



Raising Emotionally Intelligent Child

دراسة حول تطوير ورفع معدل الذكاء العاطفي للطفل

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Dissertation submitted in partial fulfillment of

MEd Management and leadership

Faculty of Education

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March 2015

EXECUTIVE SUMMARY

The most famous model for testing the emotional intelligence of a child is “self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem-solving, reality testing, flexibility, stress management, stress tolerance, impulse control, happiness and optimism.” Therefore, parents, guardians and teachers should do more than showing concern and appreciation of the child’s activities and engage their emotions as well. We adopted a mixed methodology to gather and analyze data from 270 children with the permission and assistance of 8 teachers and at least 270 parents. The teachers and parents were served with emotion logs and questionnaires to fill at the end of the week. Overall, 14 hypotheses were supported while others 1 was rejected. Our research shows that children with higher emotional intelligence are good at consoling themselves, overcome challenges faster, are healthier, attentive, are very sociable and perform well in academic endeavors. As discussed in this study, the best way for raising an emotionally intelligent child is emotional coaching which above all covers empathy as a powerful process of relating with their situations. This study concludes that emotional coaching is effective for children up teenage or adolescent ages. Emotional coaching should be a home philosophy and school policy. The parents, guardians and teachers should handle emotions as natural events. These caregivers must always listen to a child who is angry, moody, sad and showing all sorts of behaviour. This study concludes that the caregivers must establish a network of support where they communicate with each other about the children’s behaviour so that a standard handling procedure is in place. Often an angry

child's treatment at home is different from school and this causes all sorts of problems to their overall emotional intelligence. The caregivers need to explain to the child that it is okay to be angry but there are limits of behaviour that will be tolerated. Finally, whatever the action preferred by the caregivers, dismissing, disapproving and laissez-faire response to children's behaviour must be avoided at all cost.

من اهم الأختبارات التي تقوم بدراسة الذكاء العاطفي للطفل الوعي الذاتي وتحقيق الذات والاستقلالية والتعاطف والعلاقات الشخصية والمسؤولية الاجتماعية كذلك تدرس حلول المشاكل واختبارات الواقع والمرونة وإدارة الاجهاد والتسامح والسيطرة على الانفعالات والشعور بالسعادة والتفاؤل، وعليه ينبغي من اولياء الامور والمعلمين والافراد الذين لديهم تأثير مباشر على الطفل بذل مجهود اكثر من مجرد اظهار الاهتمام والتقدير للأنشطة الذي يقوم بها الطفل وانخرطهم العاطفي ومشاعرهم.

منهجنا في هذا البحث منهج منوع وممزوج لجمع وتحليل البيانات من عينة تبلغ 270 طفل تحت اشراف ومساعدة من 8 معلمين و 270 من الاباء والامهات ، استغرقت عملية تجميع المعلومات حوالي اسبوع وباستخدام استبيانات معتمدة لكلا المعلمين والاهالي وعموما اجمع كلا من المعلمين والاهالي على صحة 14 فرضية وتم رفض فرضية واحدة.

اشارت الابحاث ان الاطفال الذي لديهم الذكاء العاطفي اعلى يكونون قادرين على مواساة انفسهم من الاخرين والتغلب على التحديات بشكل اسرع كذلك اشارت الابحاث انهم اكثر صحة ويقظة من ذويهم كما انهم يقدمون اداء افضل في الاكاديميات والمدارس. كما تم مناقشة كيفية رفع الذكاء العاطفي للطفل من خلال التدريبات وعملية التعاطف ، كما تلخص هذه الدراسة التدريبات الفعالة للاطفال الى سن المراهقة او في سن المراهقة وينبغي ان يكون التدريب العاطفي من قبل كلا من الاهالي والمعلمين في المنازل وسياسة المدارس كما يجب عليهم التعامل مع العواطف في الاحداث الطبيعية وايضا الاستماع دائما للطفل عند الغضب وتقلبات المزاج والحزن فهذه المشاعر تبين سلوك الطفل كذلك يجب على الاهالي والمعلمين انشاء شبكة لدعم التواصل مع بعضهم البعض حول سلوك الطفل ومعرفة كيفية الاجراءات السليمة لمعالجه جميع انواع المشاكل حيث ان تفاوت واختلاف المعالجات لدى الاهالي والمدارس تعتبر احد اهم الاسباب التي تؤدي الى مشاكل الذكاء العاطفي لدى الطفل.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The field of study of emotional intelligence has become very popular because more parents and teachers have recognized the tight link it has with raising children. Emotional intelligence among children is also important because it moulds their character as they grow through adolescence into adulthood. Today various married or single parents are facing challenges in managing their children's emotions and this ultimately takes toll on their academic performances and their behaviour as they grow up (Mayer & Cobb, 2000).

Most children's emotional intelligence depends on factors like family background and upbringing environment. Thus, if children grow up in a family full of conflict, they internalize the wrong messages about life in general. Additionally, if children's negative behaviour is overlooked, their emotions perceive a sense of neglect and as they approach adulthood, could degenerate to emotional wrecks (Lantieri & Goleman, 2008). Many parents are often overhead shouting to their children exhibiting negative behaviour to 'grow up'. The intelligent child could have simply been looking for attention, but such a statement can hurt their feelings because they perhaps have no idea on how to behave like adults at their age (Gottman, 1997).

In the converse, children brought up in unstable homes such as by divorced or separated couples could grow up believing that this is a normal behaviour since adults exhibit it. According to a psychologist Haim Ginott, it is important for parents to empathize with every child's feelings if they hope to see positive behaviour and better academic performances as they grow up (Ginott, 1965). Another psychologist John Gottman, who added that positive communication to the children is among the best

strategies of developing their emotional intelligence, upheld similar views. Gottman (1997) further stressed that children who show high emotional intelligence are generally well psychologically and physically, have great social cohesion and high achievers in their academic endeavors.

To date, there are some great scholars and researchers in the field of emotional intelligence which many parents and teachers respect and implement the concepts. Haim Ginott (1922 – 1973) was a leading child psychologist, tutor, psychotherapist and counselor who advised parents and children on emotional intelligence. Ginott's (1965) works motivated other later day psychologists like Adele Faber and Elaine Mazlish who wrote famous book used to date (Faber & Mazlish, 1982).

Ginott (1965) advanced his concept of emotional intelligence in various ways to assist parents in raising their children. First, Ginott (1965) emphasized that parents must nurture warm relationship with kids so to protect their self-esteem by paying attention to their verbal and non-verbal communication as their emotions can be masked behind such messages. Second, Ginott (1965) stressed that parents must empathize with their children's emotions as a demonstration of sound parenting. Third, Ginott (1965) stated that sheer overlooking, rationalizing, dismissing or ignoring the children's emotions or feelings does not necessarily make them forget the issues. Fourth, Ginott (1965) noted that both wrong and right feelings of the children are important and must get attention by the parents at all time. However, the parents and teachers must still lay down rules that guide the children's behaviour as they channel their daily feelings. Thus, parents should appreciate the child as a person as much as their negative behaviour is reprimanded. Fifth, parents must appreciate that intelligent children's emotions are

evident via their behaviour. Therefore, a responsible parent must outline the boundaries for behaviour in time accompanied by the explanations to the child. Sixth, Ginott (1965) stated that as parents identify and explain their children's emotions, this helps in understanding the same emotions. Therefore, such children grow up with a balanced emotion where they are aware of the cause and effects of their behaviour to themselves and others.

Ginott (1965) was concerned about over parenting tendencies because these too have capacity of submerging the children emotions and behaviour which could re-emerge later in life as unacceptable behaviour. However, when parents show empathy towards the children, their emotional intelligence grows and shows in their self-esteem leading to improved discipline and better relationship with others (Shonkoff & Phillips, 2000).

The merits of a parent or teacher empathizing with a child to develop their emotional intelligence are plenty. A psychologist Gottman (1997) did a research on parent –child relationship with a sample population of 100 families for a period of a decade to establish how the communication style affected their emotional intelligence. This study established that children with advanced emotional intelligence were also mentally healthy, socially receptive, high academic achievers and physically fit.

Gottman (1997) further noted that such children are alert, overcome all forms of stress within the shortest time and have a 'high vagal tone'. Gottman (1997) explained that a child's first emotional experiences are developed by their parasympathetic nervous systems. This could shape their old age ability to control their physical environment via an autonomic nervous system that relieves all forms of distresses. Gottman (1997) noted that children whose emotions are embraced with appropriate feedback are effective at

consoling themselves and tend to avoid prompts that are likely to disturb their emotions. Ultimately, Gottman (1997) observed that children whose guardians are aloof to their emotions and feelings would exhibit low 'vagal tone' or appear less intelligent, sometime confused, easily irritable or abrupt events and are restless, as they grow older.

1.2 Problem Statement

Since children spend most of their time at home and in school, the onus of nurturing and raising their emotional intelligence lies with parents, guardians and the teachers. Previous studies, assume that the task of raising children was solely the parents' role while ignoring that nearly 33% of the daytime is with the teachers at school. The central problem in this study is to establish whether and how parents and teachers are able to understand the children's emotions and needs to nurture their underlying intelligence and train positive behaviour. If the parents and teachers achieve this goal, they will have laid grounds for empathy with the children and their emotional intelligence. However, many parents and teachers fail to set their goals for understanding the children's emotions and this consequently leads to lack of empathy or guidance of the children to train their emotions intelligently (Bar-On & Parker, 2000).

Many parents and teachers are unable to recognize the children's emotions and other underlying behaviour and this is a major problem in their upbringing at home and education at school. There is lack of consensus on whether the skill to raise the emotional intelligence of children is supposed to be acquired via formal training or be inborn. Nevertheless, if parents and teachers can specialize in understanding the children's emotions and their underlying feelings, they will eliminate irrational judgement of their unbecoming behaviour and avoid blaming them. Therefore, this study problem is to

explore how parents and teachers can understand the children's emotions towards intelligence (Roberts, 2004).

Furthermore, the problem in this study is to outline different children's behaviour, indicating emotional stress via their verbal and non-verbal communication. This problem is based on the general understanding that many children's behaviour is merely attention seeking from their parents or teachers due to some needs (Jensen, 2000).

This study problem was to demonstrate how parents and teachers could connect the children's emotions with their behaviour and subsequently observe, respond or predict their behaviour in an intelligent manner. Therefore, the study sought to understand how parents and teachers can work together to share experiences of how a child manifests emotions in the verbal and non-verbal behaviour. The parents and teachers can meet regularly compare notes on child's emotional signs and how best to nurture intelligence (Doty, 2001).

This study problem is to guide parents and teachers on how to understand and rationalize children's emotional attachments to needs to minimize blaming their behaviour and passing harsh judgement. Ultimately, constant blames and judgement of children's behaviour as a major source of their frustration and annoyance. Therefore, this study looks at ways in which parents and teachers can pay more attention to the children needs (Parr, 2000).

The inability of many parents and teachers to discover the children's unmet needs is a big problem, because they could be addressing the wrong signs and this could lead to the child's withdrawal even further (Nagy & Nagy, 1999). Therefore, such children's emotions will transform to some sort of behaviour such as jumping up and down or

confusion. Ultimately, if a child prolongs such negative emotions, it dents their intelligence that is measurable in academic fronts.

Whether parents and teachers are able to accept children's behaviour rather than trying to compare with other children is a key problem in this study. Emotional intelligence is primarily an individual matter and should not be nurtured very strict manner (McGraw, 2004). However, issues of emotional intelligence should be constructive without putting the children on defense mode or stirring their emotional balance especially as they transition from childhood to adolescence (Rosenthal, 2002). Eventually, the parent and teacher should find ways of managing the children's emotional intelligence without waiting for them to act out as a sign of attention seeking (Walsh, 2004).

Many parents and teachers have been acknowledging the children's emotional intelligence, but have been strict rules for their behaviour and this poses all sorts of problems with their self-esteem and academic development (Levine, 2000). In the contract, this study seeks ways of balancing the two and tightening the bond between the children and the parents and teachers in a win-win manner. However, the problems compound especially for the teachers who have to deal with more children as compared to parents at home (Curtis & Cornell, 2002).

The problem that many parents and teachers face in raising emotionally intelligent child is lack of lack of knowledge that sometimes they just need understanding rather than attempt to meet perceived needs (Lykken, 2000). This problem is more prevalent as the child approaches the teenage or adolescent ages where the children undergo various psychological and physical changes in their bodies. Therefore, this study seeks to explore

how parents and teachers can assist the emotionally intelligent children instead of them feeling that these guardians are taking over their feelings (Elias, et al., 2000).

Finally, this study problem evaluates the parents and teachers' attitudes towards emotionally intelligent children and how to change progressively. It is imperative for parents and teachers to know that sometimes the children can continue to gain intelligence even if some types of behaviour do not change. Therefore, many parents and teachers have experiences that some children can maintain top grades and scores yet their behaviour is unbecoming or unacceptable. Parents and teachers will then realize that the children are not aiming at annoying their guardianship or mentorship, but require skills training so that they can reduce the unacceptable behaviour gradually (Heller, 2006).

1.3 Aims, Objectives and Research Questions

The aim of this study was to articulate how parents and teachers can raise and mentor emotionally intelligent children for their physical wellbeing, mental health and academic achievement. The study also aims at outlining how parents and teachers can make children nurture good behaviour and rationalize their emotions. In advancing this study aim, we pursued how parents and teachers can be effective emotional coaches for the children. Therefore, we aligned the study objectives closely to the Gottman & DeClaire (1997) five stages of emotional coaching of the intelligent child.

1. To guide parents and teachers to be aware of the child's emotional intelligence.
2. To enable parents and teachers appreciate emotions as form of communication from the children and that they need attention to convert the same and improve their learning capabilities and intelligence.

3. To outline how parents and teachers can listen empathetically to the children so that they can feel emotionally validated.
4. To improve the parents and teachers capacity to develop the emotional literacy of the children for academic success.
5. To set boundaries for problem solving whenever parents and teachers are dealing with different children's behaviour.

In order to address the above objectives, the following are the research questions:

1. What behaviour should parents and teachers look out for as the child signs of emotional intelligence?
2. How should parents and teachers nurture close relations with the children to enhance their learning emotional intelligence?
3. When should parents and teachers empathize with their children's feelings so that they feel validated towards emotional intelligence and literacy?
4. Which educational policies are important towards developing children's emotional intelligence?
5. Which limits should parents and teachers set for the children's behaviour without affecting their emotional intelligence?

1.4 Significance of the study

In the last three decades, research shows that children exhibit increasing irritable characteristics and traits. Other children are moodier, withdrawn, antisocial, violent, truant from school among other negative behaviour types (Ciarrochi & Forgas, 2000). Additionally, younger girls are more vulnerable to early pregnancies while boys are extremely delinquent and disobedient to parents, guardians and teachers (Ciarrochi,

Deane, & Anderson, 2001). Some of the reasons adduced to these problems are declining emotional intelligence because the caregivers are unable to spend more time with the child (Ciarrochi, Chan & Caputi, 2000). Moreover, many homes are not monitoring children watching TVs or engaging in computer games. However, the child can grow their emotional intelligence from the social interactions balanced with school activities (Petrides & Furnham, 2000). It is paramount that parents, guardians and teachers win over the obedience and cooperation of a child even though this is achievable in different ways (Ciarrochi, Chan & Bajgar, 2001).

Some caregivers tend to dismiss children's feelings just because they are kids, rush, less exposed and powerless. Eventually, such kids lack confidence and trust. Additionally, temporary measures like punishing a child often have temporary success, just like diverting attention from their emotions (Ciarrochi, Chan & Bajgar, 2001). However, if this happens regularly, the child will eventually explode and become a social problem. Some parents dismiss the child with all manner of statements or even physical beating whenever they show disrespect to their orders. However, it is important to talk to the child in a calm but firm manner to grow their self-esteem (Petrides & Furnham, 2000).

According to Goleman emotional intelligence is "as powerful, and at times more powerful, than IQ" (1995, p. 34). Therefore, as parents and teachers seek ways of nurturing emotionally intelligence children, the significant of this study has various reasons. First, parents and teachers need to be aware of different ways that children emotions manifest (Gottman & DeClaire, 1997). For parents with more than one child, it is important to note that their emotions and behaviour will not be the same. Similarly, at

schools, teachers must be prepared to experienced mixed emotional intelligence from the children and be effective in discovering their feelings exhibited by different behaviour.

Second, this study is significant because the findings will offer additional knowledge to parents and teachers on importance of having close relationship with the children to learn their emotions and appreciate their feelings. Often, many parents and teachers attempt to fix the children's emotional problem whereas they could be simply seeking attention, validation and guidance on how to solve their own problems (Korb, 2009). Therefore, this study is significant for enlightening parents and teachers that empathy is a great tool for managing emotionally intelligence children.

Third, this study is significant because it identifies common parents and teachers reactions to different children's emotions. As earlier mentioned, sheer empathy is better that reactions like, "you are trying to bog me down with petty issues..", "you seem worried that we are separating ..", " why do you always behave like that every holiday...". Instead, empathy from the parent or teacher would go a long way to validate the children's behaviour as they reflect on the problem with their own intelligence and winning their favor (Korb, 2009).

Fourth, this study is significant because it will enlighten parents and teachers on how to aid children name their emotions. Generally, the area of emotional literacy can be advances as the children grow older to avoid them adopting extremist behaviour (Korb, 2009). Therefore, if parents and teachers are able to assist the children to name and appreciate their feelings, the emotional intelligence will mature faster enable them transform to positive behaviour and characters. Some of the negative emotions that

children experience daily are sadness, fear, anger among others and parents and teachers need to explain to the children how to handle each cycle.

Fifth, this study is significant because its findings will guide parents and teachers on how to set limits for addressing children problems. Even though the importance of empathy has been emphasized in this study, it is nevertheless critical to explain to the children how certain behaviour will not be condoned (Benaroya, 2012). Therefore, parents and teachers need to have an obligation of guiding children in sound ways of managing their feelings towards emotional intelligence. Raising a child without such limits is akin to allowing them to manipulate the parents or teachers and this is unacceptable.

1.5 Definition of Terms Related to Emotional Intelligence

1. Emotional Intelligence:

According to John Goleman, the term emotional intelligence means, “the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1995a). However, there are two types of intelligence, emotional and intellectual and each is generated from separate brain areas. The intellectual intelligence is generated from the neo-cortex part of the brain especially in the top areas, while the emotional intelligence emanates from the emotional areas and functions concurrently with the intellectual intelligence (Madison, 2002).

The understanding of the term emotional intelligence was covered in-depth by Goleman (1995a) who put together the works of other scholars on the concept of intelligence. A famous psychologist Howard Gardner who was a lecturer at the Harvard

School of Education expounded on the term intelligence in a book. Gardner (1993) illustrated that there is monolithic and spectrum intelligence are essential in making up interpersonal intelligence. A psychologist Peter Salovey also explored the relationship between interpersonal intelligence and emotions by aligning the theories into the following five behaviour (Goleman, 1995b), self awareness, self regulation, motivation, empathy and social skills.

2. **Self awareness:**

This refers to a person's perception and intelligence of their feelings, emotions and reflection towards critical decisions after a rational evaluation of capabilities and in-build confidence (Goleman, 1995b).

3. **Self Regulation:**

This refers to how a person managed emotions to aid instead of inhibit tasks. Therefore, self regulation demonstrates the degree to which a person is conscious of their emotions to delay satisfaction and work towards excellence. Self regulation is very useful in assisting people to overcome emotional stress (Goleman, 1995b).

4. **Motivation:** This refers to drive to act or propel towards a set goal. Motivation also makes a person to take leadership and scale up perfection while overcoming any huddles that could set back the goals achievement (Goleman, 1995b).

5. **Empathy:** This refers to a person sensing another's feelings and trying to fit into their shoe or state of mind (Goleman, 1995b).

6. **Social Skills:** This refers to how a person manages emotions in a family or school setting so that they can bring out their best in any given circumstances or settings. Social

skills also refer to ability to negotiate and achieve collaboration towards a given goal (Goleman, 1995b).

1.6 Summary and Organization of the dissertation

In chapter one, we present the introduction of the study topic, providing background information about emotional intelligence. Chapter one has identified the problem that many parents and teachers face in dealing with emotionally intelligence children including some reactions that are counterproductive to them. Chapter one further explains the significance of the topic in raising children as a responsibility of parents and teachers. We have also stated the aim, objectives and research questions in Chapter one. Finally, Chapter one has provided definition of some terms in relation to the topic of emotional intelligence.

In chapter two, we present the literature review and present the theoretical evidence from past studies in the area of emotional intelligence among children. Chapter two is in subtitles closely related to the study objectives and research questions as gaps are highlighted for additional investigation in the subsequent sections of the paper. In chapter three, we present the methodology on how primary data and information was gathered, analyzed and presented. In chapter four, we present the results and discussions of findings. Both the quantitative and qualitative data are discussed in Chapter four. Finally, in chapter five, we present the conclusion, reflection on the findings and implementation, recommendations and suggestions for future studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

According to Benaroya (2012) parent, guardians and teachers should give quality time and guidance to the children whenever they show different types of emotions. Children raised in such ways normally have better cohesions with their friends and relatives and are high academic achievers (Grayson, 2000). Additionally, children in such ways hardly get into trouble with their caregivers or authority due to destructive emotions and actually overcome such sets backs quickly. Research further shows that children who receive valuable care and emotional coaching rarely get unwell (Benaroya, 2012). In the rest of this chapter, we present a critical literature review to answer the research questions.

2.2 Signs of emotional intelligence among children

According to Grayson (2000), there are five broad components of emotional intelligence. These are intrapersonal, interpersonal, adaptability, stress management and general mood. Each of these components is experienced in a lifetime. Furthermore, Grayson (2000) stated that emotional intelligence together with intelligence quotient form the general intelligence. Therefore, a child is deemed to have good well rounded when they poses high emotional intelligence and average intelligent quotient. Research shows that higher emotional intelligence can indicate the success of a child's raising up by the caregivers (Benaroya, 2012). In the contrary, a lower emotional intelligence indicates the possible challenges that the child experiences from school, home, playgrounds and all social places (Grayson, 2000).Therefore, such a child could be struggling to cope with

their socio-environmental settings and an urgent intervention such as emotional coaching justified (Gottman & DeClaire, 1997).

2.2.1 Intrapersonal

According to Grayson (2000), the intrapersonal components are as follows: emotional self-awareness, assertiveness, self-regard, self-actualization and independence. Emotional awareness is “the ability to recognize one’s feelings” (Grayson, 2000, p. 6) and to further understand their causes and circumstances. The biggest challenges arise among children who cannot express themselves verbally, those with alexithymic condition. The ability to evaluate the emotional self-awareness via surveys depends partly on the adult moderators. Therefore, higher emotional intelligence is shown by a child who deliberately looks for feedback on how they are fairing in life, homes, and schools among other events (Benaroya, 2012). Moreover, these children are transparent and offer compassionate evaluation on their capabilities and pitfalls. Such a child often looks for additional assessment of him or herself to compliment what they already know (Grayson, 2000).

Assertiveness is “the ability to express feelings, beliefs and thoughts and defend one’s rights in a non-descriptive manner” (Grayson, 2000, p.6). Additionally, assertiveness has the following attributes. First, an assertive child is direct in expressing anger, happiness and others feelings. Second, an assertive child is direct in stating their beliefs and inner feelings in public. They do not fear controversy or taking position on any matter eve if their view is unpopular. Third, an assertive child has a tendency of defending their rights and resisting oppression from others. Overall, an assertive child is

never shy and is extroverted without necessarily being arrogant or injurious to others (Grayson, 2000).

Self-regard is “the ability to respect and accept oneself as basically good” (Grayson, 2000, p. 6). Therefore, a child with self-respect admires themselves and accepts their capacity whether positive or negative and any inherent potentials. Within the subject of emotional intelligence, self-regard is related to a child’s security, potentials, assurances, confidence and adequacy (Benaroya, 2012). Moreover, self-regard extends to personal respect and self-esteem espoused, which give the child an identity. Consequently, all children with high self-regard are satisfied with their own achievements that can be superior when compared to others (Grayson, 2000).

Self-Actualization is “the ability to realize one’s potential capacities” (Grayson, 2000, p.6). In emotional intelligence, self-actualization is demonstrated by a child seeking things that make sense, enriching their skills and completes his or her life. The process of self-actualization entails a child enjoying what they do at home or school and engaging themselves in meaningful extra curriculum activities. Self-actualization can occupy a child’s entire life and sometimes commit them to adolescence and adulthood (Benaroya, 2012). Under self-actualization, a child has dynamic experiences and works towards the highest goals according to their capacity and skills. Self-actualization is related to the child’s persistence in achieving specific goals to excellence, for example the children who participate in the ‘America’s got talent’ TV events. One thing that motivates such a child is the energy and support from the caregivers to maximum satisfaction (Grayson, 2000).

Independence is “the ability to be self directed and self controlled in one’s thinking and actions and to be free of emotional dependency” (Grayson, 2000,p.7). An independent child is self reliant in organizing and deciding what is important for their early lives even though he or she could ask for the caregiver’s views. The aspect of seeking the caregiver’s view is not the child being dependent; rather, it bolsters the self-confidence (Benaroya, 2012). An independent child performs tasks like homework autonomously and does not need the caregiver’s guidance. The child generally avoids relying on other people because they seek to convince themselves that they are brilliant, self confident, strong and has capacity to deliver expectations (Grayson, 2000).

2.2.2 Interpersonal

According to Grayson (2000), interpersonal components are subdivided as follows: empathy, interpersonal relationship and social responsibility. Empathy “is the ability to be aware of, to understand and to appreciate the feelings of others” (Grayson, 2000, p.7). Therefore, in the context of this study means empathy means a caregivers ability to tune into the world of a child and understand their feelings 360 degrees. The caregiver is expected to read the motions of the child and communicate with him or her in a certain way (Benaroya, 2012). Empathetic caregivers show love and concerns about the child’s situation, needs and general experiences, before responding to each appropriately (Grayson, 2000).

Interpersonal relationship “involves skills and ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection” (Grayson, 2000, p.7). To a child, mutual satisfaction exists when there is cordial exchange of information with the caregiver with the likelihood of

receiving a reward. Thereafter, interpersonal relationship involves a child receiving warmth and love from the caregiver and the same passed to other people. To a child, interpersonal relationship is not limited to making new friends, but extends to trust and comfort to tell them secrets and other dear in his or her heart (Benaroya, 2012).

Therefore, the caregiver must be very careful not to breach such interpersonal relationship with the child because they could become withdrawn (Grayson, 2000).

Social responsibility “is the ability to demonstrate oneself as a cooperative, contributing and constructive member of one’s social group” (Grayson, 2000, p. 7). Therefore, as children grow older, they should behave in responsible ways even though if it does not fit with their tender age. Socially responsible children grow up with a conscious that the society is concerned about some behaviour that can make them to either belong or misfit (Benaroya, 2012). As children grow older, expectations are that they will participate in some activities with other people to demonstrate that they are conscious beings who can abide by rules. A socially responsible child is sensitive, appreciates other peoples and uses their skills to benefit beyond him or herself. In the contrary, the child could be antisocial, acting up and manipulative (Grayson, 2000).

2.2.3 Adaptability

According to Grayson (2000), adaptability components are subdivided into the following: Problem-solving, reality testing and flexibility. Problem solving “is the ability to identify, generate and implement potentially effective solutions” (Grayson, 2000, p. 7). Problem solving can be straightforward or multifaceted. Therefore, some children can sense problems and build confidence in providing solutions immediately. Other children can define a problem and explain it to the caregiver in the simplest way for appropriate

solution (Benaroya, 2012). Some children can provide multiple solutions to a single problem either due to their interactions with caregivers or self-discovery. Whereas some children can decide on a specific solution that will solve a given problems, others can try several options and see which works out best. Overall, a child's problem solving capabilities indicate their perseverance, discipline, approach, personal organization, attitude and frequency of the problem occurrence (Grayson, 2000).

Reality testing is the "ability to assess the correspondence between what is experienced and what objectively exists" (Grayson, 2000, p. 7). Many children often engage tests their caregivers to see how they respond to their feelings. However, the caregivers often revert by trying to rectify the situation and maintain reality. Children have a way of imagining things and will sometimes try to authenticate their feelings (Benaroya, 2012). It is during this period that a child can show split concentration on tasks or sometimes complete withdrawal from reality with the world (Grayson, 2000).

Flexibility is "the ability to adjust one's emotions thoughts and behaviour to changing situations and conditions" (Grayson, 2000, p. 8). In the context of emotional intelligence of a child, flexibility refers to the capacity to fit into unpredictable situations and changes. Obviously, children are fragile, powerless and capable of coercing into situations without much force (Benaroya, 2012). However, when a child changes their mind, things can be complicated and it could take a caregiver a lot of effort and persuasion to convince them to certain ways and activities (Grayson, 2000).

2.2.4 Stress management

According to Grayson (2000), stress management components are subdivided into the following: stress tolerance and impulse control. Stress tolerant is "the ability to

withstand adverse stressful situations without falling apart by actively and positively coping with stress” (Grayson, 2000, p. 8). In terms of emotional intelligence of a child, stress management refers to their capacity to overcome difficult conditions and not being overwhelmed. Therefore, the emotional intelligence of a child should enable them to do various things. The first concerns the capacity of the child to deliberate on different ways of dealing with the stress. Some children are extremely creative and efficient in finding ways of overcoming stress. The second concerns the child’s optimism that a solution to the stress factor will be found either by himself or herself or with the assistance of the caregiver. The third concerns the child’s feelings about the stress situation and their capacity to moderate events by themselves. Interestingly, some children are able to stay calm under some of the most stressful conditions to an adult (Grayson, 2000). In the context of emotional intelligence, stress defines how a child’s ego and perseverance is set. However, many children are able to cope better with strength because of the assistance from the caregivers especially if the latter is the cause (Benaroya, 2012). Therefore, the caregiver can assist the child to calm down or fight harder to overcome the stress conditions. If the child does is overwhelmed by stress conditions, he or she could become anxious and lead to wrong decisions. Additionally stress can cause somatic problems to a child and eventually lead to insomnia (Grayson, 2000).

Impulse control refers to “the ability to resist or delay an impulse, drive or temptation to act” (Grayson, 2000, p.8). In emotional intelligence of a child, impulse control means the ability to deal with aggressive circumstances, be calm and avoid hostility or irrational behaviour that could cause harm to him or her. However, some children are not able to control their impulses especially when they are frustrated and

worn out patience. Other children are unable to be calm when angry, molested, abused, agitated or facing other unpredictable conditions (Benaroya, 2012). However, the caregivers can guide the child to self-regulation and patience as one way of managing impulse control. Individually if a child can calm their emotions the will be fewer problems with impulse control (Grayson, 2000).

2.2.5 General mood.

According to Grayson (2000), general mood components are subdivided into the following happiness and optimism. Happiness is “the ability to feel satisfied with one’s life to enjoy themselves and others and to have fun” (Grayson, 2000, p. 8). In the context of emotional intelligence of a child, happiness illustrates gratification, content and being at peace with life. Additionally, happiness shows that the child can explore different options in life and get along just fine. A happy child has less pressure at home, school, plays time, and relishes every moment of their life. A happy child is cheerful and outgoing (Benaroya, 2012). Research shows that a happy child has a high degree of emotional intelligence and is very effective in their tasks. However, a sad child will show from lack of calmness, worries, lack of initiative, slow though, fear, lack of focus and occasional suicidal tendencies (Grayson, 2000).

Optimism is “the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity” (Grayson, 2000, p.8). In the context of emotional intelligence of a child, optimism is a sign that there is hope in whichever circumstances (Benaroya, 2012). An optimistic child has a positive view of life (Grayson, 2000).

Roberts (2004) advanced the theory of fountain image as illustrated below to enable parents and teachers understand the connection between children feeling and basic needs to yield their overall emotional intelligence scope. As illustrated in the figure below, all the basic needs of a child are in a model of a pool of water. Subsequently, jets illustrated the emotions of the children but these could vary on case by case according to the parents and teachers ability to meet their needs. Thus, whenever the children have positive emotions, they will exhibit happiness and joy, mostly because the parents and teachers meet their needs. However, when the children have negative emotions they could be frustrated, violent, withdrawn among other signs (Roberts, 2004). Therefore, the study problem is how parents and teachers can lookout for all these types of behaviour from children and trains them towards emotional intelligence.

Figure 1: The Fountain Image of Children’s Behaviour



Source: Roberts, 2004.

2.3 Relationship between the child and the parent, guardian and teacher that can have impact on their emotional intelligence

There are different styles of raising children that can have varied impact on their emotional intelligence including dismissive, disapproving, laissez-faire and emotional coaching styles (Benaroya, 2012). The first two styles are in the immediate subsection while the other two are in later sections of literature review.

2.3.1 Dismissive Relationship

There are different types of dismissing communications that parents, guardians and teachers often relay to the children in reaction to their emotional behaviour. For example, during a stiff games competition, one child narrowly misses victory and does not get the much-coveted prize. The child then throws a tantrum for the rest of the classroom hours and the teacher does not seem to pay attention. The child carries on with the tantrum back home after school and even hesitates to do their homework. Back at home, the guardian or parent can state, “Get over it! You do not need to be sad. Put a smile on your face. There’s no reason to be unhappy!” (Benaroya, 2012, p.3). Such a child can feel that the parent or teacher is ignoring their feelings or that they are unimportant.

It is very common for such a child to bear such feelings and these could prevail for hours or days if there is no recognition or intervention to smooth the relationship. Depending on how the child infers the parent or teachers dismissive response, they could interpret that their sad feelings are unacceptable and must behave better. However, such a child could miss opportunity manage their emotions and learn how to behave next time they are unhappy (Benaroya, 2012).

Whereas the parents, guardians or teachers have good intentions on demonstrating fairness to the rest of the pupils in the class and nurturing a spirit of competition, the child's reaction nevertheless is below expectations. On the other hand, these caregivers must appreciate that when they dismiss a child in such a way, the children perceive different messages. First, the child can feel that their emotions are not trust worthy and may not take heed to compete harder next time because it does not matter anyway. Second, the caregivers should avoid dismissing a child up to a point they can predict a pattern as they grown older in life. Third, constant dismissing of the child will make them not trust the caregivers and fail to report every time they are sad and angry. Thus, a child who is hurt at school can fail to communicate the same to the guardian and parent after school day (Benaroya, 2012).

2.3.2 Disapproving Relationship

The next type of relationship than has impact on the emotional intelligence of a child is disapproving parents, guardians or teachers (Benaroya, 2012). For example, a child has comes last in the exam grades and ranking for the second successive end term exams. The child feels sad and whines to the parent that they do not see a bright future unless if the parents change their school where they can meet other children that they can score higher than and rank better. The teacher at school praises the high achievers and disapproves of those who score below mean grades. Back at home, the parents or guardians could say, "Stop feeling that way. You should not feel that way. You have no reason to be sad, and nobody wants a whiner around. If you keep that up, you'll be in trouble!" (Benaroya, 2012, p.3).

Such a child will feel often ashamed that their attempts to express sadness with their academic progress are wrong. Furthermore, if the child carries on with the whining against the warning from the parent or guardian, they will feel they have been punished for no apparent reason. In response, the parents or guardians regard the whining as unacceptable emotions whereas the child has some inner emotional intelligence that they can do better if exposed to different school environment. Eventually, such a child can think they are bad pupils at school and fail to control their strong underlying feelings (Benaroya, 2012).

Another parent or guardian from a well off background could say to a child, “Don’t be a brat!” as disapproving of his or her whining and frustrated behaviour (Benaroya, 2012, p. 3). In their mind, the guardians and parents imagine that the child should be able to take a grip of their anger and behave in a certain way. Therefore, the caregivers proffer punishment to the child for the unacceptable behavior rather than attempting to empathize with their emotions. It would appear that the punishment is targeting how the child feels about the poor performances at school. However, guardians and parents should be aware that such reactions are unlikely to make the child to shut down the sad and frustrated emotions permanently. Research shows that if caregivers force such a child to shut down the emotions, they could erupt later in life in a more serious manner. Disapproving children’s emotions without making time for them to empathize and provide solutions dents their emotional intelligence and lowers their self-esteem, as they grow older (Benaroya, 2012).

According to Benaroya (2012), child disapproval from parent, guardian and teacher makes them loose trust in their capacity to judge situations. As the child grows

older, dismissing them could cause withdrawal from their peers or relatives on the notion that something is amiss with them. During individual tasks either at school or home, the child suffers from low self-esteem because of previous dismissive reactions from caregivers. Children with dismissive experiences lack concentration at school and home and sometimes become antisocial. Finally, research shows that children with dismissive experiences from caregivers have turbulent emotions and cannot solve problems logically (Benaroya, 2012).

2.3.3 Laissez-Faire Relationship

The next type of relationship with impact on the emotional intelligence of a child is the laissez-faire response from the parents, guardians or teachers whenever they behave in certain ways (Benaroya, 2012). However, there is need for boundaries or limits on how the child can behave; otherwise, they could have problems with their emotional intelligence as they grow up.

The best example for the laissez-faire raising of a child is one from a modest background who wishes to join the school football club. However, there are extra expenses associated club membership to buy equipment and wears. The child explains this to the parents or guardians who are unable to afford the extra expenses other than the standard tuition fee. The parents or guardians advice the child to move to another club that is less demanding in expenses. The child is adamant, annoyed and starts throwing things around in the house. The parent or guardian could say, “anything goes....! That is it, just let the feelings out. Do what you need to do. It does not bother me. Whatever you feel like doing is okay” (Benaroya, 2012, p.4).

Such a child could feel “I’m the king or queen!” and that they behaviour managed to attract the parents’ or guardians’ indulgence, even though the decision did not go as expected and actually overwhelmed their expectations (Benaroya, 2012, p. 4). Research shows that whereas children have a choice of how to express emotions whenever teachers, parents and guardians do not give them the desired attention, it could wreck their emotional intelligence in the long term. Thus, going by the quoted reaction above, a child could grow up feeling that it is okay to throw things around the how whenever they are angry, disappointed or annoyed. In the contrary, there is a limit to how a child should behave when they are angry or sad and it is upon the caregivers to enforce such limitations. Additionally, the child needs timely guidance from the caregivers on how to handle their emotions, explaining to them what okay and rational decision-making is (Benaroya, 2012).

2.3.4 Emotional Coaching Relationship

Research reveals that emotional coaching is a leading way of guiding a children’s emotional intelligence, because it makes them feel that, the caregiver is trying to fit into their situation and feel for them (Benaroya, 2012). For example, the only left-handed child in a classroom is often taunted and mocked by others that writing with the left hand is a sign of brain abnormality. Hence, the boy gets emotional and instead of reporting the issue to the class teacher, picks a fight with one of the bullies during break time. After school, the parent notices the red eye on the boy and on investigation; the boy opens up about the cause of the fight. The parent could say, “I understand.... Tell me how you feel. I have felt that way, too. You cannot hit somebody when you are angry. Let’s think together about other things you can do when you feel this way” (Benaroya, 2012, p.4).

Due this interaction, the child will feel that it is not abnormal to be a left-hander, which even global leaders like President of U.S.A Barack Obama are. Therefore, the child will perceive message of acceptance and security and would report the bullies to the class teacher next time if they persist. This implies that emotional coaching is an effective strategy for raising children as they internalize positive values and rationalize behaviour. However, research shows that emotional coaching requires ample time rather than haste. The emotional coach must be must be patient with the child because some efforts required re-strategizing according to their outcomes. Emotional coaching is the way to go with most children as it nurtures healthy relationship with their peers and superiors and empowers them to overcome the negative behaviour and experiences. Above all research shows that emotional coaching gets better with time and the parents, guardians and teachers should not give up in the initial stages if there are no rapid outcomes (Benaroya, 2012).

Research has demonstrated that emotional coaching does not work all the time, therefore, be replaced with other more viable methods (Benaroya, 2012) on case-by-case basis. First, emotional coaching should be avoided is the caregiver is hurrying. Obviously, such a caregiver will not do a good job and could aggravate the child's emotional situation. Second, emotional coaching should be done in private rather than public because it could affect the child's self-esteem. Some children would like to show the public that they are independent and confident. Third, during emotional coaching the caregiver should be calm; otherwise, any upsets of mood swings will present a different perception to the child. Fourth, emotional coaching is not appropriate when the child has engaged in serious misbehaviour like theft, physical fights and others where social safety

has been violated. During such times, the caregiver's tone is supposed to effect cessation of the bad behaviour. Fifth emotional coaching is inappropriate if it does not fit the circumstances, for example if the child cries without justification or reason (Benaroya, 2012).

2.4 Empathy for children to nurture emotional intelligence and literacy

Research shows that 86% of children agree that their parents have influenced them throughout their lives. This was contrary to another 22% who stated that the mass media like TV, videos and music influence their lives, obviously due to absentee parents. These statistics point to the important role of parents to empathize with their children to nurture their emotional intelligence and literacy. Indeed, even if the other guardians and teachers take part in empathizing with the child, the place of a parent is almost reserved going by the exuded confidence (Fredricks, et al., 2014).

There are specific steps that parents and other guardians can take to show empathy with the child for the sake of their emotional intelligence. Focusing on the child's strengths is one of those steps. If a child comes home with homework to revise a test with dismal results earlier in the classroom, it is important to empathize with them by first appreciating their grade or scores achieved before going through the failed questions. While assisting the child with the homework, discuss how the questions can be tackled better going forward and praise the evident capabilities. It is better for the parent to keep criticism of the failed parts low and emphasize the strengths. Such empathy will elevate a child's efforts to higher self-belief and the next tasks could ultimately score higher (Fredricks, et al., 2014).

Whenever a child misbehaves, the parents are supposed to decide on the most appropriate consequence. However, often some parents' actions seethe with anger and this could be counterproductive over time. For example, a parent could pronounce suspension of the television viewing by the child for a month due to a mistake at home. Obviously, this is heavy-handed consequence and it is expected that in about two days the decision will be rescinded as a sign of empathy to the child. Within that period, child will have been remorseful and is unlikely to repeat the mistake as they also regard the parent as fair and caring (Fredricks, et al., 2014).

If a child show sign of stress or low moods, the parents should ask about the feelings. Such move will impress upon the child that the parent is empathizing with their feelings and care to solve the problem. Additionally, the parent will bond more with the child and win their trust to reveal all issues that trouble their mind. Asking about how the child feels shows that the parent is willing to fit into the child's situation for a collective responsibility (Fredricks, et al., 2014).

It is common for a child to be angry or agitated within the house or yards. However, the parent is expected to be calm and listen more to the child's source of unhappiness as a sign of empathy. Thereafter, the parent will be able to identify the course of the child's anger and respond appropriately. The parent should coach the child to take deep breaths at intervals to calm them down, and then perhaps move with them to a quiet room or area in the compound where they can discuss the issue further. Alternatively, the parent can empathize with a child by taking a walk or drive down the road or to shopping center as change of environment. Once the child has calmed down,

the anger-causing problem can be discussed with family, so that everyone is aware of the situations to avoid future triggers (Fredricks, et al., 2014).

A child who has been humiliated by the peers or mocked by superiors will always show resentment or withdrawn from others. Eventually, the child will feel sad and the emotions could manifest in many other negative ways. Humiliation of a child can lower their self-esteem and poor performance in schoolwork, physical wellness and antisocial behaviour. The caregiver should empathize with the child on the point of humiliation by getting them to talk about the problem in details without aggravating the situation. The caregiver should empathize with the child be explain how unfair and sarcastic the person who mocked them were and this will increase the bond. The caregiver should empathize with careful choice of words so that the child feels loved and learns that everybody makes a mistake anyway (Fredricks, et al., 2014).

Sometimes, a parent could make a statement to a child and injure their ego or emotions by mistake. It is appropriate to empathize with them via apology with promise not be repeated. If a child learns how to apologize, the same empathy virtue will pass to other people in future when they make a mistake themselves. Additionally such a child will learn that it is polite to apologize when they offend others feelings and this grows respect al round (Fredricks, et al., 2014).

2.5 Educational policies that can nurture emotional intelligence

As explained earlier, the process of raising well-rounded child takes place in continuum and has various stakeholders including teachers. This is the case because a child, emotional cycle is unpredictable and some episodes can be experienced from home and will be resolved at school and vice versa. According to Mayer & Cobb (2000),

emotional intelligence is extremely useful in education; hence, there is need for reviewing policies to help raise a well-rounded child. The researchers concur that emotional intelligence increases the child's awareness of themselves and environment because it increases their capacity to process information. Nevertheless, education policy makers need to pass the message to parents and teachers that cognitive skills must balance with emotional intelligence (Ciarrochi, Chan & Bajgar, 2001).

Before outlining some of the useful educational policies that can nurture emotional intelligence, it is important to discuss the connection between the two. Over the years, educators have been focusing on ways of increasing the emotional intelligence of the child mainly by integrating social activities at school. The objective is to improve the socio-emotional capacity, which is essential for the early childhood learning. First, there was consensus between the public and primary educational institutions that emotional intelligence is necessary for the child to study and behave well in the society. A leading scholar underscored this objective by adding that emotional intelligence is the anchor for socio-emotional learning sought by many people around the world (Elias, et al., 1997).

Second, some educational professionals concur that the concept of emotional intelligence can indicate whether a child will be successful all round. Indeed, Pool, 1997, explained "that emotional well-being is the strongest predictor of achievement in school and on the job" and that "recent studies have shown that emotional intelligence predicts about 80 percent of a person's success in life" (p.12).

Third, many people concur children with emotional intelligence stand out easily among their peers in school setting. Thus, as they grow older, those with higher

emotional intelligence tend to be role models who are looked upon by others whenever there are problems to resolve (Pool, 1997). In the contrary, school going children with lower emotional intelligence are temperamental and withdrawn from programs and activities and generally are unsettled (Mayer & Cobb, 2000).

Finally, there have been healthy debates surrounding the possibility to change emotional intelligence versus intelligent quotient. Whereas emotional intelligence can be “fostered” or “enhanced”, (Duhon- Haynes, et al., 1996, p. 2), the IQ is rather permanent and cannot be “changed” or “modified” (Stufft, 1996, p. 43). Furthermore, emotional intelligence is learnt all through a child’s life (Goleman, 1995).

From the above views, it is clear that educator and policy makers are accepting their role in nurturing a child’s emotional intelligence working in collaboration with the parents and guardians. Earlier on, most educator and policy makers relied on set of literature to determine the state of emotional intelligence that a child integrates from school environment. However, the policy makers have learnt that experimental science is more realistic in understanding the subject of emotional intelligence (Mayer & Cobb, 2000).

Research shows that parents who dedicate sometime daily to discuss with their children what was learnt in school help to develop their emotional intelligence. This action shows the child that the parent or guardian values their time spent in school and sets an example to them on what to do when they grow up (Fredericks, et al., 2014). Merely ask the child about their performance in named subjects is not enough; rather, it is more stimulating if asked about how the relation with the rest of the pupils is getting along. Furthermore, the parent or guardians need to find out regularly the child’s feelings

about the school routines, rules, meals and other issues of their mental comprehension. If any challenges exist, the child could need further explanations of why things are done in a certain way different from home (Elias, et al., 2000). Interacting with the child enhances their emotional intelligence and raises them up knowing that school is also part of life other than the home environment. As the parent or guardian also shared their experiences, the child will be able to compare and relate with their own and will be high achiever to follow in the role model steps. Eventually, children will not be truant and perhaps be a class or group leader (Shure, 2000).

Studies show that parents or guardians who establish good learning atmosphere at home are more likely to increase the child's emotional intelligence. It is important to create some time to the child and help them do their homework (Fredericks, et al., 2014). Moreover, it is essential to designate a place in the house with table, chair and shelves where the child can do all the home studies. This plan works well with a limitation of the time spent watching television or other non-academic engagement like computer games (Christenson & Sheridan, 2001). Parents and guardians should amicably set the rules for study times including barring telephone calls or other forms of disruptions. Alternatively, parents who regularly buy magazines, newspapers and other relevant books and videos enhance the child's emotional intelligence in understanding how the world operates and how they should fit in.

Research indicates that establishing a school bulletin board shapes the child's emotional intelligence (Fredericks, et al., 2014). Such an arrangement enables the child to grow holistically because even when at home, they are constantly emotionally prepared for schoolwork and activities. Moreover, the child is always eager to participate in all

activities because they feel it is part of their personal development towards ambitions in life (Elias, et al., 1997). Furthermore, parents and guardian who help the child to deliberate on clubs and other school groups before and after joining nurture their emotional intelligence by walking them down the path and enabling to set realistic expectations (Collaborative for Academic, Social, and Emotional Learning, 2003).

Research shows that parents and guardians who assist the child with homework nurture their emotional intelligence (Fredericks, et al., 2014). This is because the child builds trust about life especially when the teacher and the parents seem to be saying the same thing about the subject at hand. Generally, children are very intelligent in comparing if the two parties agree or contradict before they too can adopt a position about the subject at hand (Benson, et al., 1998). Moreover, as the parent or guardian explain to the child to do the more difficult assignment before the easy one, the child learns how to allocate their time in school and later in life including setting priorities. Additionally, the child is happy to realize that even the parent knows that some subjects or tasks are more difficult than others are (Elias, et al., 1999). During the same homework schedules, the parent or guardian pays attention to other extra curriculum views that the child holds about the school. The parent and guardian can later call on the teachers to improve any gaps or causes of frustration that is lowering the child's emotional intelligence (Goleman, 1995a).

Research shows that parents and guardians who regularly attend school meetings enhance the emotional intelligence of the child because they do not feel abandoned and learn how to be caring and responsible at an early age (Fredericks, et al., 2014). Additionally, parents who take part in volunteering roles in school activities such as

walks for fund raising courses and other developmental agendas nurture the emotional intelligence of a child to know the importance of extra curriculum activities (Gottman, 1997). Therefore, parents should always find time to attend sports days, music events and science congresses to listen and support their participating child (National PTA, 2000).

Finally, parents and guardians should support the school policy on communication so that the child can feel loved and supervised throughout their academic cycles (Patrikakou, et al, 2005). Specifically, if the teacher raises an issue about the child's emotions via the school diary, the parent should respond back either in writing or calling (Lantieri & Patti, 1996). Some of the creative homework that a teacher can request to involve a parent include enquiry about the cultural background (Rich, 2000). This will help both the majority and minority students to appreciate their social backgrounds and grow strong emotionally without feeling segregated. Indeed research shows that social and emotional lessons are a major area of concern to many teachers who believe they can be progress with cooperation from the parents (Fredericks, et al., 2014).

2.6 Setting boundaries and limits for children's behaviour without affecting their emotional intelligence

Research shows that children raised within guidance of limits are strong in resisting extremely negative emotions that can interfere with their capacity to be calm and level headed. Moreover, guiding children within behavioral limits increases their capacity to cope with stressful encounters and avoid causing embarrassing scenes such as those who throw tantrums in the malls and supermarkets when demanding that caregivers buy them specific gifts. Children raised within behavioral limits tend to focus in their

academic and domestic tasks and are eager to learn or do more. Additionally, children guided within limits are very social and tend to keep friends over longer periods (Benaroya, 2012).

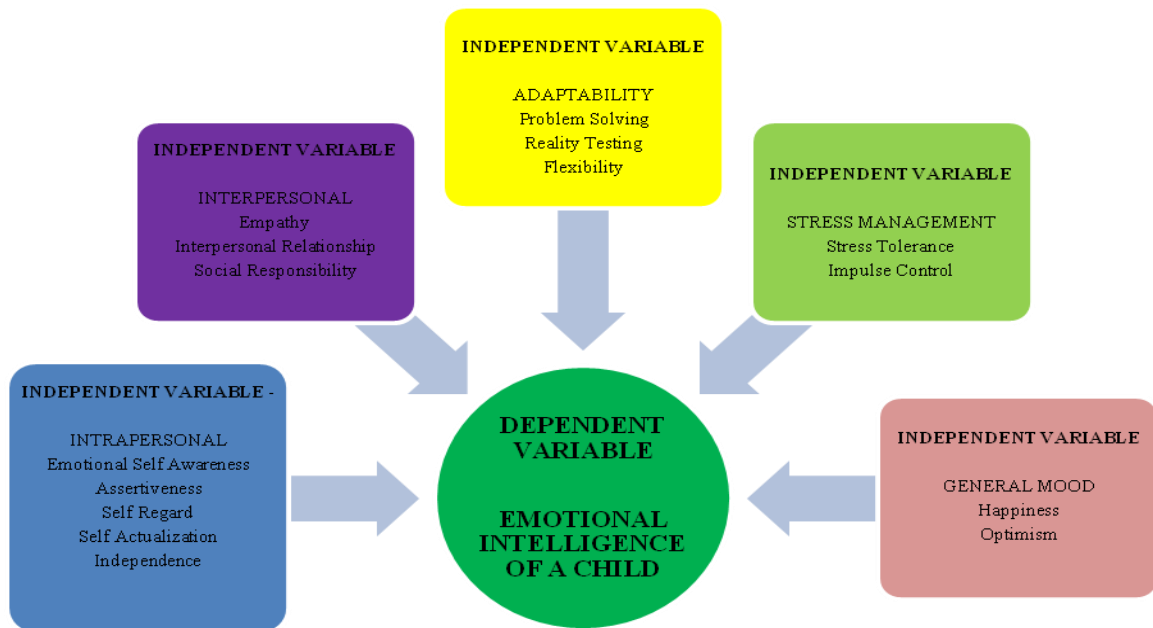
Some caregivers who embrace the laissez-faire style of raising children tend to buckle to their demands when they seem unreasonable or unaffordable as long as they conserve and protect their emotions. Additionally, some caregivers feel that giving the child all the things they ask for is the best sign of love irrespective of their behaviour. Other caregivers simply succumb to the child's demands because they are overwhelmed by their emotions and do not have time to discuss issues with them or their teachers to explain their limiting situations. However, the laissez-faire style of bringing up a child is never the best as it distorts their emotional intelligence on choice making. Caregivers need to explain to children that it is okay to be emotional but there is a limit to which their behaviour will be accepted. Such guidance will strengthen the children's capacity to deal with their emotional cycles (Benaroya, 2012).

2.7 Chapter Summary and Conceptual Framework

In summary of this chapter, we highlighted some key highlights issues to ponder in raising an emotionally intelligent child. First, most children from birth to school-going age have many things to learn about emotions from the people they interact with most regularly. Therefore, when the caregivers act inappropriately, the children's emotional intelligence is affected in many ways. For example, if the parent does not relate with the child's feelings and instead exposes them to a harsh environment, they could believe it is normal in life and at a later stage put them in difficult social positions. This implies that parents must nurture the emotions of the children in the best ways if they hope to achieve

the best emotional intelligence and character. The following figure is a summary of the conceptual framework of the study.

Figure 2: Conceptual Framework for Emotional Coaching towards Developing Child's Emotional Intelligence



In this chapter literature review, we indicated that parents are the primary emotional coaches supported by guardians and teachers because children, especially those in school going age interact with more people who could influence their emotional intelligence for good. Moreover, in this chapter, we demonstrated that if the parent is active in the child's school activities and learning process; their emotional intelligence will increase and result in well-rounded person in future. In the next chapter, we present the study methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, we present the methodology used to gather, analyze and present data and information on the study topic. In order to support our study theory that emotional intelligence is real and credible, we sought a way clarifying its constructs and measuring items for final evaluations. Since Mayer and Salovey's (1997) instrument is one of the most widely applicable globally and perhaps the oldest, we adopted the same in this study. However, the point of different in this study is that emotional intelligence measurement and impact analysis further integrated other assessment instruments that integrate all the potential caregivers or guardians of the child since they have collective chance of shaping the emotional intelligence. From the outcomes, the research presents some of the strategies that parents, caregivers and teachers can adopt to raise and children. However, our study was limited from other concepts, which are likely to be confused with the definition of emotional intelligence. These excluded terms include intrapersonal intelligence, pragmatic intelligence, and emotional creativity (Mayer & Cobb, 2000).

3.2 Research traditions and assumptions

A study by Mayer & Cobb (2000) used a sample of 503 to test emotional intelligence indicators with the MEIS framework. Using a reliability alpha ($r = 0.96$) the respondents emotional intelligence was established at $r = 0.36$ exhibited by verbal intelligence and ($r = 0.33$) for self-reported empathy.

We made various assumptions following indication from previous literature sources that emotional intelligence of children can be measured to determine the success of the caregivers in raising them up. Our first assumption was that emotional intelligence

exhibited by a child has a direct relationship with the quantity and quality care by the parents, guardians and teachers. Thus, a child with higher degree or score of emotional intelligence, should be coming from a stable supportive background or have close relationship with the caregivers. This assumption is in line with the Saarni (1999) study findings even though there were gaps in confirming the consequences of the reverse relationship. Our study especially the emotional log for seven days of a week will stabilize some of these relationship turbulences and provide a more reliable assessment of the child's emotional intelligence.

Second, we assumed that if the child's emotional intelligence portrays the caregivers' warmth, then their communication style must have been following suit in order to control emotions all time. Hence, the emotion log inside the questionnaire in appendix B is supposed to illustrate the cycles for seven-day period per child. This assumption is in line with the inconclusive findings by Mayer, et al., (1999), even though this study had gaps because it only focused on parents and ignore the teachers and other guardians. It is clear that the daily life cycle of a child 6 – 13 years involves interacting with more people other than the parent. Our study will address these gaps.

Third, we assumed that that most emotional intelligence is from the children's behaviour. Therefore, the parents and teachers deploy ethnography or observation skills to the best of their ability then record results. Even though these results are still vulnerable to subjectivity, there are better than the case in self-reporting experiments, which some researchers have taken great exception with (Davies, et al., 1998).

3.3 Emotional Intelligence Measurement Scale

The most common approach of measuring emotional intelligence among subjects is ability tests. In this case, the subjects or their caregivers or subjects solve problems constructed around emotions. In the last decade, the Multifactor Emotional Intelligence Scale (MEIS) has adopted by many researchers. The original MEIS had 12 ability tasks associated with emotional intelligence and was developed as a validation of the Mayer and Salovey model. As indicated earlier, we integrated another motional assessment instrument because of various concerns about overreliance on the MEIS (Davies, et al., 1998).

We concurred with the Davies et al, (1998) observations that the original MEIS, which were self-reporting, had objectivity issues. Indeed, Davies et al., were uneasy with, “the "objective" ability measures, including precursors to the MEIS. They concluded that: "as presently postulated, little remains of emotional intelligence that is unique and psychometrically sound. Thus, questionnaire measures are too closely related to 'established' personality traits [to be considered anything new], whereas objective measures of emotional intelligence suffer from poor reliability" (p. 1013).

Our modified MEIS has 5 mains independent variables and a total of 15 sub factors tested as shown in the previous figure of conceptual framework and further in the questionnaire attached in appendix B.

3.4 Sampling Framework and Data Collection

We collected data for 100 children who are of school going age from 6 – 13 years using their teachers at local school and parents or guardians at home with an emotion log

shown in appendix B. The teachers and parents had to sign a consent form before the study could be done because the children are minors and there can be ethical implications. A sample of the ethical form is attached in appendix C. The data for the emotional log and the questionnaire as shown in appendix B were distributed to the parents and class teachers of the participating classes or streams. The data was gathered along the research timelines indicated in appendix A. The rationale for comparing data for emotion log at school and home was to validate the findings of the children feelings.

The questionnaire was used to gather the parents, guardians and teachers opinions along a Five- Point Likert scale with “1= Disagree strongly” and “5= Agree strongly” with each of the hypothetical statements as shown in appendix B. The rationale of using this scale was to gather statistical data, accomplish regression analysis on how majority of the respondents concur with the test hypotheses statements of principle and sub principle components of emotional intelligence among children as reported by their parents, guardians and teachers. The standard way of representing the deviations of these principal component data from measures of central tendencies is by the p- value in SPSS statistical analysis (Tabachnick & Fidell, 2001). Thus, a p-value of 0.05 is the gauge for significance of principal components under measure. If a p-value is less than 0.05, then the component of emotional intelligence or hypothesis statement is adjudged ‘insignificant.’ In the contrary, if the p-value is more than 0.05, then the component of emotional intelligence is considered ‘significant.’ It is on this basis that the respective hypotheses statements were supported or rejected (SPSS Inc, 2008) as discussed in the next chapter.

The data sampling was done in accordance with West (2013) framework indicated in the table below. We considered that a classroom population of a local school which has around 1000 children. Therefore, in order to achieve, 95% confidence level and maximum of 5% error the teachers identified 270 children for the purposes of these study with ages spread from 6 – 13 years. The 5% error includes any child who could have been absent in the course of the study therefore the data on the teachers side could not be gathered but that on the parents side were available. This implies that all elementary classes were represented in the study. However, we distributed the sample of 270 equally along the age groups from 6 to 13 years as shown in the table below:

Table 1: Sampling sizes across the age groups and representative of different school classes

Age Group	Sample Size
Up to 6 years	34
Up to 7 years	34
Up to 8 years	34
Up to 9 years	34
Up to 10 years	33
Up to 11 years	34
Up to 12 years	33
Up to 13 years	34
TOTAL	270

Other than entering the data about the children emotional components, the teachers and parents / guardians were useful in making observations on any important issues that were worthy mention in the study. Therefore as shown in the table above, up to 8 teachers, each for an age group / class and at least 270 parents / guardians were engaged in the study. Additionally, we followed up on the same 270 children's with the self made questionnaire on components of emotional intelligence to arrive conclusion on how well

the caregivers raise them up. The data from the children was coded for confidentiality purposes.

Table 2: Sampling Chart

Confidence Level	99%	95%	Response Rate	99%	95%	90%
Sampling Error	5%	5%		3%	3%	3%
Population Size						
50	46.5	44.2	88.4%	48.6	47.7	46.8
100	86.9	79.3	79.3%	94.8	91.4	88.2
500	285.1	217.2	43.4%	393.3	340.4	300.2
1,000	381.9	269.2	26.9%	604.7	488.2	409.5
2,000	498.2	322.2	16.1%	959.2	695.8	546.3
10,000	622.2	369.9	3.7%	1556.3	964.2	699.1
50,000	654.8	381.2	0.7%	1777.7	1044.8	740.5
100,000	659.2	382.6	0.4%	1809.9	1055.8	746.0

Source: (West, 2013, p. 11).

3.5 Analysis and validation of how modified MEIS indicate success of raising children.

The data analysis was multivariate (Hair, et al., 2010), composing quantitative findings and observations from the children caregivers. The MEIS is a relatively new framework, which scholars and professionals agree, can predict many things in life. Specifically, Davies et al., (1998) indicated that the validation of the MEIS would take many years. However, the MEIS has made significant progress in studying emotional intelligence with the possibility that parents, guardians and teachers can predict the behaviour of a child towards successful upbringing. For example, Goleman (1995) stated that the measures for variables like enterprising, social able, persistence and others could indicate how well a child is raised up by all concerned parties. Goleman (1995) stressed that the more variables used to analyze a person, the finer the outcomes and accuracy. We adopted this line of thought in our study analysis.

Next, we concur with the assertions by Mayer & Cobb (2000) that the outcomes of study of emotional intelligence indicate the success of raising of children, even though character and traits are different and have potential of disrupting the validation of results. However, we are cautions with these interpretations because there are not studies yet to demonstrate this conclusion. We resonate with the thoughts of Epstein (1998, p. 19), that, "Nothing like this has yet been attempted, and . . . all we have is unsupported speculation about the existence of an undefined concept referred to as emotional intelligence". Therefore, we used the SPSS version 17 (*SPSS Inc.*, 2008) to analyze the data in the emotion log and to test hypotheses developed along the self-made questionnaire on the components of emotional intelligence and the relationship with the emotion log.

3.6 Chapter Summary

This chapter we presented the methodology used to gather data, sample participants, analyze and present findings. We discussed mixed methodology of gathering findings due to the nature of the study and scope. In the next chapter, we present the data findings and discussions.

CHAPTER FOUR: DATA FINDINGS AND ANALYSIS

4.1 Introduction

In this chapter, we present the primary data findings from the emotional log, compared with the questionnaire about components of emotional intelligence as observed by the teachers and parents from the 270 children. Furthermore, we present the hypothesis test findings on the components of emotional intelligence that show how the parents and teachers are fairing in raising up the children. As indicated in the previous chapter for ethical reasons the data from the individual children was coded for purposes of confidentiality.

4.2 Data Findings from the emotion log

In order to ensure no gender biases among the children whose emotions were observed, the following table shows the respondents by gender and combined emotional logs.

Table 3: Children's gender

Age Group	Sample Size	Children gender
Up to 6 years	34	52 % Male ; 48% Female
Up to 7 years	34	51% Male ; 49% Female
Up to 8 years	34	50% Male ; 50% Female
Up to 9 years	34	52% Male ; 48% Female
Up to 10 years	33	49% Male ; 51% Female
Up to 11 years	34	50% Male ; 50% Female
Up to 12 years	33	49% Male ; 51% Female
Up to 13 years	34	51% Male ; 49% Female
TOTAL	270	51% Male ; 49% Female

In terms of emotional log, there was a general trend of higher percentages around the weekends, perhaps because the parents had more time with the children hence ability to observe their emotions longer and more accurately. From the beginning of the study, we assumed that children with higher emotional intelligence have excellent social support

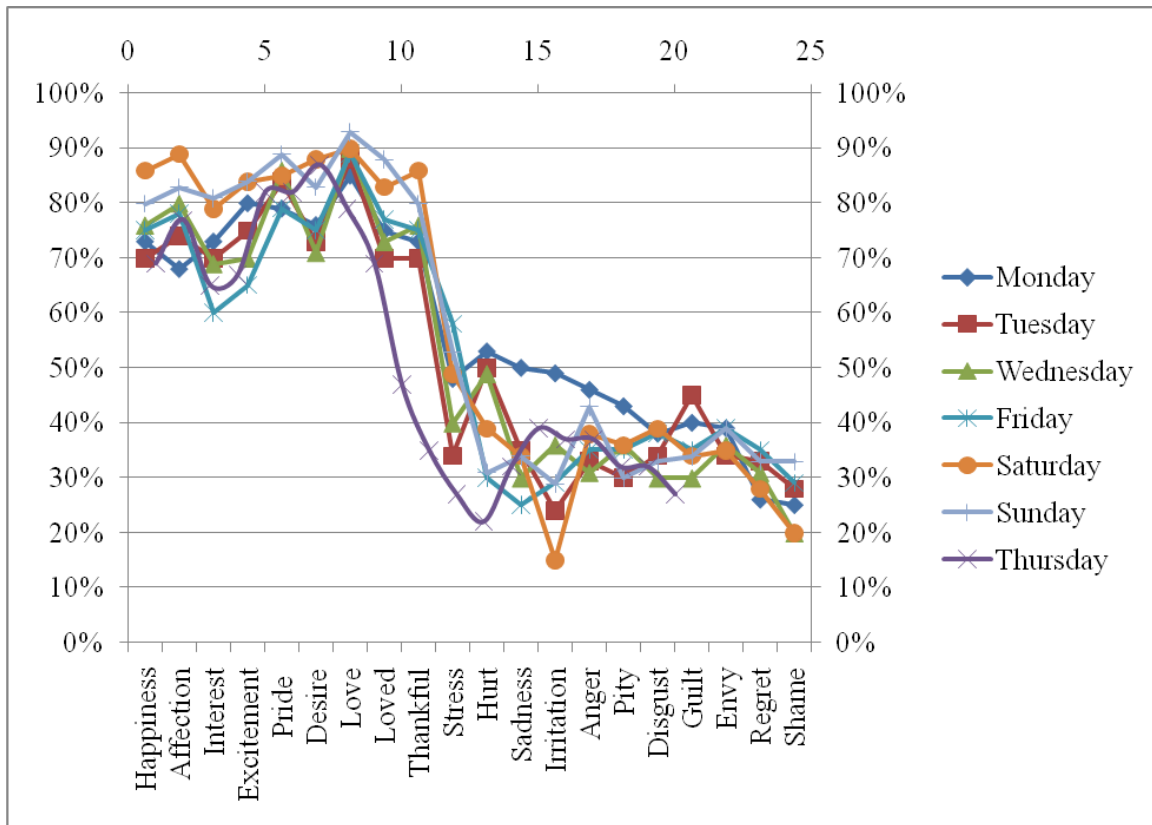
from their parents, guardians and teachers. Indeed this study has established that when the caregivers accord children emotional coaching and support, they reciprocate and grown up with positive characters and traits. Nevertheless, since parents and children differ in emotional coaching and support at home, it is expected that the school environment will be an equalizer of experiences. Hence, in this study we were keen to engage all the parties in the childcare and support cycle because emotional intelligence does not happen in isolation. We further established that the differenced among the emotion logs for all the children are due to diverse family environment. Consequently, parents vary in their emotional coaching skills as internalized by the children at different time of the weeks

Table 4: Emotions Log Table

EMOTION	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Happiness	73%	70%	76%	69%	75%	86%	80%
Affection	68%	74%	80%	77%	78%	89%	83%
Interest	73%	70%	69%	65%	60%	79%	81%
Excitement	80%	75%	70%	67%	65%	84%	84%
Pride	79%	84%	86%	82%	79%	85%	89%
Desire	76%	73%	71%	82%	75%	88%	83%
Love	85%	88%	90%	87%	89%	90%	93%
Loved	75%	70%	73%	79%	77%	83%	88%
Thankful	73%	70%	76%	69%	75%	86%	80%
Stress	48%	34%	40%	47%	58%	49%	53%
Hurt	53%	50%	49%	35%	30%	39%	31%
Sadness	50%	35%	30%	27%	25%	34%	34%
Irritation	49%	24%	36%	22%	29%	15%	29%
Anger	46%	33%	31%	32%	35%	38%	43%
Pity	43%	30%	36%	39%	35%	36%	30%
Disgust	38%	34%	30%	37%	38%	39%	33%
Guilt	40%	45%	30%	37%	35%	34%	34%
Envy	39%	34%	36%	32%	39%	35%	39%
Regret	26%	33%	31%	32%	35%	28%	33%
Shame	25%	28%	20%	27%	29%	20%	33%
Attendance	270 / 270	268 / 270	270 / 270	269 / 270	268 / 270	Weekend off	Weekend off

The following figure illustrates the emotional log data for the entire week of study.

Figure 3: Emotional log trends



4.3 Hypotheses Tests and Discussions

We tested 15 hypotheses along the 5 major components of emotional intelligence namely intrapersonal, interpersonal, adaptability, stress management and general mood. The level of determination was p value being equal or more than 0.005. Only 4 out of the 5 intrapersonal hypotheses were supported with HA₅ having the highest p > 0.05, at p=0.866, that the child is independent. The only rejected hypothesis was HA₄ at 0.009 as shown in the table below. This implies that the teachers, parents or guardians are weakest in supporting the children to believe in self-actualization. Therefore, the children’s emotional intelligence is currently weighed down by their lack of self-actualization. The children need to be shown how special they are and perhaps rewarded

by their favorite gifts. Additionally, the children need to be taught how to reflect more on themselves and be aware of their feelings. Children need encouragement to ask assertive questions in life including defending their rights. The children need to take more part in chores and activities that will increase their independence (Grayson, 2000).

All the three interpersonal hypotheses were supported with the HB₁ being the highest at $p=0.719$, that the child shows empathy for others. This implies that even though the children's emotional intelligence are above average, the parents and teachers need to do more to uplift the interpersonal relationship and the social responsibility. This could include engaging the children in more social activities and debates about relationships. The children need to learn how to fit in other people's shoes and empathize with them too. The children need to increase the recycling skills and avoid wastage of resources or destruction of environment. Children need to learn how to appreciate other people's efforts more and can go as far as having hero / heroine or role models (Grayson, 2000).

All the three adaptability hypotheses were supported with the HC₂ being the highest at $p=0.922$, that the child is strong in reality testing. This implies that the teachers and parents need to engage the children in more problem solving tasks to horn their emotional intelligence. Additionally, there is need for the teachers and parents to improve the children's engagement in flexible tasks so that the emotional intelligence can grow. The children need to be more hands on events and avoid skiving from responsibilities or being oblivious from what other people are doing. The children need to learn how to share things in life. The children need to learn to make choices knowing there are consequences or limitations in life (Grayson, 2000).

Both the stress management hypotheses were supported with the HD₁ being the highest at $p = 0.419$, that the child has strong capacity for stress tolerance. Therefore, the parents and teachers need to do more and improve the children's capacity to impulse control. Engaging the children in physical education and exercises is one way of training their impulse control and staying calm or enduring under wide range of events that test their emotional intelligence. The children need to learn different ways of relieving stress including dancing and singing and avoid suppressing their positive feelings. The children also need to know their capacity to handle issues and avoid taking in too much. Furthermore, the children need to learn related ways of tackling problems at impulse (Grayson, 2000).

Finally, both the stress management hypotheses were supported with the HE₂ being the highest at $p = 0.513$, that the child is generally optimistic. Consequently, the parents and teachers work more on the children's happiness by exploring a variety of events such as time out, trips, gifts on anniversaries, hosting parties for them and their friends among other options. The children need to learn more by preparing for routine events like schools and build optimism that they will do well just like their predecessors. Moreover, the children need awareness that life is full of difficulties, but it is more rewarding to maintain a general good mood. The children need to laugh more often whether by parents and teachers taking or engaging them in fun events or activities and that everything as a beginning, middle and terminal stages (Grayson, 2000). The following table illustrates all these findings:

Table 5: Hypotheses Tests

Components of emotional intelligence - Hypotheses		Sum of Squares	Df	Mean Square	F	Sig. p value
INTRAPERSONAL	HA ₁ : The child has strong emotional awareness	3.316	5	.683	1.604	.253
	HA ₂ : The child is assertive	.337	1	.387	.908	.379
	HA ₃ : The child has high self-regard	.565	2	.287	.674	.526
	HA ₄ : The child has high self-actualization.	7.711	2	3.806	9.149	.009
	HA ₅ : The child is independent	.013	1	.013	.030	.866
INTERPERSONAL	HB ₁ : The child show empathy for others	.059	1	.059	.139	.719
	HB ₂ : The child has strong interpersonal relationship	4.452	5	.910	2.127	.152
	HB ₃ : The child is socially responsible	1.084	1	1.094	2.447	.138
ADAPTABILITY	HC ₁ : The child is strong in problem solving	2.725	5	.565	1.326	.343
	HC ₂ :The child is strong in reality testing	.070	2	.035	.082	.922
	HC ₃ : The child is flexible	3.631	3	1.243	2.919	.100
STRESS MANAGEMENT	HD ₁ : The child has strong capacity for stress tolerance	.307	1	.308	.726	.419
	HD ₂ : The child has strong impulse control	3.316	5	.673	1.604	.263
GENERAL MOOD	HE ₁ : The child is generally happy	.367	1	.367	.908	.369
	HE ₂ : The child is generally optimistic	.565	2	.277	.674	.536

4.4 Chapter Summary

In this chapter, we presented the data findings and discussed the strengths and weaknesses of the parents / guardians and teachers progress in raising emotionally intelligence children. Only one hypothesis, HA₄ was rejected, while the rest 14 were supported. Additionally in this chapter, we discussed how the other supported hypotheses could be improved as the parents / guardians and teachers work together with the children to uplift their degree of emotional intelligence. In the next chapter, we present the conclusions, recommendations for implementations and suggestions for future studies.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.

5.1 Conclusion

We conclude that the subject of emotional intelligence was just in time to explain some controversies and dilemmas that parents, guardians and teachers face in raising well-rounded children. Previously, many people only focused on the intelligence quotient of the child then assumed they would be successful in all other sphere like family and making friends. However, successive research discovered quite the contrary, hence; the subject of emotional intelligence was projected as a key discipline area. Research leading to the subject area of emotional intelligence established that not all intelligent people progress to the corporate apex because something is always holding them back.

In this study, we have established that emotional intelligence projects the social values of the smart child. Therefore, parents, guardians and teachers become aware of the child's feelings and nurture their ability to trust others and adopt the best decisions in life. We conclude that emotional intelligence projects how much the child can control themselves in different scenarios according to their behaviour. Furthermore, we learnt that emotional intelligence enables a child to cope with different levels of frustration at home or school and the strategy of parenting determines how they recover from such setbacks.

We conclude that parents, guardians and teachers collectively play a critical role in raising children because they spend different hours of the day together. Thus, the working parent is at home with the child from 5.30 pm to 6 am in the next morning, except on weekends and holidays full day offs. The teacher is always with the school-going child from 8.00 am to 4.30 pm. The guardian or house help is at home most time when the parents are away, including weekends. Our study concludes that all the

emotional intelligence of the child will nurture with all these people simultaneously or in succession.

We appreciate the great work on the subject of emotional intelligence (EI) as contributed by Daniel Gottman who strived to explain why it could surpass intelligent quotient (IQ). In this study drew strengths of nurturing the children from the following five values: first, that raising a child to self-awareness of their feelings shows how it can affect their personality in future. Second, that raising a child with self-control enables them portray balanced emotions and be sociable so that they do not grow with rage, anxiety and fear of life. Third, that raising a child with motivation grows their character and trait that will enable them persevere when life pushes challenges in their way. Fourth, that raising child with empathy nurtures the understanding of how other also feel. Fifth, that raising a child with social skills increases their capacity to interact with people in diverse circumstances and to hold informed discussions with others in any social settings.

We conclude that parents, guardians and teachers should not always bulge to demands if they hope to bring up well-rounded children. This explains why our study captured some emotional problems that start at school and settled at home and vice versa. This study is a special caution to parents who sometimes focus on the IQ development of the child at the expense of the EQ and hope that the future of the child will be okay. Thus, parents, guardians and teachers must be in constant communication to discuss the child's emotional intelligence developmental issues and seek further ways of strengthening their weak skills. For example if a child is string in one subject, the caregivers need to assign them time to try out other areas to raise balance.

We conclude that the most critical roles in raising children is assisting them to know their aspirations and their feelings. However, we established that many first time parents and perhaps teachers often make mistake because they make the child to mask their feelings instead of motivation to speak up. It is better for the caregiver to use words that show the child they empathize with their feelings. Additionally, we established that if caregivers assist the child to name the emotions, this broadens their understanding and exerts better controls of their feelings. Playing games of colors with the child is a perfect example of nurturing self-control. Furthermore, placing the child in the problem frame nurtures their patience and makes them part of the solution. Avoiding common mistakes like shouting at a child when they make mistakes boost their self-confidence and they become remorseful rather than rebels in future. Otherwise, a child could pick up that shouting is the best way of making a point across to others.

We conclude that showing a child the virtues of perseverance is one of the most progressive approaches for improving their emotional intelligence as they can survive under different circumstances later in life. For example if the child wants a toy, they can be told when it is going to be available and why it will take that long. Additionally, taking initiative to line up at stores with the child illustrates the virtues of patience further to the child who learns to be strong. Overall, we conclude that an emotionally intelligence child is livelier, healthier, integrative with others in the society and have diverse experiences in life. Therefore, caregivers must show the best examples all times.

5.2 Reflections and recommendations for implementation of emotional coaching as the preferred way of raising children

We have learnt that raising children can be a very complex process especially for first time parents, guardians and time teachers. However, we have noted some critical steps that should follow through to make the process a success for most caregivers and educationists handling children towards the teenage or adolescent ages. We think that the following steps should be easy to execute even though the outcomes could vary from one child to another. Whereas many parents, guardians and teachers are reactive to children's behaviour, emotional coaching provides a framework where the caregivers' experienced can meet with the child's emotions cordially.

The first step to implementing emotional coaching is the parents and teachers' recognition of the highs and lows of the child's emotions (Benaroya, 2012). It is important for these caregivers to know when children are unhappy, agitated, frightened, sad, excited, joyful, and ambitious among other emotional status. Additionally, it is important for the parents and teachers to try to fit into the child feelings whenever they show some emotional signs and that would enable visualization from their perspective. Parents and teachers need to create time during the child's playtime and look out for indications that there are some emotional signs like fear, withdrawal, pride and joy.

The second step to parents and teachers implementing emotional coaching is appreciating this as an opportunity to bond with the child (Benaroya, 2012). Therefore, these caregivers need to focus on the child's emotions and restrained from overlooking or dismissing the expressions. This stage is also important for the parent and teacher to connect with the child and have in-depth look at their world. The child will be allowed to

speak up their mind as much as possible and to state their emotions and feelings so that the caregiver can share the experiences.

The third step of implementing emotional coaching is for parent and teacher to listen to the child empathetically to validate their feelings (Benaroya, 2012). The child should be motivated to express their feelings in the politest way possible; whether it was an event or their personal experience. Among the appropriate phrases is, 'okay Tom, what happened?' Moreover, the caregiver should try to associate with the child's feelings so that the entire story flows to the end. Another example of phrase would be, 'I can see how you feel...' It is advisable that the caregiver does not undermine any part of the child's emotions because that could be the core of the feelings with issues to be resolved. An appropriate phrase would be, 'that must have been very painful.' The caregiver can then share their personal views with the child if it will help the situation.

The fourth stage of implementing emotional coaching is guiding the children to label each emotion (Benaroya, 2012). This process should commence as early as possible specifically by the parents before the child learns to pronounce the first words and later to the early schooling ages. The caregiver must strive to cite different emotions aligned with the child's feelings then label them appropriately. Additionally, the parents and teachers need to listen to the child in a manner that shows them care and eagerness to help with their problems. The caregivers are encouraged to demonstrate to the child that they are communicating effectively and that their feelings are important without passing harsh judgement.

The fifth stage of implementing emotional coaching is establishing limits for the problem solutions (Benaroya, 2012). While setting limits, it is critical for the caregivers

to note that it is the children's behaviour rather than the emotions that is the problems than needs resolving. Therefore, the caregiver needs to outline which behaviour are admissible that should be communicated with among parents, guardians and teachers. Additionally, the caregiver must always enquire from the child how they think the problems can be solved, whether material needs, attention or services. The caregiver should reflect on possible solutions to discuss amicably with the child as long as they later do not overpower the former. Providing suggestions for the problems is a plausible idea. Next, the caregiver weighs the solutions in accordance with the home or school values using prompts to the child on possible outcomes. Finally, the child has opportunity to select the best solution.

5.3 Suggestions for Future Studies

Future study should investigate whether there are significant differences in degree of emotional intelligence along gender of the children. It is clear that most parents at home tend to treat or give different tasks and responsibilities to the boys and girls and perhaps this has some impact on their emotional intelligence. Additionally future studies should investigate whether the degree of emotional intelligence varies with the ages of the children, as this was not within the scope of this study. It would be helpful to parents and teachers to be aware when children are particularly most sensitive in their lives and propose ways of nurturing their emotional intelligence (Ciarrochi, Chan & Bajgar, 2001). Previous inconclusive studies hinted that female children could have higher emotional intelligence than their male counterparts could (Ciarrochi, et al., 2001).

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APPENDICES

Appendix A: Research Process

Description of Work	Months in Year 2015										
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov
Literature Review											
Conceptual Framework											
Finalise Research Methodology											
Source for archival materials											
Design questions for semi-structured interviews											
Schedule interviews											
Conduct interviews											
Transcribe interviews											
Participant observation											
Analysis of quantitative data											
Completion of first draft											
Editing and completion of second draft											
Binding and final submission											

4. Kindly tick the most appropriate feedback that describes the child emotional variable.

Components of emotional intelligence - Hypotheses		Disagree Strongly	Disagree	Neither Disagree Nor Agree	Agree	Agree Strongly	Total
INTRAPERSONAL	HA ₁ : The child has strong emotional awareness						
	HA ₂ : The child is assertive						
	HA ₃ : The child has high self-regard						
	HA ₄ : The child has high self-actualization.						
	HA ₅ : The child is independent						
INTERPERSONAL	HB ₁ : The child show empathy for others						
	HB ₂ : The child has strong interpersonal relationship						
	HB ₃ : The child is socially responsible						
ADAPTABILITY	HC ₁ : The child is strong in problem solving						
	HC ₂ :The child is strong in reality testing						
	HC ₃ : The child is flexible						
STRESS MANAGEMENT	HD ₁ : The child has strong capacity for stress tolerance						
	HD ₂ : The child has strong impulse control						

GENERAL MOOD	HE ₁ : The child is generally happy						
	HE ₂ : The child is generally optimistic						