

PREDICTING INFLUENCE OF PARENT'S EMOTIONAL INTELLIGENCE ON THEIR CHILD'S EMOTIONAL INTELLIGENCE

Joy Kevin ^{#1}, Singh Taniya ^{##2}, Menon Keerthana K ^{#2}, George Diya Elsa ^{#3}, Renya C V ^{*4}, Vincent Ann Maria ^{*5}, Tony Christina ^{*6}

^{#3rd B.Sc. Student, Department of Psychology, Christ College Irinjalakuda}

^{##MA Psychology, Panjab University, Chandigarh}

^{*Assistant Professor, Dept. of Psychology, Christ College (Autonomous) Irinjalakuda}

kevinjoy0@gmail.com, singhtaniya900@gmail.com

Abstract:

Parents have always been the most influential element in affecting the personality, behaviour and relationships of their child in their primary developmental years. The present study aimed to predict how much father and mother's emotional intelligence influence their child's emotional intelligence. 164 higher secondary children aged between 16 and 18 years along with their parents were considered as the sample population. The data was collected randomly from three educational institutions in Irinjalakuda Municipality, Kerala. The Brief Emotional Intelligence Scale (Davies, Lane, Devonport, & Scott, 2010) was employed. The Pearson correlation analysis reported that there prevails a statically noteworthy relation considering emotional intelligence of parents and children. Linear Regression revealed that predictability of influence of the mother's emotional intelligence ($R^2 = 0.238$) on their children is comparatively higher than the father's emotional intelligence ($R^2 = 0.069$). Further, multiple linear regression revealed that the combined predictive nature of father and mother's emotional intelligence is much higher than the individual effect on children.

Keywords: Mother's emotional intelligence, Father's emotional intelligence, Child emotional intelligence.

Introduction:

The concept of Emotional intelligence has achieved a tremendous amount of reach among the social consciousness of this world. It's quickly becoming a key component for attaining a high quality of life among the individuals. It's also emerging as a topic of specific importance among the developmental and social psychologists. This current study focuses on catering an answer to the question of predicting how much the emotional intelligence of the parents influences the emotional intelligence of a child. Salovey and Mayer in the 19th century (1990; 1997) developed a model for understanding the emotional aspect of intelligence in an individual which they termed as emotional intelligence. This model draws a psychological framework to study individual differences in abilities to comprehend and react to emotions. The book "Emotional Intelligence: Why It Can Matter More Than IQ," argued that in an individual's life to predict success and future achievement's the emotional intelligence matters as much as the general intelligence does (Goleman's, 1995). The ability to keep a track of one's own and others emotions and feelings and use it effectively to determine

appropriate action for a situation is a prime quality of highly emotional intelligent individuals. Emotional intelligence for very long has been serving the purpose of good subject matter for many researchers in countless studies, which ultimately concluded in achieving positive outcomes in many areas of life like academic achievement (Lawrence,2013; Marikutty,2016), psychological well-being (Marikutty,2016; Shaheen,2016) (Adeyemo,2008), self-esteem (Rey,2011; Lim,2015) and life satisfaction (Rey,2011). A great portion of children's healthy interpersonal relationships depends on their capabilities of emotional intelligence such as acknowledging, comprehending and coping with emotions (Salisch,2001; Adrian,2011). Fetuses can react to emotions even in the mother's womb. It's said that an infant actively tries to understand the emotions in their infancy period. Up to the age of four, a child can very well respond to others but isn't able to recognize others' perspectives. Parents need to work on their children to bring down their egocentric thinking and enhance their participation in activities (Berk, 2002).

There are numerous variables which could affect the growth of emotional intelligence in children. Among these factors neurological development, cognitive processing, basic character and interpersonal relationships are the more crucial ones. A child's emotional learning begins with its family through the process of socialisation. They slowly learn how to understand the emotions and how to use these skills for dealing with their physical environment (Turculet & Tulbure, 2014). The children actively observe their parent's behaviour and that's how they learn how to manage emotions. The method, in which their parents handle their own feelings and emotions, have a major effect on the child's emotional growth (Jinfu & Xiaoyan, 2004). The child's interpersonal skills are developed vigorously through parents, siblings and adult demeanour, while observing their expression of love and understanding (Bhatia,2012). Researcher's associate the child's acquisitions of emotional skills as dependent upon their parents (Ikesako,2015). Emotional competencies of parents proceed to the growth of emotional intelligence in their children throughout the childhood. The elements of emotional intelligence start developing throughout the primary phases of a child's growth and then the period of school education continues the progress further. The basis of an individual's emotional ability is acquired during their childhood period (Berk, 2002). Factors like stress and neglect from the primary caretakers could significantly impair the neurological development of a child (Perry, 2002). The experiences one has during its childhood influence their feeling to feel safe and secure in their emotional relationships later (Joshi, 2015). Studies have given a significant value to parenting in influencing a child's emotional growth. Studies have further found that parent's beliefs, responses and attitudes towards their offspring's emotional expressions have an influence on their offspring's emotional abilities (Gottman,1997). There are studies which associate parental supervision and monitoring with children's emotional intelligence traits (Liau,2003). Shalini & Acharya (2013) found that parents with an authoritative and authoritarian parenting style have a strong relation with higher emotional intelligence in adolescents. After analysing parenting literature, parental positive demandingness, parental emotion-related training, parental negative demandingness and parental responsiveness are the four dimensions which are being put forward by Tsujino (2007). In these dimensions' positive demandingness, parental emotion-related training and parental responsiveness are identified with advanced emotional intelligence and parental adverse demandingness is associated with inferior emotional intelligence in offspring. Parents have to listen actively to their children, dedicate a significant portion of their time and express their true feelings for developing higher emotional intelligence (Adam,2007; McHale,2010). Saxena (2010) concluded from his studies that "parents have to provide a healthy home environment; Warm, sanitary, supportive

family relationships, and create a positive impact on the thought process of the child". Controlling and managing unhealthy behaviours in children is an important feature of having good emotional training (Murphy, 2006). Non-verbal communication is a prominent aspect in understanding and managing the emotional response of others and self. It's important for parents to train their children in this skill to develop higher emotional intelligence (Murthy,2011; Chen,2006). Having empathy is also a crucial factor in emotional intelligence. Advancement of empathy in a child is determined by the amount of parental involvement and the values parents hold. They have to empathise, understand and recognize the child's emotions and feelings so that it helps in expanding their emotional intelligence (Nair, 2009).

Significance of the Study:

Emotional intelligence for very long has been a question of great interest in many fields. This study will provide valuable findings which can be absorbed by the institutions for constructing an educational programme which can improve the emotional intelligence of the children after understanding how it's influenced by their parents. The study will further help teachers and counsellors to better understand the struggle of a child in communicating their emotions, their aggressive behaviour towards other students and even bullying. It will provide a clear picture to the parents on how their emotional intelligence influences the emotional competencies of their children. At last, this study can be enlightening to students about the importance of their parents in the enhancement of emotional intelligence in their life.

Objectives:

The research aims to predict the influence of emotional intelligence of parents on the emotional intelligence of their child. The main objectives for the study are: –

- To identify the effect of emotional intelligence of parents with that of their child.
- To comprehend the ability of a parent's emotional intelligence to predict the level of emotional intelligence of their child.

Hypotheses:

Keeping the objectives stated above in mind, following hypotheses are formulated:

- It's expected that there exists no considerable association concerning emotional intelligence of the father and the emotional intelligence of the child
- It's expected that there exists no considerable relationship concerning emotional intelligence of the mother and the emotional intelligence of the child.
- Emotional intelligence of a child can't be foreseen by their father's emotional intelligence.
- Emotional intelligence of a child can't be foreseen by their mother's emotional intelligence.
- Emotional intelligence of a child can't be foreseen by the combined effect of father's and mother's emotional intelligence.

Method:

Selection and description of participants:

The sample of 164 higher secondary children and their parents was selected randomly from three educational institutions in Irinjalakuda municipality. There was a preponderance of participants belonging to middle socio-economic status. Single children were 16%, a child with only one sibling was 60% and a child with two siblings were 24%. Approximately $\frac{1}{3}$ of the sample were males and $\frac{2}{3}$ were females. The consent of all the respondents was taken and the confidentiality of the information was being assured. Visual and auditory impaired respondents were excluded from the sample.

Technical information:

The objective of the present investigation is to identify the relation concerning the emotional intelligence of parents with that of their child and to comprehend the ability of parents' emotional intelligence to predict the level of emotional intelligence of their child. The Brief Emotional Intelligence Scale was used to gather the information from the sample taken. The internal consistency of the scale varies from .87 to .89, the scale also has a decent test-retest reliability with an amount of 89.2% to 96.4% throughout a two-week course (Davies, et al., 2010).

Statistics:

Questionnaire response was coded based on the Emotional intelligence score of children and their parents and entered in Microsoft Excel, then the file was uploaded into SPSS (version 25) to evaluate the data. Descriptive statistics such as mean and standard deviation was primarily analysed. Pearson correlation was run to verify the association concerning child emotional intelligence and their parent's emotional intelligence and a statistically significant relation was obtained. To determine the variance of parental emotional intelligence on their children emotional intelligence simple linear regression and multiple linear regression were performed. Simple linear regression was used to determine the individual influence of each parent and multiple linear regression were executed to understand the combined effect of parental emotional intelligence on their child.

Results:

Table 1: Pearson's correlation between child EQ and Father's EQ and Mother's EQ

Variable	M	SD	1	2	3
1. Child EQ	39.4	4.54	-		
2. Fathers EQ	38.57	5.21	.263**	-	
3. Mothers EQ	39.24	4.99	.492**	.451**	-

N = 164, **p < .01

Pearson correlation has been used to determine the correlation strength between the two dimensions. The result has been shown in table 1. From table 1 it can be deduced that there is a meaningful change in the child's EQ based on father's EQ ($r(164) = .263$, $p = .001$), such that the higher father's EQ (Mean = 38.57) reported higher Child's EQ (mean = 39.40) and vice versa. The correlation results prove that the relationship between the Child's EQ with Father's EQ is highly significant with weak correlation strength. Further, it can be determined that there is a meaningful change in Child's EQ based on Mother's EQ ($r(164) = .492$, $p =$

.000), such that the higher mother's EQ (Mean= 39.24) reported higher Child's EQ than the Child's with lower Mother's EQ. The results prove that there exists a moderate correlation strength between Child's EQ and their mother's EQ.

Table 2: Simple linear regression between child EQ and Father's EQ, Mothers EQ

Variables	R	R ²	Change R ²	B	F value	Sig.
X = Child's EQ	0.263	0.069	0.063	0.263	12.047	0.01
Y = Father's EQ						
X = Child's EQ	0.492	0.242	0.238	0.344	51.775	0.01
Y = Mother's EQ						

To predict a child's EQ based on father's EQ and mother's EQ simple linear regression was performed. From table 2, a meaningful regression equation was obtained ($F(1, 163) = 12.047$, $p < .01$), with an R^2 of .069 for Father's EQ. Child's predicted EQ is equal to $30.556 + .229$ when father's EQ is measured. Child's average EQ increased .229 for each unit of father's EQ.

To predict Child's EQ based on mother's EQ, a meaningful regression equation was obtained ($F(1, 163) = 51.775$, $p < .01$), with an R^2 of .242 for Mother's EQ. Child's predicted EQ is equal to $21.815 + .448$ when the mother's EQ is measured. Child's average EQ increased to .448 for each unit of the mother's EQ.

Table 3: Multiple linear regression between child EQ with Father's EQ, Mothers

Predictors Variables	B	R	R ²	Change R ²	F value	Sig.
Father's EQ	0.052	0.494	0.244	0.235	26.027	0.01
Mother's EQ	0.469					

Further, multiple linear regression was computed to predict Child's EQ found on Father's EQ and Mother's EQ. From table 3, a meaningful regression equation was obtained ($F(2, 162) = 26.027$, $p < .01$), with an R^2 of .244. Child's predicted EQ is equal to $20.910 + .045$ (Father's EQ) + .427 (Mothers EQ). The Child's average emotional intelligence increased .045 for each

point in Fathers EQ and .427 for each point in Mother's EQ. Both Father's EQ and Mother's EQ were significant predictors of Child's EQ.

Discussion:

The results of Pearson correlation, linear regression and multiple linear regression concluded that there prevails a weak consequential correlation strength concerning children's emotional intelligence and their father's emotional intelligence and the father's emotional intelligence could predict his child's emotional intelligence up to 6%. Studies conducted on father's EQ and his child's EQ indicate that the children with higher emotional intelligence have a father who also has higher emotional intelligence (Mirza,2011). Fathers play a main role in the development of their children in different areas. They could influence their children openly through their conduct and discreetly as a resource of emotion, both of these ways have a significant relation in child-father relationship and fatherhood (Lamb, 2010). There are studies associating the role of fathers in the development among children (Sinamo,2020, Gideon,2017). Child's social, cognitive, behavioural and emotional development is decisively affected by their father (Stover,2003). These results lead to proving that the first and the third hypothesis are false and true respectively which signify that both the hypotheses are accepted.

The results related to mother's EQ and her child's EQ conclude that there exists a moderately strong relation between Child's emotional intelligence and its mother's emotional intelligence. It also seems that mother's emotional intelligence could predict their child's emotional intelligence by 24%. These results are because of the fact that "children are naturally affected most by their mothers because they're in close contact with them for a long time" (Tsujino, 2007). In Indian society, mothers have an enormous influence on their kids in most aspects of their life. Close interpersonal relationships like mother-child relationships could generate and regulate emotions in children. Mother-child emotional bond is a primary factor which guides the emotional developments in children (Winston,2016; Bornstein,2012). Alegre(2012) positively associates the measure of time the mother and child spend together to the children's trait of emotional intelligence. These results lead to proving the second and fourth hypotheses to be false and true respectively which signify that these hypotheses are accepted.

The calculation of multiple linear regression likewise indicates that the mother and father's emotional intelligence taken together can predict the child's emotional intelligence by 24%. The results are supportive of the previous research that has shown a significant relation between parent's emotional competencies with the children's emotional development (Hamburg, 1992; Achenbach, 1993). Hence, the combined EQ of parents can predict the EQ of the child.

Conclusion:

Emotional intelligence contributes to a great deal in understanding the concept of intelligence by the researchers. During the primary stages of a child's growth, the parents play a vital part by being one of the fundamental educators who finds an extraordinary degree of emotional as well as the relational path of their child. They get the advantage of setting up the base to the overall foundation of their child. In order to have a good understanding of a child's EQ, it's very much important to understand the EQ of their parents so that a proper picture can be formulated. This study throws light on that important aspect only by stating that the parents'

EQ significantly correlates with the child's EQ and also contributes to the prediction of it in a child.

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