EMOTIONAL INTELLIGENCE AMONG NORMAL CHILDREN VS DYSLEXIC CHILDREN

Priyanka Krishnamoorthy¹, Kalpana B²

¹Corresponding Author, Research Scholar, School of Public Health,
SRM Institute of Science and Technology, Kattankulathur, Tamil Nadu
²Associate Professor, School of Public Health,
SRM Institute of Science and Technology, Kattankulathur, Tamil Nadu

ABSTRACT

Emotions are everything in our day to day life. But everyone’s way of expressing and understanding emotions differs same as for normal children and dyslexic children. We found the following online repositories by performing searches: Medline, PubMed, Cochrane and Google Scholar. Individual psychology-related articles have also been scanned. Qualified papers were published in English-language journals, and comparative data reported were taken into consideration for at least one primary outcome. Also conducted focused searches of Google Scholar, the Directory of Open Access Journals, and reviewed the reference lists of included papers and relevant meta-analyses. Early childhood is increasing social and emotional sophistication. Promoting early childhood social maturity is proven theoretically and essential to ensuring the development of a good self-image, generating and conserving social relationships, and the basis for academic development achievement. These results indicates emotional intelligence of normal children and dyslexic children. Plausible directions for future study and interventions are addressed, in accordance with the limits of our experience.

Key words: Emotions, Emotional Intelligence, Understanding Emotions, Expressing Emotions, Parenteral Influence, Normal Kids, Dyslexic Kids.

I. INTRODUCTION

Emotional intelligence being a metric for recognizing future good boss and as a strategy for expanding strong leadership skills (EI) has become increasingly popular. However, despite this prominence, there is no observational evidence in these fields that substantiates the use of emotional intelligence. Gardner (1983) suggested that individuals of various kinds of intelligence, like the wisdom of behavioural knowledge and intelligence principles, are intrapersonal. The capacity to learn, perceive, monitor and respond to one's thoughts and emotions is intrapersonal intelligence.¹

Humans are a dynamic sort of mixed emotions and intentions when logic allows them to be judgmental with quantitative precision, to understand and empathise with us. With each other, which makes them "human". People with solid thinking abilities and a clear, rational mind-frame were assumed and acknowledged to be more innovative.²Only the person's reasoning and analytical aptitude were evaluated by the IQ tests designed to assess a person's intellect and competence. As Woodworth (1940) suggested, when determining a person who was "not" frightened or upset or inquisitive about emotionally arousing problems, IQ testing was found useful. Emotions were seen as disruptive that interrupted the chain of thinking of an individual.³

The views on emotions continue to differ. The subjective existence of emotions makes a universally agreed concept or theory challenging to bring in. Conceptualizing something that can only be sensed and learned logically is the most challenging task. Various theories of emotion tried to explain the essence of feelings and their reflection on people. Does EI theory follow any protocols? Like a philosophy that the EI hypothesis has the additional challenge of a vision for a new future that is compassionate and empathic for its fellow human beings' faults and weaknesses, not just to academics but also to non-academics shows itself beyond doubt.⁴
II. SOURCES

By conducting searches, the papers were discovered in the following online repositories: Medline, PubMed, Cochrane, and Google Scholar. Individual psychology articles have also been scoured. Qualified papers were published in English-language journals, and comparative data reported for at least one primary outcome were taken into account. In addition, I conducted targeted searches on Google Scholar, the Directory of Open Access Journals, and reviewed the reference lists of included papers and relevant meta-analyses.

III. SEARCH TERMS

Articles were found by performing a search of the literature on multiple websites for analysis. For PubMed, the following search technique was used: (“Emotion al Intelligences” OR “Intelligence, Emotional” OR “Intelligences, Emotional” OR “Social Intelligence” OR “Intelligence, Social” OR “Intelligences, Social” OR “Social Intelligences”, “Emotional” OR “Children”) AND (MSCEIT OR “Mayer-Salovey-Caruso Emotional Intelligence Test”).

3.1 Cochrane Search

Articles extracted totally from the search terms = 3
Articles Excluded = 3
(Not appropriate for the search)

3.2 Pubmed Search

Total articles identified by Pubmed Database - 6775

Articles extracted from last with relevance addition of terms - 1309
Articles Excluded - 5466

Articles extracted with full access - 430
Articles Excluded - 879

Articles extracted by adding Children Search Term - 54
Articles Excluded - 376

For other repositories, emotional intelligence searches included terms like emotional intelligence trait, capacity, scales, measurements and mixed emotional intelligence. Certain specific EI search titles were also entered as search terms (e.g. Knowledge, Management, Awareness, Regulation and Relationship), but this revealed much less relevant literature than EI-based searches. We have used words such as schools, dyslexia, and children to access research using the appropriator and emotional intelligence.

IV. DEFINITIONS

The subsequent explanations define the vocabulary utilized in this study:

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• Emotional Competence: A individual exhibits the competencies that constitute self-control, self-management, social knowledge and social skills to be effective in the situation at acceptable times and ways.

• Emotional intelligence: Is the capacity to recognise and regulate your feelings and other people's emotions.

• Multiple Theory of Intelligence: Multiple forms of human intelligence, each reflecting various ways to interpret information.\(^5\)

**An Historic Walk through of Emotional Intelligence**

• 1930 – “Social Intelligence” was described by Edward Thorndike being desire to manage further folks.

• 1940 – Philosopher David Wechsler pointed out that intelligence's intuitive elements may be more important for lifelong achievement.\(^6\)

• 1950 - Maslow Abraham, a humanistic psychologist, has described individuals' effect to boost emotional power

• 1975 – The Broken Mind concept of Gardner was published, which introduced the concept of multi-intelligence.\(^7\)

• 1985 - In his doctoral thesis, Wayne Payne coined the term emotional intelligence, qualify "A study of emotion: growing emotional intelligence; self-integration; relating to fear, pain and desire (theory, the structure of fact, problem-solving, contraction/expansion, tuning in / out / outgoing)."

• 1987 - "In an essay written in Mensa Magazine, Keith Beasley used the term" Quotient. It was pointed out that it was the first recorded use of the word, while Reuven Bar-On used it in an not published edition of his degree dissertation.\(^8\)

• 1990 - In the journal, psychologists Peter Salovey and John Mayer published their story’s Creativity, Perception and Personality seminal paper, "Emotional Intelligence."


**What is Emotional Intelligence?**

The "Emotional Intelligence" theory sounded when culture is caption through dreadful bottoms of intolerance and violence over minor provocation, and this has not happened. In his novel, “Raising an Emotionally Intelligent Child,” John Gottman talked regarding the noticeable disparity about children's psychology & attitude to different concerns.\(^10\) Later, he identified children who have grown sulkier, more irritable, more nervous, frustrated and alone from the mid-1970s to the late 1980s. There was a shortage of social activity for the children, with both parents working to satisfy economic needs, with households becoming smaller. They switched to tv and entertainment, touched computers, and spent time with family and acquaintances bottomward. 15 senility behind time, we'll glimpse the circumstances which was significantly more revert. Therefore, the idea of exploiting and moving the topknot of sensations into a accomplishment in inspiring later. Therefore, the subject of emotional intelligence has shown unprecedented interest in both famous and popular intelligence. Scholarly literature.\(^11\)

Emotional intelligence (EI) is a form of social intelligence that is focused on a variety of factors, counting the capacity to track and respond to emotions of one’s individuals, the level of empathy that one exhibits in interpersonal relationships, the versatility to adjust to modify that one exhibits, and one's ability to handle stressful situations.\(^12\) Emotional intelligence is a result of two psychological research areas that originated more than 40 years ago. The first is cognition and effect, involving the interaction of cognitive and emotional processes to improve thought.\(^13\) Emotions such as frustration, joy, fear, and mood and desires affect how individuals think, make choices, and execute diverse tasks.\(^14\) The second was the development of intelligence models themselves. Instead of simply considering intelligence, one should also participate in intellectual tasks related to memory,
questioning, judgment, and critical thinking, philosophers and scholars started to perceive intelligence as a wider variety of mental abilities.\textsuperscript{15}

V. MODELS

Early pioneers in emotional intelligence Thorndike, Wechsler and Gardner, for example, have opened the way for new experts. Of all the hypotheses, concepts suggested by Goleman, Bar-on and Mayer and Salovey demonstrated the most significant interest in other fields regarding research and application. Until now, it serves as the best emotional intelligence capacity model proposed so far. Mixed models differentiate one from another; the variations in that what constitutes emotional intelligence is due to the differing beliefs.\textsuperscript{16}

The word "emotional intelligence", First formulated by Peter Salovey and John Mayer in 1990 and 1990, has since continued to explore the meaning of the construct. Since the advent of the term in psychology, several interpretations have been put forth for this term, apart from mental intelligence. EI is a "comfortable paragraph" that reflects on human ability. Nevertheless, EI has been criticized for experiencing much narrow an understanding of all the positive characteristics of nature a like consequences that result in positive outcomes. Salovey and Mayer 1990 established the first EI model. They had initially been conceptualized EI to include three main components: 1) to determine one's emotions, 2) to control emotions, and 3) to use emotions to promote various activities.\textsuperscript{17}

Subsequently, Bar-On (1997)\textsuperscript{18} Goleman (1995)\textsuperscript{19}, and most recently Petrides (2007)\textsuperscript{20} suggested more EI models. Models with recurring themes have several common components, including knowledge of one's own emotions, love for others, and empathy. Different EI models have contributed to the creation of different construct assessment instruments. Although some of these indicators will overlap, most researchers believe they are working on specific constructs.

VI. EMOTIONAL INTELLIGENCE ATTRIBUTES

Individuals with more EQ attributes by high levels of motivation, logical thought and emotions. In complex and stressful situations emotionally, intelligent people can control their feelings more logically and in a realistic manner. Better able to reconcile the reason and feeling, make the best decisions, assist others in responding to complex incidents & attach cheerful excitement to others. They're hopeful about personal sovereignty and competence. People with high EQ can monitor and convey their sensations well. Although people with no emotional intelligence tend to judge and convict others, their emotions are not shared.\textsuperscript{21}

Through facilitating understanding and partnerships and cultivating peace, consistency and harmony, emotional intelligence reduces conflict. It also closely interlinks with ideas in faith and love. EI offers relational stability that allows one to establish positive interpersonal relationships more efficiently and effectively as it is a condition for settling conflicts. EQ is strong. Emotions should be genuinely experienced as they arise. Emotional awareness focuses on the inner world, allowing the individual to make wise choices and striking a mutually healthy balance between the needs of one and the needs of others.\textsuperscript{22}

VII. EMOTIONAL MATURITY ASSESSMENT

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Emotional Quotient Inventory (EQ-i), Emotional Competence Inventory (ECI), Emotional Intelligence Appraisal (EIA), Work Profile Questionnaire-Emotional Intelligence Variant (WPQei), Emotional Awareness Scale Levels (LEAS) and Self-Report Emotional Intelligence Test (SRE) are the commonly used tools for measuring emotional intelligence.\textsuperscript{23}

MSCEIT is a results driven to quantify several chore to calculate the degree of capability of each division of the emotional intelligence paradigm of Mayer and Salovey. Bar-on uses 133 self-report items in the Emotional Quotient Inventory (EQ-i) to assess complete IQ and his EI model's five components. The Emotional Competency Index (ECI), one more individual-report test created by Goleman, is a multi-rater tool which gives the grading on a sequence of behavioural tests of emotional intelligence. A 33-item review of the original definition is the Self-Report Emotional Intelligence Measure (SREIT).of emotional intelligence introduced by Salovey and Mayer.\textsuperscript{24}
VIII. EMOTIONAL INTELLIGENCE IN NORMAL KIDS

Researchers have looked at the correlation between emotional maturity and certain learner features, such as stress control, deviant behaviour and ability to solve problems etc. These researches showed that student's emotional intelligence affects their ability to handle stress, deviant behaviour and problem-solving. Likewise, emotional intelligence plays a significant part in the academic life of students. For example, in coping with difficulties of lives and studying at an institution, a high EI student may be more self-confident. High levels of emotional intelligence can lead to learners' learning experience since it can facilitate their data absorption. As a result, relational sophistication raises the academic performance of learners.

Researchers suggest pupils with emotional literacy have acquired the emotional skills that inoculate them against the uncertainty and anxiety that they are about to face during life transformation. Earlier, intelligence quotient (IQ) was thought to be the most important factor deciding a student's academic achievement. Still, several studies shows EI often plays an identical or more significant part in the scholar wheel-of-life. Emotionally competent scholar can handle their fondness competently, understand and answer successfully to others' sentiment, better permits anger, and be calm and more concentrated during adolescent transition times.

According to studies conducted, students who can accurately understand and regulate their impulses, a skill is known as emotional intelligence, far well at school than their less-skilled peers by the American Psychological Association, as measured by grades and standardised test scores. Psychological research indicates that 80% of life’s achievement relies to a considerable degree while the remaining 20 per cent rests on analytical intellect and emotional intelligence. Based on the strategies that parents use to help children improve, their emotional intelligence may be built by schooling and education.

It has been found that children who turn away sticker actions can effectively perceive emotions and learn much favourable relationships with their opponents and competitors. Besides, their social life and school are consonants. Contemporary studies detect that children before they are born respond with emotions. During infancy, children learn to understand emotions. They can respond openly with a grown-up and other kids between the ages of two and four, but they are more focused on themselves and cannot understand others' perspectives. Egoism will be detracted in the coming years with their increasing need for emotional participation, and emotional control will be expanded to communicate with other children. Growing children's engagement and raising egocentric thinking Parents to need to do a lot.

IX. EMOTIONAL INTELLIGENCE IN DYSLEXIC KIDS

Dyslexia is a condition where the individual has a low intellectual ability and cannot master spelling, listening, and reading abilities consistent with his intellectual abilities. Experience. The dominant form of dyslexic conditions is the disturbed Nervous system pattern. That is due to the biochemical or chronic nervous deficiency disorder that results in a disease known as inborn dyslexic retardation. The inherent learning and reading ability in the secondary form of dyslexia is common, but this ability is inefficiently utilized.

Chadwich et al. (1999) reported the outcome of a group of dyslexic children and a group of dyslexic children non-dyslexic sample using multiple assessment methods found that dyslexic children have a lower reading score than non-dyslexic children according to multiple scales. Study findings showed a lack of behavioural change or low-income family relationships in 45.15 per cent of dyslexic individuals. Many socio-emotional issues affect dyslexic pupils, including bad self-conception, not tolerating failure, social anxiety, evasion of responsibilities, and poor and sluggish self-management skills. These children are struggling to do something owing to education problems. They are disturbed and have pessimistic thoughts in peer communities about their views.

The emotional development appears to be different from that of regular people. The study from Iran's first seminar on learning difficulties reveals that most children unable to learn at school due to disappointment in their educational development are discouraged, frustrated, helpless and often angry and getting disputes with people in their marriage.
Emotional ability tends to be inconsistent in dyslexic and non-dyslexic individuals regarding cognitive, dyslexic teenagers, social and emotional difficulties, and lack of performance can arise from low self-conception, not tolerating failure and social isolation, weak self-management skills, and so on in dyslexic individuals.40

X. PARENTAL INFLUENCE

Discerning nurturing ways among parents are characterized as an point of view about the adolescents or children's parental behaviour manner throughout childhood. As reported by the concept, evaluating children about parental behaviours is significant. There are two types of common parenting styles: care and over-protection. Several studies have shown that their children have linked rejective and over-protective parenting styles to EI significantly.41

Student life is the finest time for anybody as the footing for EI, self-esteem, happiness, and success in life are laid in years of infancy & teenage. Educational academics have attached importance to the scholastic production for the EI for the student.42 Emotional development starts with the family and continues over a childhood period. The infant knows how to navigate the real world from the family and understand it and work out exploiting its various talents.43

The child learns many things related to emotions in the family, whilst what parents do and say to their children, and how parents deal with their feelings.44 The family is the atmosphere in which children learn how to communicate by having peers, grandparents, siblings, and adults as replica by gatherings and exchanges of gifts and communication of affection and understanding. Kids know and experience emotions and feelings well.45 The parents should do many things to improve children's emotional intelligence, e.g., devote children a special time; convey their fondness. Paying attention breathlessly to what others think leads to higher EQ.4647 Parents can also monitor actions when the children are violent and angry.48

It was argued by Aggarwal and Saxena (2010) that “Parents must have a safe home environment; dry, stable, supportive family relationships, and have a positive effect on the child's thought process”. Therefore, parents should teach their children to cope with negative feelings constructively, and they should not punish the child while making mistakes, as he can realize the errors treated in this way. Besides, parents should provide the child with opportunities to practice imaginative thought and enjoy free time, and concentrate not on the child's passive characteristics but on the good features. Getting a constructive emotional conversation may offer invaluable insight into the degree to which children are conscious of feelings, the forms and means they use to deal with them. Giving meaning to leisure sports that can prove valuable tools for overcoming mental setbacks.49

Parents should teach that non-verbal communication is essential.50 Finally, parents should provide the magnitude of empathy to build the emotional maturity of the infant, and should consider, empathise and embrace the emotions and thoughts of the childfeelings.51 Fathers play several roles and influence the growth of their children in several ways. Both actively (e.g. behaviour) and implicitly (as a cause of emotion) affect their offspring, and both processes are essential to a complete comprehension of fatherhood-fatherhood relationships.52 Stover (2003) reveals several father related points that may the cognitive, social, mental, and behavioural effects are significant growth of children.53 Lamb, Plieck, and Levine (1985 ) concluded that, in the domestic sphere, fathers have started to play a more active part and that fatherhood is going through a significant change.54

XI. FACTORS AFFECTING EMOTIONAL INTELLIGENCE

Generation of emotional intelligence in children affected by some variables. The character is the important one, of such a family and friends as a child, neurophysiology, cognitive enhancement and the social relationship. The important one is the social environment.55

The emotional adaptation of the infant was affected by culture and family. Emotional development takes place rapidly and efficiently in the initial years of development. The brain's processing centres may be disrupted by extreme stress, which occurs if the needs of the infant have not been met. The child tends to trust people who fulfil their criteria during most initial encounters or don't matter. These interactions affect how safe, comfortable, contented, and successful the child feels in the term, and whether or not he can see certain people reliably or trustworthily.56
Even though the first dotage of childhood are essential to emotional maturity, the early years also offers an exceptional opportunity. The younger days form the foundation for developing the social skills that children later learn. The kid acquired in the formative years of existence will integrate connection as patterns and repetitive patterns into the neural system. They would be very permanent and not easy to modify later. In the first four years of development, the brain expands quickly and becomes complex. A child easily and efficiently acquires knowledge, especially emotional knowledge, then some other time later.

Oyama-Higa and Tsujino (2007) pointed out that "children are naturally most affected by their mothers because they have long been in close contact with them." Consequently, for the coming years, all those minor encounters between parent and child have an emotional history, and this is the cornerstone for the child's emotional experience and emotional capacity.

**XII. LITERATURE SAYS**

In the early 1990s, emotional intelligence research originally appeared in scientific journals. The first to use is Salovey and Mayer the word "emotional intelligence." This idea gained widespread interest by the middle cade, after which claims and consequences of the importance of emotional intelligence in forecasting success have been established. The development of literature review indicates that there has been a rise in the number of studies in the last couple of years. Whether Emotional Intelligence is a skill, or rather an emotional personality trait, In the field of EI, this is an ongoing topic. It is important to remember that it doesn't mean to use an EI measure that the intervention is using a conceptual model.

Throughout the 20th century, the idea of intelligence was much discussed. Theorists like Spearman (1904) and Terman and Merrill (1937) concluded intelligence in the early part of the 20th century of a human might be computed by a single factor.

Spearman (1904) suggested that or generally referred to as the general intelligence "g" element, is a fundamental and observable function in individuals' capacity to understand, reason and solve problems. To measure the "g" element, multiple intelligent quotient (IQ) tests were developed and were implemented by companies as a way to choose or screen potential job candidates and promotion applicants.

Other intelligence theories emerged around the same time, which indicated that several intelligence variables had been considered when determining an individual's intellect instead of one general intelligence factor. The first to say that human intelligence was way too nuanced for Thurstone (1938) to be characterised by a single element. His theory suggested that for a coherent theory of intelligence, multiple factors such as verbal capacity, deductive reasoning, spatial skill and perceptual speed are essential.

Another well-known approach to multiple intelligences is a multi-intelligences theory by Gardner (2006). Gardner (2006) described eight bits of intelligence: 1) abstract mathematics, 2) linguistic, 3) bodily kinaesthetic, 4) interpersonal, 5) intrapersonal, 6) artistic, 7) spatial, and 8) naturalistic. He also took into account two other possible intelligences, the spiritual and the social. He defined human beings as possessing a basic set of intelligences that will excel in specific intelligence categories or display deficiencies when influenced by cultural and community values. Its eight-intelligence category involves two personal intelligences: interpersonal and intrapersonal. Gardner (2006) described interpersonal intelligence as capable of understanding, appreciating and contending with other people's emotions, beliefs and intentions. Goleman (1998) credited Gardner's (1983) multi-intelligence model with stressing the difference between mental and emotional abilities.

**XIII. OUTCOME OF STUDIES**

In a survey conducted in 2004, 667 high school students were present. Students had more excellent leadership abilities, adaptability, and better stress control in the highest achievement category than students in the other grades. For interpersonal competency, adaptability, and stress control, in the 20 percent, students in the middle percentile range had marginally better outcome than students.
The social atmosphere affects the success of children. If a kid is good mentally and socially, then there is a thought that he or she belongs to a respectful community, he or she may concentrate more on school work. Regression analysis shows that the atmosphere will strongly forecast 62.36 percent of the difference in school results.\(^7\)

Sue McNamar led a survey in which she had a discussion and evaluated the emotional-social intellect of parents and had a four-week parent teaching plan where the software "EQ for Families" was used.\(^7\)
Figure 3: Parents’ Influence on their Children’s Emotional Growth is Crucial, but their EQ Level Dictates how much they can Support their Children’s EQ Development at a Meaningful Level.

XIV. FUTURE SCOPE

Emotions are words, responses to other circumstances and problems. These feelings may either be positive or negative. Kids need to provide some instructions on how to. They ought to have a strategy to fix a moral dilemma and act to solve them if they are unpleasant. When kids get upset with feelings, they have to learn about breathing through them, tolerating them without immediately moving on them. If they are cool, they can start problem solving.72

When kids know their thought, they are heard and accepted, and their emotions lose their duty, and their feelings open up a ready atmosphere to solve problems. Based on the children's age and skills, parents may be providing alternatives. It is necessary to give them enough space to consider as children are older on their own, so they can have the faith that they can solve problems by themselves. Parents might make any ideas for them to choose from if they can't think of any potential solutions. The mother or father will then explain what leads to the different decisions and their effects.73

When parents see a growing negative trend and realise that the child has extreme feelings that cannot be controlled, they should step into the scenario with an acceptable response to the everyday stress: play. How does it benefit from this, and why does it facilitate emotional intelligence? Every kid experience different feeling every day. Often, they feel helpless and forced, furious, sad, scared or jealous. Those emotions are being expressed through play by emotionally stable children, how the little ones know that. Supporting a child “sing” their inner struggles and feelings help them overcome the challenges and move on to the next phase of the struggle for growth. Kids should not penalise their profound interpersonal difficulties. Also for adults, it is challenging. Yet, they will play them out figuratively and settle them.74

Early childhood teachers require a high degree of emotional maturity to cope with everyday difficulties and act as successful role models in their treatment of the children. This career is also rigorous, and there are many requirements for the teachers in the kindergarten and other early childhood practitioners. We require a certain level of psychological wisdom to provide themselves to teach them to kids.

Emotionally intelligent people can better cope with difficult situations and individuals when they both succeed at work and in school at a highly productive pace. Emotional intelligence is not just about a child’s feelings. A child's life also includes the feelings of others. They can understand how others feel by acquiring emotional intelligence and can increase the consistency of their social interactions. Emotional intelligence encourages the infant to communicate an ability required in their life to those around them.75
XV. RESEARCH GAPS

Emotional intelligence theory aims to anticipate and improve individuals' life skills. The theory's adherents believe the secret to an enhanced quality of life lies in knowing, evaluating, and controlling emotions between themselves and others. Since the theory's operationalization is the crucial factor validating their argument, the key and most critical obstacle faced by theories are creating a strategy or developing an established method to assess and analyse an individual's emotional skills reliably. This will also raise the other fundamental question of whether emotional intelligence in a new bottle is a distinct type of intellect or just old wine. 76

Another problem facing the theory is that there are so many concepts and methods that are a critical symbol for some current hypothesis and a positive sign, sometimes leading to uncertainty among scientists about which concept or solution must be taken. This has prompted individuals to condemn the idea as a hollow hype, disregard the principle as non-existent, and trash it. But, as Cherniss et al. (2006) point out, there is still no consensus, even after a hundred years of study, on IQ or how best to calculate it? Judging or judging EI at a certain level undoubtedly requires a rethink. 77

XVI. CONCLUSIONS

Emotional intelligence is a set of skills that makes it possible to grasp feelings both within oneself and in others and provides the opportunity to use emotions to direct thought and actions. In today's world, where children frequently feel isolated from family and friends, educators acknowledged the complex and critical need for mental and emotional maturity to develop where accelerated social transformation the standard is that the press and analyse an individual's emotional skills reliably. Th

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