

Correlation between Mothers' Emotional Intelligence and Behavioral Disorders in Preschool Students of Gorgan Preschools

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ABSTRACT

The current research aim includes the correlation between mothers' emotional intelligence and the behavioral disorders in preschool students of Gorgan preschools, the research methodology is correlative, and the population includes ۱۴۰۰ preschool students during academic year ۲۰۱۳-۲۰۱۴ in preschools of Gorgan. The chosen sample from these children was ۳۰۲ individuals. The measuring tools was Bar-on Emotional Intelligence Inventory which was conducted on parents and the ۶-۱۴ years old child symptom inventory-۴ (csi-۴) which is a DSM-IV referenced rating scale that uses screening for extracting and conducting the behavioral disorders, and the required data were extracted and they were statistically processed. The simple correlation and the advanced statistical analysis of canonical correlation through SPSS۲۰ software were used for surveying the research hypotheses. Results showed that a correlation exists between the mothers' emotional intelligence and the children's behavioral disorders, and the more the score of mothers' emotional intelligence the less the children's behavioral disorders.

KEYWORDS: Emotional Intelligence, Behavioral Disorders, Preschool Students.

INTRODUCTION

Behavioral disorders are common debilitating disorders creating several problems for teachers, families and the children, and they are accompanied by high rates of social problems. Several definitions have been provided for behavioral disorders and each definition emphasizes on special aspects, and researchers have found out that behavioral disorders are firstly observed during childhood and from ۸-۱۵ years old they reach their peak. Children having behavioral disorders have several problems. Memes of children having behavioral disorders are seen in school, home and while interacting with peers. If these patterns are low self-esteem, aggression, hyperactivity, lying and ... then they may result in major problems in adaptation and they may reduce the quality of life (Ramezani, ۲۰۰۵). Estrella & Josefina (۲۰۰۹); Behavioral disorders have significant negative effects on the academic, social and professional performance of the children and adolescence, and they increase the possibility of mental illnesses during adulthood. Behavioral disorders increase the possibility of drug abuse, criminal activities, anxiety and mood disorders, learning disabilities, neurological-psychological disorders, and borderline personality disorder. Children react quickly and intensely against life pressures and they heal with the same speed as the life pressures are eliminated. Since children are depended on their parents and in fact they have immature and premature personality thus the only option they have against the pressure and discomfort is

behavioral disorders. Thus disorders in children are their tools for expressing themselves. If the child is at younger ages he/she has difficulty in communicating others even if he/she can speak because he/she has limited vocabulary, and he/she is not able to understand and express the general concepts, and has difficulty in expressing his/her feelings, thus he/she shows more intense behavioral disorders and neurosis (Milanifar, ۲۰۰۹). We always see that parents are worried when their children start attending preschools and schools, and this anxiety exists in children as well. Parents' emotional intelligence is one of the variables that could be affective on formation or reduction of children's anxiety, in fact nowadays the emotional intelligence is explained as a kind of intelligence which includes both a thorough understanding of emotions of the individual and an exact interpretation of others' emotional states. Emotional intelligence evaluates the individual in terms of emotions, which means that it evaluates that to what extent the individual is aware of his/her emotions and how he/she controls and manages them. The conducted research at Emory University showed that child's emotional intelligence is the product of displaying parents' emotional intelligence skills and not their personal experience from emotional stress. Children learn the emotional intelligence skills from their parents. In fact if they do not have the example and pattern from their parents they lose the best source of learning (Atkinson, Quoted by Baraheni and et al, ۲۰۰۴). Parents who train their children to have emotional intelligence and teach them how to practice it, will nurture boys and girls who are more happy, have better social adjustment, achieve better scores and they achieve more success in career positions when they grow. Children who increase their emotional intelligence skills decrease their truant, laziness and criminal activities, when the child starts this process then increase of emotional intelligence results in improving the child's relationship with classmates. If parents are the role model of emotional intelligence for the child they grow their required skills for coping with others and they will experience more success, a success which continues till the adulthood (Razavian Shad, ۲۰۰۵). The important point about the emotional intelligence is that the emotional intelligence capabilities are not intrinsic and they are educable. The parents' performance for teaching the emotional skills to their children begins from the cradle. Children who have self-confidence and they are optimist against children who expect failure start forming since the first years of life. Brazelton states that: Parents who understand that their performance could produce self-confidence, curiosity and joy of learning in their children help them to achieve success. Brazelton's advice is an uncertainty on several evidences showing that success at school depends on a set of emotional characteristics which are formed before entering school. The first opportunity for forming the emotional intelligence is the first years of life, and the full formation

takes place throughout school. The emotional capabilities performed by children later in life are formed on these early bases (Joseph Ciarrochi and et al; Quoted by Noori, ۲۰۰۴).

The concept of emotional intelligence was expanded by Daniel Golman. Golman believes that for predicting an individual's competency the importance of IQ is less than EI. According to him at the best condition IQ could only cause ۲۰٪ of successes and ۸۰٪ of successes are depended on other factors and the individual's destiny depends on the skills which form emotional intelligence (Fortin and et al, ۲۰۱۰). Basically emotional intelligence finds its expression in relationships. These relationships in one hand cover the interpersonal scope and on the other hand they cover the intrapersonal scope. Thus it is possible to talk about two general categories of competencies in two personal and social scopes. In personal scope the emotional intelligence addresses the capabilities, competencies and abilities that regulate the individual's relationship with him/her. In these scopes we deal with components such as self-awareness, self-confidence, emotion management, and initiatives. The competencies existing in this part achieve their meaning in connection with each other, and they reinforce each other. For example, accurate self-awareness provides the appropriate ground for increasing the self-confidence, and emotion management plays an important role in increasing the self-confidence. The better the emotion management in practice and the success become practical the more the individual will believe in him/herself. In social scope, the emotional intelligence addresses capabilities, competencies and abilities which regulate the individual's relationship with others. Components such as empathy, organizational knowledge, conflict management, teamwork, influence, training others and communicating with others are placed in this scope (Razavian Shad, ۲۰۰۵).

In a research named IQ differences of EI of mothers having securely attached children and mothers having insecurely attached children, Youhanaei and et al (۲۰۰۷) achieved the following results: ۱) EQ of mothers having secure children is more than insecure children. ۲) Among these components the component of interpersonal relationships showed more mean difference. ۳) Among sub-components: empathy, emotional self-awareness, reality test, happiness and bearing pressure showed more difference among the two groups of mothers. Thus the mother's ability in recognizing the child's attachment needs, responsibility, empathy and her adaptation to these needs and also her ability to recognize her emotions, controlling them and appropriate addressing to these emotions and using the mentioned capabilities in order to bear the imposed pressures from the mother are effective in formation and change of attachment system of the child. Mayer and Salovey (۱۹۹۳) in their researches showed that for conducting an effective intervention it is important to emphasize on teaching sensitive behavior, empathy, and responding to child's signs, empathic attitude and behavior of the therapist with the mother, paying attention to the relationship between parent-therapist as a motivation for the mother and helping the child to

establish trust and feeling of security with the parent. Also it is necessary to rely on the mother's strengths as a competent and valuable person in order to address the reconstruction of verbal interaction patterns happened between mother and the therapist and it is necessary to familiarize mother with the similarity of these interactions with each other. Although usually parents are not the reason for the behavioral disorders, by their characteristics and behaviors they could make these behavioral disorders more or less, thus based on the mentioned evidences and the children's relationships and different parents' interactions (especially mothers) with children, researcher tries to answer this question that is there any correlation between mothers' emotional intelligence and their children's behavioral disorders?

MATERIALS AND METHODS

The current research methodology is descriptive-correlative and from the point of aim it is considered as an applied research. The research population includes all of the preschool students in the age range of 3-5 years old during academic year 1393-1394 and they include 1400 individuals in Gorgan preschools, and based on the Cohen Table 3.2 individuals were chosen as the sample from these individuals. In order to choose the statistical sample in this research the stratified cluster sampling and the screening method were used. Then the behavioral disorders (hyperactivity, attention deficit, aggression, depression, morbid fears, widespread anxiety, obsessive-compulsive disorders, separation anxiety, neurotic disorders, and tic disorders) were extracted in these 300 children of sample size and the mothers' emotional intelligence based on the Bar-on Emotional Intelligence Inventory was completed by parents. The Bar-on Emotional Intelligence Inventory was created in 1980 and it has 133 questions, and it is considered as the first valid cross-cultural inventory for evaluating emotional intelligence. This inventory was revised in 1997. This revision was conducted by the author on 3831 individuals (88% males and 12% females) from 6 different countries and it was standardized in North America. The responses were surveyed through factor analysis, and ultimately an overall scale was formed for the emotional intelligence. The validity of EI was surveyed by the use of tools used on samples from different societies and in different situations around the world during 1983 and the test validity is confirmed and also Bar-On study generally showed that five combinations of factors evaluate the overall structure of non-cognitive intelligence (Bar-On, 1997). The internal consistency is surveyed by the use of Cronbach's Alpha Coefficient and its mean for the population is calculated (overall mean 76%) and for the sub-tests the low coefficient of 69% (social responsibility) to the high coefficient of 86% (self-esteem) are calculated. This shows an appropriate and acceptable reliability results. The retest reliability or the coefficient stability over time after one month was reported to be 80% and after four months it was reported to be 70%. Thus there is an acceptable reliability between the test questions, yet the correlation is not so high that shows the emotional intelligence is immutable. In the current research the descriptive and inferential statistics were used for analyzing data. In the descriptive statistics part the central-distributing indicators and in the inferential statistics part the simple correlation and advanced

statistical analysis methods of canonical correlation were used. The statistical tests were surveyed by the use of SPSS^{۲۰} software.

RESULTS

Among the overall ۳۰۲ examinees ۱۱۲ of them were females and ۱۹۰ of them were males. From this number ۹۴ boys and ۱۱۰ girls were one child or the first child. ۱۴۰ of mothers were at the age range of ۳۰-۳۵. The academic degree of ۱۲۶ mothers was bachelor and ۱۹۶ of them were employed. ۱۱۲ of mothers were employed in Tehran and ۸۴ of them were employed in villages. Also, the time children spent in preschool for all of the examinees was more than ۵ hours and also FIG.۱ shows the annual time spent by the children in the preschool.

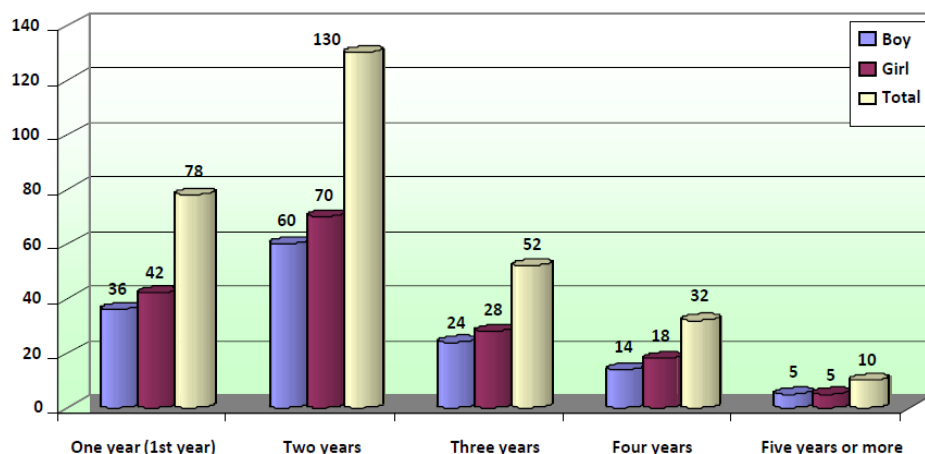


FIG.۱: Annual time spent by children at preschool

TABLE-۱: Loadings and coefficients of stem scores of EI with children's behavioral disorders

Variable	۱ st Canonical		۲ nd canonical	
	Canonical Loadings	Canonical Coefficients	Canonical Loadings	Canonical Coefficients
Average EI	۰,۵۶	۰,۰۴	۰,۳۷	۰,۲۲
High EI	۰,۶۲	۰,۲۱	۰,۴۳	۰,۷۹
Low EI	۰,۲۱	۰,۴۱	۰,۳۲	۰,۱۱
EI	۰,۵۸	۰,۵۵	۰,۳۳	۰,۰۲
Children's Behavioral Disorders	۰,۴۴	۰,۳۱	۰,۴۱	۰,۹۶

TABLE-۱ shows the standardized canonical correlation coefficients which indicate the relative importance of each of the main variables in calculating the canonical value in each of the canonical variables. This coefficient is similar to the Beta values in regression analysis. The

criterion of 0.30 is considered as the cutoff points for uploading (Tabachnic and Fidell, 2001), and loadings of components more than 0.30 were surveyed for detecting the correlations between variables. As it is observable in TABLE-1, in the 1st canonical correlation the strongest correlation with widespread anxiety and separation anxiety disorder respectively belongs to high EI (0.62) and average EI (0.56) and in the 2nd canonical correlation the strongest correlation with widespread anxiety disorder and the separation anxiety disorder respectively belongs to high EI (0.43), average EI (0.37) and low EI (0.32). If any of the structural values of the dependent variable be squared, the variance percentage explained by the main variable or the canonical variable will be achieved. In other words in the 1st canonical the high EI explains 38%, and the average EI explains 31% and in the 2nd canonical the high EI explains 18%, the average EI explains 14% and the low EI explains 10% of the variance of widespread anxiety disorder and the separation anxiety disorder. In terms of criterion validity, in the achieved canonical correlation the strongest correlation in 1st canonical respectively belongs to EI (0.58) and (0.44) and in the 2nd canonical it respectively belongs to (0.41) and EI (0.33), in other words in the 1st canonical EI explains 34% and 19% and in the 2nd canonical explains 17% and EI 11%.

TABLE-2: Correlation between the levels of EI and the child's behavioral disorders

Variable	Correlation Coefficient	Significance Level	Conclusion
Low EI	-0.19	*,**)	Significant correlation
High EI	0.44	*,**)	Significant correlation
Average EI	0.34	*,**)	Significant correlation

Regarding TABLE-2 it has been observed that a significant correlation exists between the three levels of EI (low, high and average) and the child's behavioral disorders with 99% confidence. This correlation is a negative correlation for the low EI and the strongest correlation ($r = 0.44$) belongs to the high EI and the child's behavioral disorders.

DISCUSSION AND CONCLUSION

The current research main aim was surveying the correlation between mothers' emotional intelligence and the preschool students having behavioral disorders. Results showed that a significant correlation exists between the three levels of EI and the children's behavioral disorders. Generally the individual's behavior is the result of one's desires, emotions and thoughts. If these elements work together and if they cooperate properly they produce happiness for the individual and if one of them overshoots, instability and personality problems begin for the individual. Emotional intelligence could be categorized to two sets of personality competencies including how the individual manages his/her behaviors and emotions and the social competencies including features based on which the individual manages his/her relationships with him/herself and others, having enough skills in achieving these competencies results in high EI (Stefan and Miclea, 2010). EI has a close correlation with mental and physical health, and that is why the EI has been studied in several fields such as psychology, consultation and guidance, medicine, and psychiatry. Any problem will be ready to be solved at the right

time. Emotions are tools with which you can try to solve the problem. By understanding your emotions you can skillfully pass problems and avoid further problems. If you do it inversely and suppress your emotions they will soon turn into stress and anxiety. Emotions being disregarded paralyze body and brain. EI skills enable you to avoid difficulties before they become uncontrollable and by the help of this you can easily manage stress. Individuals who cannot use their own EI skills will likely use less efficient methods (such as drugs) for managing their spirits and moods. It is probable that these individuals become anxious two times more than others; emotional intelligence has a significant impact on people's happiness and satisfaction. People who use their EI have more adaptation with their surroundings, they show more confidence and they are aware of their abilities. The direct correlation between the EI and the good healthy life shows that paying attention to emotions, being aware and staying aware of them and using them for guiding behavior is very important. The more you use your EI skills the more achievement you will have in your life (Dadsetan and Mansour, ۱۹۹۷).

According to the current research results since mothers are not aware of the EI and its components it is useful to hold workshops about EI and reinforcing the required skills for enhancing the EI. Also regarding the importance of education in people's lives it is necessary for those in charge to adopt measures that firstly make the parents aware of the secure attachment parenting and secondly the parents help children to nurture EI and the children manage to progress in achieving their goals and have the ability to cope with life difficulties and have the ability of efficient decision making and even decrease their behavioral disorders. Also as a necessary applicable suggestion the preschool teachers should act beyond their traditional duties and consider the unique features and the individual differences and the gender symmetry in children along with nurturing and educating them and also paying attention to the children's psychological needs.

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