

## Parents Perception About the Correlation of Emotional Intelligence Trait and Empirical Scales of Emotional and Behavior Problems Scales of Children 10-12 Years Old

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### Abstract

**Aim:** To explore the parent perception about the correlation of emotional intelligence trait and empirical scales of emotional and behavior problems scales of children 10-12 years old. It was hypothesized that there will be positive relationship between scales. **Methods:** We used two questionnaires for collecting the data, the TEIQue-Child Form questionnaire for the emotional intelligence and CBCL (6-18 years) the 2001 edition (Achenbach & Rescorla, 2001). Pearson correlation was used to explore the correlation between scales. The sample included 185 children (98 or 53% boys and 87 or 47 % girls), with a mean age of 11 years (SD .83). 62 of them (33.5%) were 10 years old; 57 of them (30.8%) were 11 years old and 66 or 35.7 % from the total number of children were 12 years old. From 185 parents participated in the study, 92 of them or 49.7 % were mothers, while 93 of them or 50.03 % were fathers. The chi-square test, reported no important differences neither for children nor for parents. **Results:** Correlation analysis mostly indicated low and negative but non-significant relationship between EI and EB empirical scales, for all children and by gender and age. There was low positive correlation only between empirical scales themselves.

**Keywords:** relationship, children, emotional intelligence, empirical emotional and problem behavior scale, parent.

### Introduction

Mayer et al. (1999) defined emotional intelligence using a theoretical model focusing on emotional skills that can be developed through learning and experience, posited that emotional intelligence is comprised of three central abilities: 1) perceiving (i.e. the entering of affective information into one's perception), 2) understanding (i.e. the act of processing affective information), and 3) managing emotions (i.e. regulation and expression of emotions.). The construct of emotional intelligence (EI) - the ability to identify, process, and manage emotions, in both oneself and others (Goleman, 2001; Mayer & Salovey, 1997) - has received widespread attention, both within popular press and scholarly journals, ever since its inception in the 1990's.

Mayer & Salovey (1999) carried out a study which aimed at identifying the dimensional Emotional Intelligence as it represents a scalable capacity for individuals by applying a multi factor Emotional Intelligence standard, tested on 290 high school students, aging 11 to 18 years old. The findings were: girls exceeded boys in EI scores, elder adolescents (boy, girls) exceeded younger counterparts in the study.

Emotionally intelligent individuals, are less likely to experience negative emotions, and concomitantly, more likely to experience positive emotions (Mikolajczak, Nelis, Hansenne, & Quoidbach, 2008), they are more adept at directing their thoughts away from negative emotions and are less likely to engage in dysfunctional worry and excessive rumination (Salovey et al., 2000) and they engage in more active coping responses to stressful situations (Zeidner & Saklofske, 1996).

Regarding the emotional and behavior problems, research generally suggests two key entry points in the development of behavioral problems – early childhood and early adolescence with potentially different risk factors associated with each of them (Lahey, Waldman, McBurnett, 1999). Epidemiological data indicate that 15–20% of school age children suffer relatively serious behavioural and emotional problems which significantly compromise their everyday functioning in multiple domains. A review of various epidemiological studies of emotional and behavioral problems of children and adolescents (Angold & Costello, 1993) suggests that the problems are on the rise. In one interesting study Robert, Attkinson and Rosenblatt (1998) reviewed 52 epidemiological studies to estimate the prevalence of emotional and behavioral problems of children and adolescents concluded that a great deal of variation exists in the prevalence rates.

Problems result from interactions between characteristics of the child and situations within the family, peer group, school and community.

Several studies have shown that emotional abilities are of particular relevance to psychological health and wellbeing. In addition, it has been found that emotional problems are related to the tendency to get involved in deviant behavior and self-destructive.

Our study aimed to: (1) to explore the relationships of emotional intelligence and empirical emotional and problems behavior scales. It was hypothesized that there will be positive relationship between scales.

## Methodology

### The study sample

The sample included 185 children (98 or 53% boys and 87 or 47 % girls), with a mean age of 11 years (SD .83). 62 of them (33.5%) were 10 years old; 57 of them (30.8%) were 11 years old and 66 or 35.7 % from the total number of children were 12 years old. Only 7 out of 185 children lived in the village. The chi-square test, reported no important differences in the distribution of the percentages of gender and age representation in this study, while there were statistical differences between children living in city with those living in the village.

From 185 parents participated in the study, 92 of them or 49.7 % were mothers, while 93 of them or 50.03 % were fathers. In the chi-square test, there were not important differences reported in the distribution of the percentages of parent's gender. The parents voluntarily completed the questionnaire.

Table 1

*Descriptive data for children by gender, age and place of living.*

	<i>Valid Nr.</i>	<i>Percentile</i>	<i>Chi-square test</i>
Male	98	53	
Female	87	47	$\chi^2 (1) = .654, p = .659$
10 years old	62	33.5	
11 years old	57	30.8	$\chi^2 (2) = .659, p = .719$
12 years old	66	35.7	
Living in village	7	3.8	$\chi^2 (1) = 158.06, p = .00$
Living in city	178	96.2	

Table 2

*Number and percentile of parents by gender, and mean and standard deviation for age, education level and family outcomes*

	<i>Mean</i>	<i>SD</i>
Children Age	11.02	.83
Parents age	39.86	5.98
Fathers education level in years	12.61	2.39
Mothers education level in years	11.52	2.88
Family outcome living in city	518.52	301.94
Family outcome living in village	478.57	221.47
	<i>Number</i>	<i>Percentile</i>
Father	93	50.3
Mother	92	49.7
	$\chi^2 (1) = .654, p = .659$	

### Instruments and data collection

We used two questionnaires for collecting the data, the TEIQue-Child Form questionnaire for the emotional intelligence and CBCL (6-18 years) the 2001 edition (Achenbach & Rescorla, 2001).

The TEIQue-Child Form questionnaire, contains 75 items responded to on a 5-point scale (1 = *strongly disagree*; 2 = *disagree*; 3 = *neither*; 4= *Agree*; 5=*strongly agree*), and measures nine distinct facets (Mavroveli, Petrides, Shove, & Whitehead, 2008). For our study we used the total score of EI. The Child Form that has been specifically developed for children aged between 8 and 12 years. The TEIQue scales have been shown to have a consistency of .718. The CBCL the 2001 edition (Achenbach & Rescorla, 2001) contains 118 items items rated 0-1-2 (0 = *not true (as far as you know)*; 1 = *somewhat or sometimes true*; or 2 = *very true or often true*) plus 1 open-ended problem items, that describe the behaviour of children and adolescents between the ages of 6 and 18 years. Empirically based syndrome scales scored from the CBCL 6-18, are: Anxious/Depressed, Withdrawn/Depressed, Somatic Complaints, Social Problems, Thought Problems, Attention Problems, Rule-Breaking Behavior, and Aggressive Behavior. The CBCL scales have been shown to have a consistency of .730

### The procedure of data analysis

A specific code was used for the identification of information for each child and parent. Descriptive statistics, chi-square test, and Pearson correlation, were used to explore and analyse the correlations of interest variables in the study on total EI and empirically based syndrome scales. The statistical package SPSS for Windows, version 21 was used.

### Results

To characterize the sample population, the outcome variable was stratified by demographic variable. Table 3 and 4 shows the mean scores and standard deviations by gender, age and for all children.

Table 3

*Number, Mean scores and Standard deviations for EI and EB empirical scales by gender.*

	Gender	Total children		
		N	Mean	SD
Anxious/Depressed	F	87	1.14	.44
	M	98	1.14	.43
	F+M	185	1.14	.43
Withdrawn/Depressed	F	87	1.08	.31
	M	98	1.14	.41
	F+M	185	1.11	.37
Somatic Complaints	F	87	1.13	.45
	M	98	1.09	.38
	F+M	185	1.11	.42
Social Problems,	F	87	1.05	.26
	M	98	1.10	.36
	F+M	185	1.08	.32
Thought Problems,	F	87	1.09	.39
	M	98	1.04	.25
	F+M	185	1.06	.32
Attention Problems,	F	87	1.08	.35
	M	98	1.03	.26
	F+M	185	1.05	.29
Rule-Breaking Behavior	F	87	1.00	.00
	M	98	1.01	.10
	F+M	185	1.01	.07
Aggressive Behavior	F	87	1.07	.29
	M	98	1.03	.17
	F+M	185	1.05	.24
	F	87	2.01	.77

Total EI	M	98	2.09	.79
	F+M	185	2.04	.78

Table 4

Number, Mean scores and Standard deviations for EI and EB empirical scales by age.

	Gender	Total children		
		N	Mean	SD
Anxious/Depressed	10 years	62	1.19	.54
	11 years	57	1.07	.26
	12 years	66	1.15	.44
Withdrawn/Depressed	10 years	62	1.10	.35
	11 years	57	1.16	.41
	12 years	66	1.09	.34
Somatic Complaints	10 years	62	1.15	.47
	11 years	57	1.12	.46
	12 years	66	1.06	.29
Social Problems,	10 years	62	1.06	.36
	11 years	57	1.02	.13
	12 years	66	1.14	.39
Thought Problems,	10 years	62	1.10	.39
	11 years	57	1.02	.13
	12 years	66	1.08	.36
Attention Problems,	10 years	62	1.10	.43
	11 years	57	1.05	.22
	12 years	66	1.02	.12
Rule-Breaking Behavior	10 years	62	1.02	.13
	11 years	57	1.00	.00
	12 years	66	1.00	.00
Aggressive Behavior	10 years	62	1.08	.33
	11 years	57	1.04	.19
	12 years	66	1.03	.17
Total EI	10 years	62	1.94	.67
	11 years	57	2.18	.76
	12 years	66	2.03	.88

Table 5

The correlation between EI and EB empirical scales.

		1	2	3	4	5	6	7	8
EI -1	Pearson Correlation	1							
	Sig. (2-tailed)								
SOMAT-2	Pearson Correlation	-.048	1						
	Sig. (2-tailed)	.516							
SOCIAL-3	Pearson Correlation	.052	.183	1					
	Sig. (2-tailed)	.481	.013						

THOUGHT-4	Pearson Correlation	-011	-.052 .162* 1		
	Sig. (2-tailed)	.880	.478 .028		
ATTENTION-5	Pearson Correlation	-.010	-.049 .306** .542**1		
	Sig. (2-tailed)	.888	.510 .000 .000		
RULE-6	Pearson Correlation	-.004	-.019 -.017 -.015 -.014 1		
	Sig. (2-tailed)	.956	.795 .814 .841 .852		
AGGRESS-7	Pearson Correlation	.105	.056 .376** .450** .431** .294**1		
	Sig. (2-tailed)	.154	.449 .000 .000 .000 .000		
ANX -8	Pearson Correlation	-.018	.248** .550** .401** .460** .147* .406**1		
	Sig. (2-tailed)	.806	.001 .000 .000 .000 .046 .000		
WITHDRAWN-9	Pearson Correlation	.059	.133 .575** .213** .352** -.023 .371** .483**		
	Sig. (2-tailed)	.425	.071 .000 .004 .000 .757 .000 .000		

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlations analysis did not revealed significant relationships between in EI and EB empirical scales. The results obtained indicated low and positive relationships only between empirical scales themselves.

## Discussion

The main aim of this study was to explore the relationships of emotional intelligence total score and empirical emotional and problems behavior scales, according to parents perception. It was hypothesized that there will be differences between girls and boys and there will be positive relationships between scales.

From the results obtained from the correlations analyses, there was no statistical significance. The results obtained indicated low and positive relationships only between empirical scales themselves.

It was expected that the variables of emotional intelligence and behavior problems have a correlation on each other. These results are inconsistent with the significant number of studies that revealed that EI is negatively related to several indices of psychopathology (Malterer, Glass, & Newman, 2008) such as frustration or distress (Epstein, 1998); managing emotions (Karim, 2011); dysfunctional worry and excessive rumination (Salovey et al., 2000)

Our results are also inconsistent with the findings of Taghavi et al. (1999); Cicchetti & Toth (1998); Schmidt & Andrykowski (2004); Brackett, Mayer, & Warner, (2004).

These results showed that there is a need for further studies involving cultural variables in order to explore more in depth the issue.

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