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Parents Role in Nurturing Emotional Intelligence in Children Life – An Approach Towards Development of Emotional Quotient

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ABSTRACT

This article explores the importance of emotional intelligence in the children's life and the parentage role and support for child's building intrapersonal, interpersonal, social relationships. The emotional intelligence and personality traits were associated and even parental support helps the children to develop their personality. Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), were more likely to state positive relations with others, as well as perceived parental prop up and less likely to report negative interactions with close friends. The major constructs are the parent's involvement in child's behavior, education, ambition and sense of efficacy towards children's growth and development. The reviews suggest that even structured programs and curriculum will not have complete development of child's personality unless the parenthood or parental role constructs the development of the child's personality, manage emotions, understand situations, set goals, pro-activeness and solve the problems creatively. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified a set of social-emotional skills that underlie effective performance of a wide range of social roles and life tasks. CASEL has drawn from extensive research in a wide range of areas, including brain functioning and methods of learning and instruction to identify the skills that provide young people with broad guidance and direction for their actions in all aspects of their lives, in and out of school (Connell, Turner, Mason & Olsen, 1986). This paper examines the role of parentage in nurturing emotional intelligence in children by identifying the children personality traits involving the interpersonal skills and intrapersonal skills through an effective parental support that includes compassion, non – judgmental acceptance and responsive listening which are the qualities to be possessed within parentage. Henceforth this article depicts positive outcomes by achieving self – directed goals within children, able to handle and manage emotions in any type of situations by developing a Self – disciplined and a self – composed children in future by realizing that there are very less unrealistic expectations in their surroundings. These possible consequences cannot be seen or achieved within the children unless and until there is an effective parental support.

Keywords: Emotional Intelligence, parentage, parent- child relationship, Emotional Quotient.

1. INTRODUCTION

A worthy parentage needs more understanding. It traces the aspects of the character that is been unheeded in much of the guidance bestowed to parentage since the early thirty years. Good parentage involves feeling, sentiments and emotions. In the past era, the knowledge has exposed a remarkable expanse on the part of emotions that show in us subsists. Researches and academics institute that more than Intelligent Quotient, the awareness in emotions and the capability to handle moods would regulate the attainment and contentment in the lifestyle that includes relationships with family members. For parentages, the eminence of “emotional intelligence”-- as many now call it-- means being conscious of the children moods and emotions, and are being able to sympathize, pacify, and monitor them. For the children, who acquire more instructions around the feelings from their parentages, it comprises the capability and skill to regulate instincts, stay fulfilment, inspire themselves, recite other public’s communal prompts, and manage with lifecycle. “Personal (family) life is our primary school for emotional erudition,” says Daniel Goleman, “In this cherished cauldron we can learn how to sense about ourselves and how others will respond to our spirits and moods; how to contemplate about these sprits and moods and what selections we have in responding; how to recite and rapid confidences and qualms. These emotional instruction functions not through the things parents say and do unswervingly to the children, but also in the replicas that they propose for managing our own emotions and that permit among both the spouses. Nearly the spouses are the extraordinary emotional instructors, others appalling.”

Emotional quotient (EQ) is an “individual’s aptitude to recognize, estimate, regulate and deliberate the feelings and emotions.” Therefore, these emotions aids to communicate with the communicator, helps to negotiate in the right circumstances and helps to improve a vibrant thought designs. Daniel Goleman, claimed in the ‘New York Times’ that, EI: Why it can substance other than Intelligence Quotient (1996), that Emotional Quotient is a more significant degree of how fruitful an individual is, than IQ. Goleman’s radical thoughts and notations in the science behind EQ started the drive towards integrating EQ in various administrations and school syllabuses.

IQ usually deals with an individual’s speculative intelligence, whereas EQ deals with emotional intelligence that is, an individual’s capability to communicate with other individuals. Individuals having high level of IQ usually don’t possess that much societal intelligence and might lack the aids to be fruitful in various existing work atmospheres. According to a Forbes article, “study supported by Carnegie Institution acmes 85% of monetary accomplishment is owing to assistances in ‘human engineering’ includes the character and behavior, aptitude to communicate, convert and prime.’ Only 15% is due to ‘practical knowledge.’” Individuals with a robust Emotional Quotient mark respectable leaders and executives and are enhanced at working collaboratively in crew surroundings.

If we foster EQ with our children when they are young, we are preparing them to interact well with the surroundings, grow solid affairs and relations, convert complicated circumstances, be leaders at their field according to Talent Smart even earn more money. They will be more empathetic and compassionate to their friends, partners and own children, relate more easily to others and have a greater self-awareness.

2. CAN EMOTIONAL INTELLIGENCE BE TAUGHT TO CHILDREN?

Parent – child relationship builds up faith, belief and confidence in each other when the child have a dense groundwork of sentimental parameter, as children distinguishes the parentage affection love and care, the children can let go of any fear of negative response or abuse. According to EI professional authors and

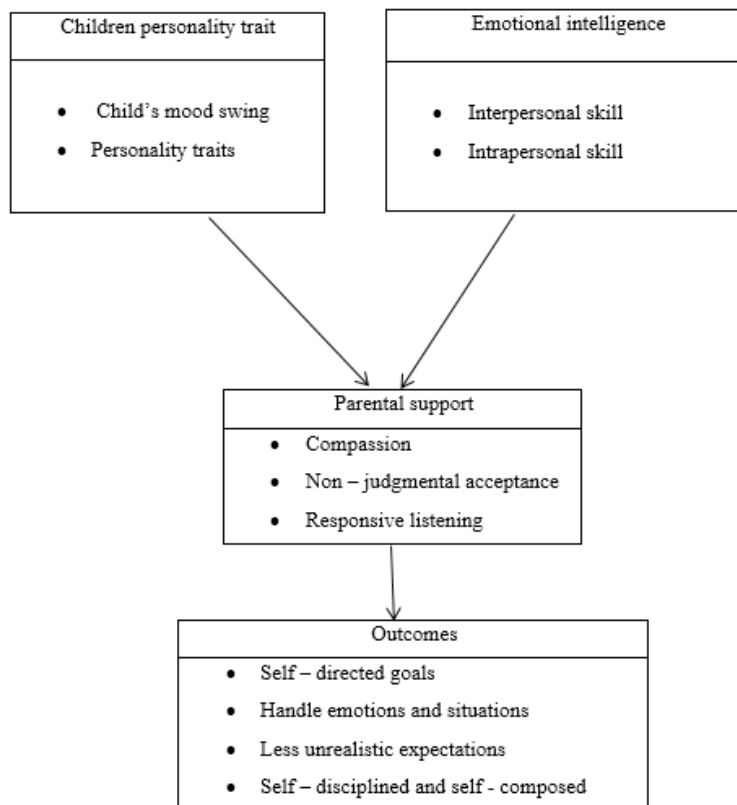
researchers' states that there is an enormous arrangement of study that demonstrates EI enables in all extents of lifecycle and like any ability, it can be skilled to our kids.

Absolutely, Emotional Intelligence can be taught to kids. Some children are more impulsively in tune with their EQ and would be ready to pact with first-hand or dissimilar circumstances and individuals more certainly. Whereas people with a low level of EQ, from the beginning the want us to guide them in a more intensive technique. Regardless, all the kids necessarily should have their EQ nurtured and be reinforced through the obstacle of emotional understandings as they nurture. Nevertheless, as the beginning of the EQ drive started by Daniel Goleman (1996), various schools are now educating the children to recognize and identify their identifiable emotions/feelings and recognize the emotions of others individuals too. Yet, there is still an extend approach to go in several educational sets and so the parentages need to play a crucial role in nurturing their Childs' EQ.

3. OBJECTIVE OF THE STUDY

- To explore the awareness among children's emotions and personality traits.
- To examine the parent-child relationship and role in cultivating the emotional quotient of children
- To recognize the self- emotion as an opportunity to recognize the mood swing.
- To create awareness among children to label the self-emotions.
- To explore the emotional stability and handle different situations.

4. CONCEPTUAL FRAMEWORK



5. LITERATURE REVIEW

Larissa G. Duncan, J Douglas Coatsworth and Mark T. Greenberg (2009) the authors have given a framework for mindful parenting and to create awareness to the parent-child relationship. The implications of mindful parenting, emotional awareness, bringing compassion and unconditioned love among the children's.

Baer et. al., (2006) the authors refers the importance of listening skill towards child's experience towards on any activity. Paying full attention with listening the moments of joy, unrealistic, uncomforted activities etc. would produce the confidence among the children emotional stability.

Jacobs et. al., (2005). The author describes mindful parenting involves parenting interactions, non-judgmental acceptance, child's expectations, beliefs, desires for the attributes and competencies. The responsibility of parenting could be sometimes very challenging and hard to handle. Based on clear awareness and parenting, grooming the child and nurturing emotional intelligence in the early stages of child's life.

Dix and Branca (2003) stated that integrating consciousness in parentage connections might permit parents to stop and unavoidably move their mindfulness in instruction to interpret their current- scenario parentage involvement inside the framework of the long run association that possess in the children, as to attain the Childs' fulfilments.

Dix (1991) has said that the parental should listen to their kids with complete consideration and should perform that nonjudgmental manner, which needs parentages should need the capability, aptitude and skill to precise them in identifying the feelings and emotions with them and the kids and also said that the parentages practice powerful adverse and optimistic touch throughout nurturing and fundamentally in all other features of nurturing are predisposed by the parentage emotional beginning, assignation, and guideline.

Collins (1995) mentioned that parentages self-esteem and the heights of gratification related to job and nuptial are associated to the heights of unconstructiveness in parent- child relations also stated that nurturing might improve the parentages aptitudes and ability to fruitfully circumnavigate in the Childs' emotional, reasoning, and behavior vicissitudes in the stage of adolescence, as well as familiarize their personal progressive vicissitudes.

Maccoby (2007) had stated that parentages who carry a better nurturing method in a condition might eavesdrop attentively with non - judgmental recognition, not emphasis on reminiscences and forthcoming prospects and opportunities to understand what is trendy in the flash, demonstrate squat emotional reactivity and by maintaining parent-child intimacy, provision parental nursing and use the situation to help socialize appropriate behavior. This kind of communication is probable to harvest robust parent - child influences that subsidize to a reciprocally approachable coordination.

Baumrind (1989) had stated that parentages who can endure mindful and can achieve and lenient the children requirements through using mindfulness performs can harvest a household condition that permits for more continuing gratification and pleasure in the relationship between parent and child. This interpretation of mindful nurturing proposes that parenting who either have an unwavering capability or learning performs of mindfulness will be more probable to progress sophisticated excellent associations with child and frequently circumvent sequences of maladaptive nurturing conduct that stalk from involuntary performances and hedonic incentives.

6. FOUR MEANS TO BUILD EMOTIONAL INTELLIGENCE WITH THE CHILDREN

1. Help the child to recognize their own emotions.

Once we help our children “term” their own emotions, whether they may be frustration, irritation or dissatisfaction, they can twitch taking possession. Here, we will not only tell them what they are sensing, but in what situation it is affects the other person. When the child is feeling upset or discouraged, we need ask them to define what they exactly feel about or try to get them to write them or draw it in a paper. We need to do it frequently as they will know what it exactly senses to be in a sad state or in anger mood or frustrated of something that occurred and they will acquire to term their identifiable emotion. We should not forget to do it with good emotions too.

2. Talk about your own emotions with the child.

The best way to substitute emotional intelligence is to show it. We need to convey the child to know how we are feel and let them to observe it for themselves. We frequently wonder about the emotions when they are usually huge and it’s hard in dealing with it such as, feeling disappointed or sad or angry and the children will probably know when we are feeling any of these emotions. We can also determine how we deal with the own huge emotions and try to overcome the anger or disappointment. It is significant to talk about the optimistic emotions too. For example, I am feeling so happy today because we just bought a home. Tell the child what it feels like for us. And try to show them how the emotions affect their emotions. As a parent, our own emotions need to been glimmered or activated by something as the child may have done that might be good or bad. One of the most significant thing at this point is not to blame the child for making us angry or sad as they haven’t made us angry. This is priceless to explain to the children, nevertheless it is an inflexible perception for adults to know and recognize and even tougher when it comes to children’s point of view. Once they know their own generate points with us (parents) and others, it will be much easier to control their emotions.

3. Recognize the Childs’ mood or feeling inside the home.

The attitude and emotions change within the home. If we have people over, it may feel amusing and triumphant. If we wake up on a Sunday morning and the home is noiseless, it may feel quiet and tranquil. Discuss these differences with the children. Allow them to recognize the different moods inside the house and see how their own emotions impact what happens in the house. At some stage, especially in the holidays, the mood feels so high it might explode and this is the time you would take the children to the park or break the pattern somehow — discuss this with the children.

4. Recognize the mood or feeling when you go places.

Getting into a jam-packed shopping mall will “feel” different from being at a playground. We need to talk to the children about the different moods. On a hot summer day, it feels different to a rainy season, and it will be different for each person. We need to try activities with new and familiar places where we usually take the children at different times. So if we go to the supermarket and it is really busy, ask them what mood they pick up and then if you go the next time and it is really quiet, they will pick up another mood.

Bringing awareness to the emotions and moods that are felt or perceived in different situations helps the child to judge the emotional intelligence of each and every place where they are being. If they have just started at a new school, they will know what the mood is or if something changes for the day at school, they will be able to deal with it much more easily after knowing what they feel and how it affects them. They will also be aware of how they pick up the moods of others in their day. Building emotional intelligence now will help the child be a good manager, good leader, be able to contribute to a team environment personally and professionally and more importantly have the ability to develop strong, connected relationships now and later in life.

The five magnitudes of emotional intelligence are as follows:

1. Eloquent ourselves and our own feelings and moods (emotions): what kind of emotions we possess, reason why we sense the feel, our fortes and our boundaries.
2. Handling emotions: specifically handling unfriendly nature, disquieting feelings or instincts, subsidizes to suppleness, calmer and healthier modification, optimistic boldness and confrontation to compression.
3. Intrinsic - motivation: poignant to a sophisticated goalmouth by taking minor, feasible stages desirable to accomplish the goalmouth and preserving determination to follow it.
4. Empathy is connected to “understanding” and accepting others’ mods and spirits from the tenor of their speech or face terminologies, not only from the arguments that is articulated.
5. Social skills: optimistic and attuned comportment in behavior with others that donate to more successful relationships with the environment and better personal gratification.

EI is not divergent, but harmonizing to balanced intellect. As divergent to characteristically understand the intellect i.e., the capacity to handle in innovative circumstances, that is typically hereditarily habituated, it not proven that is similar with EI. So, it is important that EI can be established and erudite in our lifespan. It is of punishing position to study in the primary stage as sequence of study designate accentuating that child having healthier established EI have a healthier speculative accomplishment at the level of school, find work more effortlessly, preserve it and display improved consequences at exertion, are stereotypically more content and efficacious.

7. PARENTS' ROLE

The above mentioned surely answers the question when it is necessary to start developing emotional skills. The good newflash is that we actually can do somewhat and have occasions to aid kids cultivate into expressively more capable persons. Apparently, it is coolest if we develop those individuals that we need the child to nurture.

We are all replicas for the child, all the interaction and communication with the children is a chance to demonstrate and show them the emotive aids and skills. It is substance memorizing that child acquire by inspecting what we will do that by heeding to us. We must not be frightened of our faults if we can acquire from others, that is a treasured message to children that not everyone has the protection to catastrophe, viewing them how one can handle with it and start over again.

8. GUIDELINES TO PROGRESS EI

1. We should know how to identify and distinguish our feelings. We need to ask our self how we sense and try to be truthful, we have the veracious to feel anything that we sense and we should never be embarrassed for that.
2. Should take the accountable and responsible of our own feelings. Having predicted them, we need to recognize and understand them why we feel in such a way, what that makes us that much pleased or annoying.
3. We need to ask others how they feel later we cannot distinguish that without we enquire. We need to ask our self if occasionally we observed fuming, while in realism we felt offended or anxious. Should listen to other person carefully, without rulings and need to ask our self if we might like to be eavesdropped in such a way.
4. Should try to forestall our own feelings. We should try to distinguish in progress how we will be able to counter after a definite occurrence. We can also avoid certain actions or circumstances that may aggravate disagreeable feelings that affects our well-being.
5. Should react being sensitive in most of the situations. We usually act different when it comes to being sensitive, but we can acquire how to rheostat or sensitivity. If our surroundings express that we distress we need not proximately remove or spasm as such responses show that we cannot handle with disparagement and that may touch our inevitability and confidence. as well as the picture that our surroundings have about us.
6. We need to consider the difficulties intrinsically. When we practice that is wicked, irrespective of how evil, we would sense that the surrounding is dropping apart, we sense that our confidences are devastating, and we feel overwhelmed with disagreeable spirits and moods that affect all other features in our lifespan.

9. CONCLUSION

As said earlier, good parenting requires more than intellect, a parent touch, belongingness, care and affection towards in the life of child's growth. Children could not able to label their own emotions and situations that they undergo, an effective parenting/parents has to understand the emotions of the children's and wherever it has to retuned, to be done without affecting the child's intense feeling. Non- judgmental acceptance, of child's variety of emotions by the parents would indirectly touches the heart of the children that they get utmost care and complete parentage. The parent-child relationship has to bring confidence among the children that they are cared and they can express their emotions to their parents without any fear. As a parent we guide our children in every stages of their life and the children feel comfort to express their emotions, in turn they get the complete heal for their psychological and physical well-being. Henceforth this research paper explores the awareness among children's emotions and personality traits of the child also it examines the parent-child relationship and the prominent role in cultivating the emotional quotient of children. The research paper has also valued the recognition of self- emotions as an opportunity to recognize the children's mood swing, finally it has also explored the emotional stability to handle different situations.

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