druv et.al. (2012). Emotional processing and executive functioning in children and adults with Tourette's syndrome. *Child Neuropsychology: A Journal on Normal and Abnormal Development in Childhood and Adolescence. Vol.18(3).* 281-298.
8. Jan K. Buitelaar et.al. (2013). Co-segregation of Social Cognition, Executive Function and Local Processing Style in Children with ASD, their Siblings and Normal Controls. *Journal of Autism and Developmental Disorders. Vol.43(12).* 2764-2778.
9. Jane Hurry et.al. (2011). Adversity, Emotional Arousal, and Problem Behaviour in Adolescence: The Role of Non-Verbal Cognitive Ability as a Resilience Promoting Factor. *Child and Adolescent Mental Health. Vol.16(1).* 22–29.
10. Jing Zhu and Paul Thagard. (2002). Emotion and Action. *Philosophical Psychology. Vol.15(1).* 19-36.
11. K.V. Petrides et.al. (2006). Trait Emotional Intelligence and Children's Peer Relations at School. *Journal of Social Development. Vol.15(3).* 537–547.
12. Lisa A. Jacobsonal et.al. (2013). More than Intelligence: Distinct Cognitive/Behavioral Clusters Linked to Adaptive Dysfunction in Children. *Journal of the International Neuropsychological Society. Vol.19(2).* 189-197.

13. Neil Humphrey et.al. (2007). Emotional Intelligence and Education: A critical review. Educational Psychology: *An International Journal of Experimental Educational Psychology. Vol. 27(2).* 235-254.
14. Sarwat Sultan and Farsat Kanwal (2013). Single Parenting and its Impact on Emotional and Academic Development of Adolescents. *Emotional and Academic Development. Vol.2(1).* 54-59.
15. Stella Mavroveli et.al. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology. Vol.25(2).* 263–275.
16. Tal Carthy et.al. (2009). Patterns of Emotional Reactivity and Regulation in Children with Anxiety Disorders. *Journal of Psychopathology and Behavioral Assessment. Vol.32(1).* 23-36.
17. Vinaya Bahagat et.al.(2005). A comparative study of behaviour problems between adopted and nonadopted children in India. *Journal of Child & Adolescent Mental Health. Vol.17(1).* 27-30.
18. http://www.zeroriskhr.com/articles/emotionalintelligence.aspx
19. http://www.ukessays.com/dissertations/psychology/using-emotional-intelligence.php
20. http://searchcio.techtarget.com/definition/emotional-intelligence
21. http://books.google.co.in/books?hl=en&lr=&id=rbbYoJ7dpZkC&oi=fnd&pg=PA13&dq=+emotional+intelligence+of+children+from+intact+and+non+intact+families&ots=L-Azog-rfs&sig=EnYyAffkYrGr6sa47wbkVwKlG2c#v=onepage&q&f=false
22. http://www.businessballs.com/eq.htm
23. http://www.mindtools.com/pages/article/newCDV_59.htm
24. http://www.helpguide.org/mental/eq5_raising_emotional_intelligence.htm
25. http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsemotionalintelligence.asp
26. http://www.visionrealization.com/Resources/Camper_Devel/Emotional_intelligence_handout.pdf

***

Anshi Saxena/ Student AIPS/ Amity University/ Noida/
Dr. Sakshi Mehrotra / Assistant Professor/ AIPS/ Amity University/ Noida/