



Full Length Research Paper

The relation between the emotional intelligence of children and their mothers

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The current research aimed at investigating the relationship between the emotional intelligence of children and that of their mothers. The results revealed that. There is no correlation between emotional intelligence of the children and their mothers. The children have high emotional intelligence in recognizing emotion through faces, situations, social skills, and motivation, while empathy, managing emotions were low. There are differences between males and females in favor to females in possession of emotional intelligence in childhood. The emotional intelligence of the children does not associate only with parents emotional intelligence, but there are many other variables. These indicate the need for caution when concluding that parents emotional intelligence affects children emotional intelligence in the absence of tests for possible interactions between parents and other variables that may influence their children emotional intelligence. Specific aspects of emotional intelligence may grow with age. And it is so early to conclude that there are differences between males and females, in favor of girls in possession of emotional intelligence in childhood. Due to the children are still in a pre-school stage, which is an early age. And have not evolved to have all of the emotional intelligence skills that develop with age.

Keywords: Emotional intelligence; mothers emotional intelligence; children emotional intelligence

INTRODUCTION

Studies initiated at the beginning of the 90s have emphasized the fact that the emotional intelligence represents a potential that could provide success in life (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). In his book "Emotional Intelligence: Why It Can Matter More Than IQ," Goleman (1995) proclaim that general intelligence is no longer the only factor which determines success in life. He stressed that emotional intelligence is crucial as much as general intelligence in predicting achievement and future success of the individual.

In the 1920s and 1930s; Edward Thorndike defended the intelligence quotient (I.Q.), and he proposed that other types of abilities existed and needed to be differentiated from general intelligence. Thorndike's

primary focus was suggesting that the understanding and perception of one's personal feelings, as well as those of others, was a type of intelligence, named social intelligence, distinguishable from one's general intelligence. Again Thorndike submits that social intelligence was a semblance of a person's IQ (Rojell, Pettijohn, & Parker, 2006).

Although the idea of social intelligence was discussed earlier, it has been abandoned for many decades before it was in focus again. In 1983 Howard Gardner proposed in his book "frames of mind" that the human brain acquires knowledge and skills in different ways between one person and another. Thus leads to a new concept of intelligence that has prevailed for decades before that, to

involve many kinds of intelligence which so-called the multiple intelligence theory. His theory of multiple intelligence comprise of seven areas: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, inter- and intra-personal. He says that inter- and intra-personal relationships form the basis for the construct of emotional intelligence (Gardner, 1998).

Peter Salovey and John Mayer in 1990 were the former who used the concepts of Emotional Intelligence (EI) and Emotional Quotient (EQ). And then, Daniel Goleman confirmed that the overall personality of an individual consisted of emotional and intelligence Quotient together, And continued studying emotional intelligence extensively (Saxena & Aggarwal, 2010).

In 1988 the first theory was emerged by Bar-On's in his doctoral dissertation. He contrives the term of emotional quotient (EQ) which is an analog to IQ. Bar-On develop his blended-model construct of emotional intelligence, which is tested and assessed by the Bar-On Emotional Quotient Inventory (EQ-I). (Bar-On & Parker, 2000).

Definitions of Emotional Intelligent

The definition of emotional intelligence has promoted remarkably through the former 20 years (Rust, 2014). Different definitions and models of emotional intelligence provided by The renowned researchers, Peter Salovey, John Mayer, Daniel Goleman, and Bar-On, which all of them affected by the works of Edward Thorndike and Howard Gardner (Rust, 2014). Salovey and Mayer's original definition of emotional intelligence refers to the "processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior" (Salovey & Mayer, 1990, p. 187). Later Salovey and Mayer have revised their definition saying that emotional intelligence involves, The ability to perceive accurately. Appraise, and express emotion. Capacity to access and generate feelings when they facilitate thought. Ability to understand emotion and emotional knowledge. And the adequacy to regulate emotion to promote emotional and intellectual growth (as cited in Adetayo & Kiadese, 2011, p. 22). Also, Goleman (1995) emphasized that emotional intelligence is composed of five parts: knowing one's emotions (self-awareness), managing them, self-motivation, recognizing emotions of others (empathy) and handling relationships. While Bhatia (2012) defined emotional intelligence as, "self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior" (p. 56). Alam (2010) describe emotional intelligence as: Persons' ability to dealing with their feelings, and our emotions play a significant role in directing and shaping our behavior and personality, and a person experiences fluctuations in his emotions and is

expected to manage them in a healthy and constructive manner. (p. 27)

The subject of emotional intelligence has attracted many researchers. Several studies have suggested a relationship between emotional intelligence and positive results in many areas of life. Like: creative production (Guastello, Guastello, & Hanson, 2004), academic achievement, physical and psychological health (Tsaousis & Nikolaou, 2005), job satisfaction and life satisfaction (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010), self-perceived creativity (Chang, 2005). Portability of emotional intelligence to improve with age the appropriate experiences (Fariselli, Ghini, & Freedman, 2006).

Emotional intelligence includes many capabilities such as managing emotions, recognizing, understanding and all of it essential for children to institute good and strong personal relationships with others (Mayer, Caruso, & Salovey, 2002; Cooper, 1997; Bar-On & Parker, 2000). It has appeared that children, who avert attacker behaviors, can comprehend emotions accurately, and they set more favorable relations with their rivals and other people. Additionally, they are consonant in their social life and school (Hughes, Dunn, & White, 1998; Fabes, Eisenberg, Hanish, & Spinrad, 2001). Contemporary studies detect that children react with emotions before to be born. Children try to recognize emotions during infancy. Between the ages of two and four years, they can freely react with a grown-up and other kids, but they are more condensed on themselves and cannot understand other's standpoints. In the next years with the growing of their needs for communion with other children, emotional involvement, and emotional control should broaden, egoism should be detraction. To increase the participation of children and reduce the egocentric thinking Parents must do a lot (Berk, 2002).

Characteristics of Emotional Intelligent

The people with high EQ characterized with elevated levels of self-motivation, clearness of think and emotions. Emotionally intelligent people can control their emotions in challenging and stressful situations, they are more logical and rational. More able to balance between reason and emotion, make the right decisions, help others to adapt to difficult circumstances, and connect positive emotions to others. They are optimistic and competence in moral autonomy. A capable to read paralanguage (body language, intonation, facial expressions). People with high EQ can control their feelings and express them well. While people with little emotional intelligence tend to criticize others and sentencing, and they do not voice their feelings (Hein, 2005). Joshi & Dutta (2015) described emotional intelligence as:

Emotional intelligence moderates conflict by promoting understanding and relationships and fostering stability, continuity, and harmony. It also links strongly with concepts of love and spirituality. EI adds emotional stability that makes us more capable and efficient in establishing successful interpersonal relationships as it is a requirement for dispute resolution. When EQ is high, one can experience feelings fully as they happen. Emotional awareness brings the inner world into focus which enables the person to make good choices and how to strike a mutually healthy balance between one's needs and those of others, (p. 145).

Factors Affecting the Development of Emotional Intelligence

The development of emotional intelligence in children affected by several factors. The critical one is a child's character, neurophysiology, cognitive enhancement, and the social relationship such family and friends. The family ambiance is the significant one (Cole, Martin, & Denis, 2004).

Emotional learning starts from family and continues over a period of childhood, out of the family the child learns how to deal with the physical environment and begins to understand it and find out how to use his different abilities (Turculet & Tulbure, 2014). The child learns throughout the family a lot of things related to emotions, meanwhile of what the parents do for their children and what they are saying to them, and by observing how parents dealings with their feelings (Jinfu & Xiaoyan, 2004). The family is the place where children learn how to deal with each other, through observing parents, grandparents, siblings, and adult as models, during the meetings and the exchange of gifts and the expression of love and understanding; children learn emotions and feelings and experience it well (Bhatia, 2012).

Researchers who have studied the aspects of emotional intelligence in children all agree that Parents mainly affects the child acquisition of emotional skills (Turculet & Tulbure, 2014). The studies which refer to the modalities to educate the emotional intelligence point to the fact that the influence of the parent's emotional competencies of their children starts to manifest itself even from the first months of life. The first opportunity to develop elements of emotional intelligence appears during the child's first years of life, and this capacity continues to grow along the school education period. The emotional abilities that will be acquired later depend on those formed during the first years of life and those capacities are the fundamental basis of learning (Berk, 2002).

The culture and the family affected the child' emotional adaptation. Emotional learning occurs easily and quickly in the early years of life, the brain's learning centers can

impair by the severe stress, which happens if the child needs did not meet. Throughout most initial experiences, the child learns to trust people who meet his requirements or they don't care. These experiences influence how much the child feels safe, secure, contentment, and effectual in the word, and he can see those people reliable or trustworthy or not (Joshi & Dutta, 2015).

Although the first years of life are critical to forming emotional intelligence, the school age also exemplifies excellent chance to do so. The earliest years forms the base for learning the emotional abilities which children procure later (Gottman, Katz, & Hooven, 1997). As the manners and repetitive behaviors, the child gained in the early years of life will incorporate in the synapses of the neuronal systems, and they will be permanent somewhat, and will not be easy to change later. The brain develops quickly in the first four years of life and becomes complicated. In this time a child acquires knowledge rapidly and efficiently than any other time later, particularly the emotional knowledge (Kolb, 1989). As Tsujino and Oyama-Higa (2007) pointed "children are naturally affected most by their mothers because they are in close contact with them for a long time" (p. 206). Consequently, all those small exchanges between parent and their child have an emotional context for the next years, and it becomes the basis of emotional perspective and emotional capability of the child.

Raising practices have shown to anticipate children's emotional intelligence. The research makes a list of the results of the parent-child relation on a configuration of children's developmental consequences. Moreover, some research has examined the association between parenting and children's levels of emotional intelligence. Gottman, Katz, & Hooven (1997) found that parents' attitudes, beliefs, and responses to their children's emotional expressions are related to children's emotional abilities. Martinez-Pons (1999) found that adolescents' perceptions of their parents' reinforcement, praise, and education of emotion-related behavior were related to the adolescents' self-reported trait emotional intelligence. Liau, Liau, Teoh, & Liau (2003) found parental monitoring and supervision are related to children's trait emotional intelligence. Also, Alegre & Benson (2010) detect that parental availability and control are related to late adolescents' trait emotional intelligence. Alegre (2012) as well reveal that the quality and quantity of time and interchanges which the mothers consumed with their children are affected their EI. Because it develops modeling and participates attention and close collaboration, above all, it reflects good parenting practices.

According to parenting literature, four main dimensions of parenting specified, which are pertinent to the study of emotional intelligence, as mentioned by Tsujino and Oyama-Higa (2007) "parental responsiveness, parental

positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence" (p. 253)

The Emotional Intelligence concept is new relatively with little empirical research, particularly that related to the link between a parent's emotional intelligence and that of their children. Mirza and Redzuan (2011) attempts to assess the relationship between fathers' and their children's EI skills. Pointed that the most of the children who has a higher level of EI had fathers who also has an upper level of emotional intelligence.

Fathers obviously play multiple roles and affect their children's development in many ways. They affect their children directly (e.g., behavior) and indirectly (as a source of emotion) and both pathways are critical to a comprehensive understanding of fatherhood and father-child relationships (Lamb, 2010). Stover (2003) demonstrate many points related to fathers could have a decisive effect on children's cognitive, social, emotional and behavioral development. Lamb, Plieck, and Levine (1985) argued that fathers have begun to take on a more active role in the domestic sphere and fatherhood are undergoing a significant shift.

The role of parents in Developing Child Emotional Intelligence

To develop emotional intelligence of children, the parents should do many things such as; devoted a special time for children; to express their feelings. Listening actively to what they said, this leading to higher EQ (McHale, Updegraff, Tucker, & Crouter, 2000; Adam, Snell, & Pendry, 2007). Saxena and Aggarwal (2010) argued 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" (p. 49). Parents Also should control behavior when children become angry and aggressive (Murphy, 2006). Besides, parents should coach their children to transact in a positive way with unfavorable emotions, and they should not punishing the child when he commits mistakes; because he will understand that faults handled by this way. Moreover, parents should provide opportunities to the child to exercise creative thinking and enjoy free times, and do not focus on the passive features of the child, but on the positive characteristics. Making a friendly discussion about emotions; will provide useful insight into the degree of awareness of feelings in the children, the ways and means they apply to deal with them (Saxena and Aggarwal, 2010). Giving value to recreational activities which can prove to be useful instruments to tackle emotional setbacks. Parents should

teach the significance of non-verbal communication (Chen, Lin, and Tu, 2006; Murthy and Varalakshmi, 2011). Finally, parents should give magnitude to empathy to develop child emotional intelligence; and they should understand, empathize, and accept the child's feelings and emotions (Nair, 2009).

Objective and Questions of the Study

Under the circumstances where the specialty studies show the influence which the emotional habits of parents have upon the emotional development of their children, the investigating procedures have in theory two primary objectives:

- to identify the level of emotional intelligence of both children and their mothers;
- to establish the relationship between the level of emotional intelligence of the children and that of their mothers; additionally;
- to identify if the emotional intelligence in children varies according to sex;
- to detect if emotional intelligence in children is different depending on the grade in the kindergarten.

Questions of the Study

- What is the level of emotional intelligence of mothers?
- What is the level of the children emotional intelligence?
- Is there a correlation statistically significant between emotional intelligence of mothers and emotional intelligence of their children?
- Do emotional intelligence in children vary according to sex?
- Is emotional intelligence in children different depending on the grade in the kindergarten?

METHODOLOGY AND PROCEDURES

The current research investigates the relationship between emotional intelligence of children in kindergarten age and emotional intelligence of their mother. The correlative descriptive approach has been used to achieve the study goals.

Study Population and Samples

The study population members included all children enrolled in public kindergartens, in the city of Jeddah in Saudi Arabia. the study sample selected from King Abdul-Aziz University Childhood Center, Main Branch. By 22 children from kindergarten1 (KG 1), and their mothers and (22) child of the kindergarten 2 (KG 2) from the same center and their mothers, have been randomly selected.

Table 1: Distribution of the study sample by grade and sex

Variable	Category	Percentage	Number
Gender	Males	43.2%	19
	Females	56.85%	25
Class	Kindergarten 1	50%	22
	Kindergarten 2	50%	22

Study Tools

1- Bar-On Emotional Quotient Inventory: Youth Version (EQ-i: YV), have been used for mothers, the measure aims at detection of emotional intelligence in adults, consists of (60) items, expresses the following areas: intrapersonal, interpersonal, stress management, adaptability, general mood and positive impression <http://www.jarwan-center.com>.

The response to items measured through the answer by referring to one of the following options.

(very seldom (1), seldom (2), often (3), very often (4)).

To verify the responder validity on the paragraphs. Some dual items that measure and express the same idea, the same attribute has found. which are as follows: 47 - 59, 48 - 55, 35 - 40, 38 - 51, 20 - 26, 17 - 43, 22 - 31, 7 - 30, 11 - 60, and 3 - 56.

To verify the psychometric properties of the scale and to make sure an appropriateness of it to the goals of the study. The researcher made the following procedures:-

Content Validity: Eight specialists in psychology and childhood of the faculty members at universities in Saudi Arabia were asked to express their opinions about, apparently drafting, the affiliation of the paragraphs to the tool, the suitability to the Saudi Arabian environment,

and to make any observations concerning the deletion or modification or addition. A consensus of six arbitrators have been adopted to judge the validity of paragraphs and based on the opinion of the judges; five items were reformulated.

The Internal Construction Validity: Through the application of the scale on a pilot sample totaling 20 mothers from the community and outside of the sample, the coefficients correlation were calculated between sample individuals performance on each dimension of emotional intelligence scale for mothers and the total score of the scale. Coefficients correlation ranged as shown in the next table.

The table shows acceptable internal construction validity of the scale for the study purposes.

Scale Reliability: The verification of reliability of the scale has been tested by applying the scale on a pilot sample of 20 mothers from outside study sample and within the community, consistency equation calculated by test-re-test, interval time of three weeks, and by checking the reliability of the tool according to the equation Cronbach's alpha. [Table, 2](#) shows the results of the reliability of the emotional intelligence scale for mothers.

Table 2: The correlation coefficient for internal construction validity and test-re-test reliability and internal consistency for the dimensions and the total score for the scale of emotional intelligence for mothers

Dimension	The correlation coefficient	Test-re-test Reliability	Cronbach's alpha
Personal efficiency	0.708 **	0.80**	0.77
Social competence	0.688 **	0.818**	0.71
Stress management	0.598 **	0.758**	0.76
Adjustment	0.53 **	0.798**	0.68
Mood	0.77 **	0.838**	0.69
Positive impression	0.79 **	0.648**	0.60
Total score		0.888**	0.70

The results show acceptable correlation coefficient for internal construction validity, test-re-test reliability and Cronbach's alpha reliability of the scale for the study purposes.

For scales correction and interpretation, (appendix, a).

2- Jarwan scale to measure a child emotional intelligence. It is prepared by Jarwan (2013) to measure

a child emotional intelligence; it consists of five dimensions:

1: self-awareness of emotions, which includes two branches

a. Self-awareness through face: four expressive faces (happy, sad, fearful, angry), the child was asked to (point to the picture of the happy face and another question to

fearful face and so on, and the child answered by pointing to the picture including eight questions

b. Self-awareness through situations: it composes of a Collection of short stories. Displayed to the child representing a situation. The child was asked to imagine that they happened to him, and to choose from among cups with pictures of expression, the child's answer was either to put a stick on the cup (happy, sad, angry, fearful, or nothing), it includes 16 situations.

2: empathy: This dimension consists of eight questions; the answer is (yes, I do not know, no) Example: Do you feel sorry for the little boy who does not have any shoes to wear? It included eight questions.

3: emotions management: There were three phrases, each of which had three options The likely answer of those phrases were (yes, I do not know, no); for example, "You invited your friends at home on the occasion of your success. At the moment you saw Ali holding Ahmed's hair, and Ahmed was crying, what do you do?"

(A) Would you be angry because they had ruined the party?

(B) Would you pull Ali's hair and ask him to get out of your house?

(C) Ask Ali to stop pulling Ahmed' hair?

It includes three phrases with nine options.

4: motivation: This dimension consist of questions to reveal the child's motivation (either enjoy or attempt) and through his answers (yes, I do not know, no); for example, when you play assembly disassemble games, Do you enjoy your game? Included in this section were 9questions

5: social skills: This dimension consist of phrases to determine by the teacher the applicability of its content on the child, by marking x versus a phrase that applies to be

answered (always apply, sometimes, do not apply) including15phrases (<http://www.jarwan-center.com>).

Verification of the psychometric properties of the scale

content validity: Eight specialists in psychology and childhood of the faculty members at universities in Saudi Arabia were asked to express their opinions about, clarity of drafting, the affiliation of the paragraphs to the tool, the suitability to the Saudi environment, and to make any observations concerning the deletion or modification or addition. A consensus of sex arbitrators has been adopted to judge the validity of paragraphs and based on the opinion of the judges, three paragraph reformulated.

The Internal Construction Validity: Through the application of the scale on the pilot sample totaling 20 children from the community and outside of the sample, the coefficients correlation were calculated between sample individuals performance on each dimension of emotional intelligence scale for children and the total score of the scale; coefficients correlation ranged as shown in the next table.

Scale reliability: The reliability of the scale has been tested by applying the scale on a pilot sample of 20 children from outside the study sample and within the community. Consistency equation calculating by test-re-test, interval time of three weeks, and by checking the reliability of the tool according to the equation Cronbach's alpha. **Table 3** shows the results of a validity and reliability of the emotional intelligence scale for children.

Table 3: the correlation coefficient for internal construction validity and test-re-test reliability and internal consistency for the dimensions and the total score for the scale of emotional intelligence for children.

Dimension	The correlation coefficient	Test -re- test Reliability	Equation alpha	Cronbach's alpha
Self-awareness of emotions	0.77 **	0.62**	0.50	
Empathy	0.76 **	0.59**	0.52	
Emotion Management	0.50**	0.58**	0.57	
Motivation	0.59 **	0.51**	0.49	
Social skills	0.64 **	0.77**	0.62	
Total score		0.80**	0.76	

The results show acceptable psychometric properties of the scale for the study purposes.

For scales correction and interpretation. (appendix, b).

Procedures

- The research carried out during one school semester. And it was oriented towards the following main direction:

the identification of the level of mothers' emotional intelligent values, the determination of the level of their children's emotional intelligent values, and the establishment of a correlation between the mothers' and children's emotional intelligent values.

- After verification of the primary scales of the study and finding its validity and reliability, the researchers obtained a book to facilitate the task to complete the search.

- the children and their mothers have been chosen to apply the scales at them, and collect the results for every pair (mother and her son) and put them together.
- The application of research scales was at King Abdul-Aziz University in the main branch Childhood Center.
- Data were collected with using an emotional intelligence test for mothers and their children.
- Results have been analyzed, interpreted, and discussed coming up with appropriate recommendations.

Study Limitation

Location limits: King Abdul-Aziz University Childhood Center, Main Branch.

Time limits: First Semester 2015-2016

Population limits: kindergarten children of the Center for Children at the University of King Abdul-Aziz, the main branch.

RESULTS

To answer question number one: What is the level of emotional intelligence of mothers?

Means, standard deviations of emotional intelligence were calculated for mothers Table 4a.b shows the results.

The first question results reveal that the level of mothers' emotional intelligence was high with a mean (3.31) and a standard deviation (0.25). Dimensions levels distributed between being average and high. The highest one was the interpersonal with a mean (3.66) and a standard deviation (0.27), while intrapersonal was the lowest with a mean (2.87) and a standard deviation (0.70).

To answer question number two: What is the level of the children emotional intelligence?

The means and standard deviations of emotional intelligence were calculated for the children. Table 4a,b shows the results.

Table 4a: The means and standard deviations of the emotional intelligence for mothers on the dimensions and the total score

Number	Dimension	Means	Standard deviation	Rating	Rank
1	Intrapersonal	2.87	.70	6	Average
2	Interpersonal	3.66	.27	1	High
3	Stress management	2.88	.47	5	Average
4	Adaptability	3.32	.40	3	High
5	General mood	3.60	.26	2	High
6	Positive imprison	3.22	.33	4	High
Total score		3.31	.25		High

Table 4b: Averages and standard deviations of children' emotional intelligence

Number	Dimension	Average	Standard deviation	Rating
1	Self-awareness of emotions	.76	.12	Suitable intelligent
2	Empathy	.38	.13	In need
3	Emotion management	.51	.13	In need
4	Motivation	.65	.21	Suitable intelligent
5	Social skills	.69	.44	Suitable intelligent
Total score		.65	.12	Suitable intelligent

The second question results reveal that the level of children' emotional intelligence was high, for self-awareness of emotions dimension with a mean (.76) and a standard deviation (.12). Then social skills with a mean (.69) and a standard deviation (.44). While the empathy, managing emotions were less than the criterion, which was (0.64).

The total score average was (0.65) with a standard deviation (0.12) which was above the criterion which was

(0.64), The results means the children have high emotional intelligence.

To answer Question number three: Is there a correlation statistically significant between emotional intelligence of mothers and emotional intelligence of their children?

Pearson correlation coefficient has been used between the dimensions and the total score. Table 5 shows the results.

Table 5: The results of correlation coefficients between emotional intelligence of mothers and their children

Mothers \ Children	Awareness of emotions	Empathy	Emotion management	Motivation	Social skills	Total scores
Intrapersonal	0.14	-0.06	0.19	0.04	-0.14	-0.04
Interpersonal	0.07	0.09	0.05	-0.03	0.07	0.10+
Stress Management	0.06	-0.19	0.24	-0.06	-0.10	-0.06
Adaptability	-0.10	-0.05	-0.28	-0.01	-0.04	-0.12
General mood	0.03	-0.01	-0.07	-0.22	-0.01	-0.07
Positive imprison	-0.12	-0.12	0.04	-0.14	-0.03	-0.09
Total score	0.04	-0.10	0.07	-0.10	-0.07	-0.07

It has been noticed from the previous table that there is no correlation between emotional intelligence in the mother and the emotional intelligence of the child.

To answer question number four: Does emotional intelligence in children vary according to sex? (t-test) Has been used to examine the differences between the means of emotional intelligence of the children according to sex. Table 6 illustrates this.

Table 6 showed that there were differences between males and females in possession of emotional intelligence in childhood. But these differences were simple and were not statistically significant. As the value

of (t) in the awareness of emotions, empathy, emotion management, motivation, social skills and the total score were respectively (0.45, 0.82, 1.97, 0.32, 1.80, 1.62) and all these values were not statistically significant. The result indicates that the emotional developmental characteristics for children in this stage are almost convergent. Where the sexual factor is not the key determinant in the emotional intelligence of children, All of them are within the developmental characteristics, they do not differ by their sex, and perhaps this shows the differences in emotional intelligence at an advanced age, but differences in this age are still simple.

Table 6: (T-test) results to the averages of emotional intelligence in children according to sex

Variable	Sex	Number	Mean	Standard deviation	Freedom degrees	(t) Value	Significance
Awareness of emotions	Male	19	.7610	.10654	40	0.45	0.66
	Female	23	.7446	.13134			
Empathy	Male	19	.3684	.12825	40	-0.82	0.42
	Female	23	.4022	.14080			
Emotion Management	Male	19	.4795	.11144	40	-1.97	0.056
	Female	23	.5507	.12299			
Motivation	Male	19	.6491	.22303	40	0.32	0.75
	Female	23	.6280	.19422			
Social skills	Male	19	.5544	.41755	40	-1.80	0.08
	Female	23	.7971	.45415			
Total score	Male	19	.6105	.11762	40	-1.62	0.11
	Female	23	.6716	.12658			

To answer question number five: Are emotional intelligence in children different depending on the grade in the kindergarten?

T-test has been used to examine the differences between the means of emotional intelligence of children, depending on the grade of kindergarten, as in Table 7.

Table 7 indicates that there are differences between the grades in possession of emotional intelligence in childhood, but these differences were simple and were

not statistically significant in four dimensions. As the value of (t-test) in awareness of emotions, empathy, emotion management, and motivation were respectively (0.36, 0.14, 1.61, 1.72) and all these values were not statistically significant. While there were differences in social skills and the total score as the value of (t-test) were (3.76, 3.34) respectively, and they were in favor to the kindergarten 2.

Table 7: The results of (t-test) to the means of children emotional intelligence, depending on the grade of kindergarten.

Variable	Kg Grade	Number	Means	Standard deviation	Freedom Degrees	(t) Value	Significance
Awareness of emotions	Kg2	22	.76	.14	40	0.36	0.72
	Kg1	22	.75	.10			
Empathy	Kg2	22	.38	.14	40	-0.14	0.89
	Kg1	22	.39	.13			
Emotion management	Kg2	22	.48	.13	40	-1.61	0.12
	Kg1	22	.54	.12			
Motivation	Kg2	22	.70	.22	40	1.72	0.09
	Kg1	22	.60	.19			
Social skills	Kg2	22	.90	.48	40	3.76	0.00
	Kg1	22	.47	.26			
Total score	Kg2	22	.70	.13	40	3.34	0.00

DISCUSSION

The first result brings to light that the level of mothers' emotional intelligence was high. It is well known that women are emotional in general; they are biologically prepared to consider their one's emotions and those of others as an essential element in survival. And their brains processing emotions better than men because they have a larger area in their brain dedicated for emotional processing comparing to men (McIntyre, 2010). As Fernández-Berrocal, Cabello, Castillo, and Extremera (2012) stated that "Females are more preoccupied with maintaining the positive tone of their and others' emotions to prevent the deterioration of interpersonal relations and to construct satisfying social networks" (p. 79).

The second result shows that the children have high emotional intelligence in the total score and three dimensions, recognize emotion through faces, situations, social skills, and motivation, while empathy, managing emotions were less than the criterion. The researchers attribute the existence of a lower level of children's empathy, managing emotions to the age; due to children are still in a pre-school stage, which is an early age. And have not evolved to have all of the emotional intelligence skills that develop with age; and the different experiences

that the man goes through; and gains more emotional intelligence, Alegre (2012) pointed out that "emotional intelligence is hypothesized to be flexible and adaptive. It can be improved over time with the appropriate experiences" (p. 494). The children of our research as mentioned were recognized emotion through faces and situations, have social skills and motivation; this may be due to the fact, that children experienced this feeling early on a daily basis. Recently studies reveal that children interact with emotions before they are born. And they try to realize emotions through early childhood (Ulutas & Omeroglu, 2012). It has manifest that children who can understand emotions correctly avoid aggressive behaviors, establish more positive relations with their peers and other people around them and they are accordant in their school and social life (Hughes, Dunn, & White, 1998; Fabes, Eisenberg, Hanish, & Spinrad, 2001).

Concerning the part of the result which pointed out, that empathy, managing emotions were less than the criterion. It is well know that children between the ages of two and four years can freely react with a grown-up and other kids, but they are more condensed on themselves and cannot understand other's standpoints. In the next years with the growing of their needs for communion with other children, emotional involvement, and emotional

control should broaden, egoism should be detraction (Berk, 2002). The research indicates that children who can adjust their emotional responses in restraint to others' emotions are more probable to have good social skills and to act pro-socially (Mirza & Redzuan, 2011).

For question three. The result indicates that there is no significant correlation between emotional intelligence of the mothers and the emotional intelligence of their children. Despite the existence of a relationship but it is not statistically significant; this may be due to the small age of the study sample, and this relation may increase with age. Because as Tsujino and Oyama-Higa (2007) pointed "children are naturally affected most by their mothers because they are in close contact with them for a long time" (p. 206).

Our results are not in line with previous studies that indicate the main impact of the parents' emotional development on the emotional life of their children (Kolb, 1989; Achenbach & Howell, 1993; Hamburg, 1992). Through educational literature review, it can be said that the relation between an emotional semblance of parental behavior and the child's emotional modulation is family and culture determined (Alegre, 2011). On the other hand, the emotional intelligence of the children does not associate only with parents emotional intelligence, but there are many other variables. Parenting practices have been shown to predict children's emotional intelligence (Alegre, 2012). As well as, parental monitoring and supervision (Liau, Liau, Teoh; & Liau, 2003). parents attitudes, beliefs, and responses to their children's emotional expressions (Gottman; Katz; & Hooven, 1997). Parental availability and control (Alegre & Benson, 2010). Quantity and quality of time the mothers spent with their children and the positive interactions between them were significant regarding children's trait emotional intelligence (Alegre, 2012).

For question number four. The result indicates that the emotional developmental characteristics for children in this stage are almost convergent; this Maybe to suggest that the sexual factor is not the key determinant in the emotional intelligence of children. According to the previous studies which were concerned with gender differences in emotional intelligence, findings were contradictory. Some of them disclosed that there were no significant differences in emotional intelligence amongst females and males (Dawda & Hart, 2000; Bar-On, Brown, Kirkcaldy & Thome, 2000; Brackett & Mayer, 2003; Jinfu & Xicoyan, 2004; Tiwari & Srivastava, 2004; Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005; Devi, & Rayulu, 2005; Brackett, Rivers, Shiffman, Lener, & Salovey, 2006; Brown & Schutte, 2006; Depape, Hakim-Larson, Voelker, Page, & Jackson, 2006).

However, some researchers pointed out that females are more skillful in conducting their own as well as other people's emotions (Sutarso, 1999; Wing & Love, 2001; Singh, 2002). While, other researchers showed that there

were differences between males and females in the level of emotional intelligence favor to females (Sanchez-Ruiz, Perez-Gonzales, & Petrides, 2010).

Question number five: Results indicate that there are differences between the grades (Kg 1, Kg 2) in possession of emotional intelligence in childhood, but these differences were simple and were not statistically significant in four dimensions, while there were differences in social skills and the total score in favor to the Kg 2. That reveals that kids may possess better social skills when they grow up, and they may get smarter in emotions, although it is small and not statistically significant. As the level of growth at preschool age are accelerated, and within a year the children may learn many social skills, reflected at them in a positive way; consequently, they became best in emotional intelligence as a result of the experiences they go through.

In fact, There are many assumptions about emotional intelligence and age. Widespread literature and common sense asset that older people are more aware, wiser, and restrained. Studies analyzing how EI changes with age have given conflicting results. Many research have revealed that some dimension of EI growing with age, though the influence is trivial; also, there are aspects of EI do not improve with age, (Fariselli et al., 2006). Atkins and Stough (2005) argued that the scope of which emotions are applied in difficult situation resolving raises across the duration of life, specifically for females. Some research has pointed out that adults overpass notably better on all parts of the EI (Fernández-Berrocal et al., 2012; Mayer et al., 1999). While Other studies, in contrast, have found significant correlations in all EI branches except perception and emotional facilitation (Goldenberg, Matheson, & Mantler, 2006; Kafetsios, 2004). Das and Sahu (2014) found that there is a statistically insignificant relationship between age and EI. Furthermore, in the larger sample, there was evidence that the ability to control strong emotions may decline across the aging. Moreover, studies of affective processing across the lifespan suggest that older adults may be more adept at adjusting and controlling their emotions than younger adults (Ruffman, Henry, Livingstone, & Phillips, 2008). Taken all these results collectively, propose that specific aspects of emotional intelligence may grow with age, while other might decline.

RECOMMENDATIONS

Finally, the researchers recommend that this study is performed again with a bigger sample size. It would be fascinating to examine if a larger sample size would result in any different statistically significant results from this study. Last but not least, recommendation is related to the study design. Further research could use a mixed

method; namely, coupling qualitative and quantitative methods that may improve the findings.

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Appendices

Appendix, a

Scale Correction for the Emotional Intelligence Scale for Mothers

The mothers were asked to respond to all the items of the scale, the total difference between the dual items was calculated, if the sum of the variance of the different marks was more than ten marks, it meant that the result should be taken with caution, which means weakness the credibility of the answers. There are positive and negative paragraphs which must be taken into account. Since the negative items were 1, 15, 21, 26, 28, 35, 37, 46, 49, 53, 54, and 58 while the rest of the items were considered positive items, and thus marks must be reversed in the case of negative items.

Interpretation of the Scale

The total raw score of intelligence were calculated; and sub-scores in the corresponding boxes of the items in the respective sub-scale column according to key icons are as below:

A: intrapersonal: 7, 17, 28, 31, 43, 53

B: interpersonal: 2, 5, 10, 14, 20, 24, 36, 41, 45, 51, 55, 59

C: stress management: 3, 6, 11, 15, 21, 26, 35, 39, 46, 49, 54, 58

D: adaptability: 12, 16, 22, 25, 30, 34, 38, 44, 48, 57

E: general mood: 1, 4, 9, 13, 19, 23, 29, 32, 37, 40, 47, 50, 56, 60

F: positive impression: 8, 18, 27, 33, 42, 52

G: total emotional intelligence: It includes all the items of the scale or the total score.

The total score ranges between (60-240).

To interpret the answers obtained by the mother according to cut points:

Since the term = $\frac{\text{greatest value(option)} - \text{the smallest value(option)}}{\text{number of values (options)}}$,

$$4 - 1 = 3/3$$

Then dividing the difference on the numbers of levels that have been selected, which are (3) as follows: $3/3 = 1$

Then add 1 to the minimum for each category as follows.

- The degree of (1-2) for the mean of the single paragraph indicates the low level of emotional intelligence of the mother, whether at the total or dimensional score.
- The degree of (2.01-3) to the mean per paragraph indicates the average level of emotional intelligence to the mother, whether at the total or dimensional score.
- The degree of (3.01-4) to the mean per paragraph indicates a high level of emotional intelligence to the mother whether at the full or dimensional score.

Appendix, b

Scale Correction for Emotional Intelligence Scale for Children

The total score of the scale ranged between (zero -80)

Interpretation of the scale:

The average mark was considered (0.64) as an indication of an emotional intelligent of the child. The dimensions are as follows.

Dimension I consisted of 24 items, so if the student got 15 out of 24, it was considered emotionally intelligent.

Dimension II consisted of 8 items, so if the student got 5 out of 8, it was found to be emotionally intelligent.

Dimension III consisted of 9 items, so if the student got 6 out of 9, it was considered emotionally intelligent.

Dimension IV consisted of 9 items, so if the student got 6 out of 9, it was found to be emotionally intelligent.

Dimension V consisted of 15 items, the score ranged (0-30), so if the student got 19 out of 30, it was considered emotionally intelligent.