EMOTIONAL INTELLIGENCE (EI): A KEY ASSET FOR CHILDREN

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Introduction
The concept of emotional intelligence (EI) is relatively a new idea in popular culture. However, with the popularization of the concept of ‘Emotional Intelligence’ has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. The Ancient Greeks recognized the three major spheres of the human mind; cognition (thought), affect (emotion) and motivation (conation). The interplay of emotion and thought in human functioning is well-documented and these elements are also considered inextricably linked to motivational factors.

A brief consideration of the two component terms of emotional intelligence will contextualize the theory before a review of the construct is provided.

Definition of Intelligence:
Intelligence refers to the unique human mental ability to handle and reason about information.
- (Mayer, Roberts, & Barsade)
Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. It has been suggested that EQ, the ‘emotion quotient’, or measure of emotional intelligence, is even more important than the somewhat less controversial ‘intelligence quotient’ or IQ.

Emotional intelligence, or EI, refers to perceiving, controlling, and evaluating emotions. Some researchers propose that emotional intelligence can be learned and strengthened, while others argue it is an inborn characteristic.

Psychologists refer to this knowledge as emotional intelligence, and some experts even suggest that it can be more significant than IQ in one’s overall success throughout one’s life.

MAYER-SALOVEY-CARUSO MODEL OF EMOTIONAL INTELLIGENCE
In 2016 a new description of the four-branch model of emotional intelligence was released and included added areas of reasoning.
Mayer and Salovey carried out the first attempt to clarify skills and abilities directly related to emotional intelligence.
A. **Perceive emotion**: It involves the perception of emotion, including being able to identify emotions in the facial and postural expressions of others. It reflects non-verbal perception and emotional expression to communicate via the face and voice.

B. **Use Emotion**: It includes the ability to use emotions in order to aid thinking.

C. **Understand emotions**: represents the capacity to understand emotion, including being able to analyze emotions and awareness of the likely trends in emotion over time, as well as an appreciation of the outcomes from emotions. It also includes the capacity to label and discriminate between feelings.

D. **Manage emotion**: emotional self-management, includes an individual’s personality with goals, self-knowledge and social awareness shaping the way in which emotions are managed.

**DEVELOPING EMOTIONAL INTELLIGENCE**

Developing emotional intelligence in your child now will help him or her become a good leader, a good citizen, and a good parent. The following few ways will help parents become their kids’ “emotion coach” and raise emotionally intelligence of children:

1. **Recognize their own emotions**: We need to be aware of our own emotions and sensitive to the emotions of their children — anger, anxiousness, disgust, fear, happiness, jealousy sadness, silliness, shyness. Once we help our children “term” their own emotions, whether they may be frustration, irritation or dissatisfaction, they can twitch taking possession.

2. **Talk about your own emotions with the child**: Once you help your children recognize their own emotions, whether it is anger or disappointment, they can start taking ownership. Lead by example. The best way to substitute emotional intelligence is to show it. We need to convey the child to know how we are feeling and let them to observe it for themselves.

3. **Emotion is an opportunity for intimacy and teaching**: The American Academy of Pediatrics advises parents not to use technology as a way to calm or pacify negative emotions in their child. Allow them to recognize the different moods inside the house and see how their own emotions impact what happens in the house.

4. **Listen and validate feelings**: Pay full attention while you listen to your child’s emotional expression. Let your child know you understand how he or she is feeling. Use your child’s mistakes as opportunities to grow better.

5. **Help them label their emotions**: Help them put words and meaning to how they are feeling. You have the words; they do not. Negative emotional words such as “angry,” “upset,” “scared,” “shy” and “frustration” as well as positive emotional works such as “joy,” “excited,” “happy” and “hopeful” can all build a vocabulary to express feelings.

6. **Teach problem-solving skills**: Work on helping your child see that he has the ability to solve problems peacefully and effectively on his own. One of the key roles of EI is determining how we respond to challenges. Teach your child to breathe through them.

**FACTORS AFFECTING EMOTIONAL INTELLIGENCE (EI)**

According to Alnjadat, R. et.al, confounding factors affecting EI are:

- **Personal Factors**: Personal factors, such as gender, ethnicity and hometown location may affect the EI level of individuals.

- **Family Factors**: It is opined that family is a primary socialization context and considered as an important factor influencing child development. Family influences are one of the most critical aspects of demographical contexts that influence EI.

- **Academic Factors**: Many studies have found that EI has a positive effect on academic achievement. EI is associated with higher academic achievement as recorded by teachers. EI also aids academic achievement by increasing the desire to make the most of one's analytical abilities.

- **General Effects**: A growing body of evidence suggests that EI forecasts significant results in various fields. EI has also been negatively connected to opioid and alcohol abuse, deflector activity and a strained relationship with groups; and absenteeism with no justification, insularity from learning regions and desolation.

**IMPORTANCE OF EMOTIONAL INTELLIGENCE IN CHILDREN**

- Improve self-awareness
- Manage stress
- Boost self-motivation
• Build empathy
• Make good decisions
• Communicate effectively
• Develop better relationships
• Higher success and happiness during adulthood
• Improved mental health
• Better prepared for workplace

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