

## ***EMOTIONAL INTELLIGENCE IN PARENT-CHILD INTERRELATION***

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*Abstract: Long time cognitive intelligence I.Q. was considered a benchmark of success in life. Unlike I.Q. - which can no longer be developed or improved after the age of twelve - emotional intelligence E.Q. is a coefficient that can be learned and developed at any age. Children who have a high emotional intelligence coefficient have the chance to become responsible, balanced adults, capable of adopting a discipline with better performance in the workplace, capable of cooperating with others, enjoying life, having relationships long-lasting, to control their impulses and to understand their own emotions and others. In order for children's emotional intelligence to be elevated, their parents need to have a high level of this coefficient. By agreeing to the emotional experience of children, by empathizing them and giving them a sense of security, parents help children understand themselves and grow harmoniously. Let's not forget that the family is the first school of emotions.*

*Keywords: emotional intelligence, empathizing, school of emotions*

### **Introduction**

Knowing or recognizing your own feelings allows for a better understanding of your own person, facilitates the analysis and selection of information to guide your own behavior. It is a fundamental emotional capacity that forms the other skills, such as emotional self-control. As John Mayer states, "self-awareness means being aware of both the mood and the thoughts we have of this provision, being seen as a" non-reactive and unprejudiced attention to the inner state. " The characteristic thoughts expressing emotional self-awareness may be as follows: "I should feel that way," "I think of something beautiful to raise my mind," or a reaction to something very disturbing "Do not think about it now." (John Mayer apud Goleman, 2008,78).

Regarding the intensity with which people live their emotions (except for gender differences that lead to a more pronounced emotion of women), Eduard Diener, a psychologist at the University of Illinois, notes that emotional life is more intense for those who observe more. Increasing emotional sensitivity means that at the slightest challenge these people experience real emotional storms, either positive or negative. There is also the other extreme, when people barely feel something in terrible situations.

### **Theoretical approach**

The field of emotional intelligence and emotional capabilities contains, besides self-consciousness, social consciousness or self-regulation and a set of skills called self-motivation.

The latter is not only decisive in the mobilization process to be successful and to pursue our personal and professional goals. Self-motivation is convincing us more efficient in communication (especially when we locked in conflicts and misunderstandings), co-teammates better.

People evolve differently depending on the extent to which they are hoping. Some believe that they are capable of getting out of trouble or finding solutions to the problem, while others feel that they lack the energy, the ability or the means to achieve their goals. As Snyder has found, those with a high degree of hope have in common the ability to self-motivate, to discover the resources needed to achieve the goals, to reassure themselves when they are in a difficult situation, saying that everything will be right. They show flexibility in identifying different ways of achieving goals or changing goals if they become impossible, and have the intelligence of fragmenting in several stages a task that otherwise could not be fulfilled. Those who make their hopes will be depressed more and more harder throughout life, being less anxious and less emotional.

Optimism, as well as hope, designates a perspective that, in general, problems ultimately resolve in life, despite obstacles and frustrations. From the point of view of emotional intelligence, realistic optimism is an attitude that does not allow people to become apathetic, desperate or depressed in difficult times.

Seligman defines optimism with regard to how people explain their successes and failures. Optimists attribute a failure to a situation that can be changed by making a plan so that next time they will be successful, while pessimists consider that failure is due to them, feeling helpless in the face of a situation they can not change, being unresponsive.

#### Attachment values

Life experiences take place throughout its existence, and the ability to integrate the past, present and future facilitates access to deeper, authentic, and coherent levels of self-understanding, which allows the transition to a mature assurance of attachment. The shift from unsafe attachment from childhood to safe adult attachment status is possible, studies in the field confirming this. This passage is achieved by means of safety - acquired, a concept that refers to parental awareness (alone or with the therapist) of the role played by childhood experiences (despite the difficult relationships with their own parents) and the consequences that they had on their development as adults. The individual progresses from an incoherent, uncertain way of thinking to a safer, more coherent one, heals his old wounds and turns his defensive into intimacy. Parents with secure attachment have a coherent vision of life, and the story of their childhood is also coherent. Mary Mainainer, along with her colleagues, has established that there is a link between parents' childhood experiences and their behavior with their own children, as well as the type of attachment the child develops. Adult attachment can be identified by how parents relate the story of their lives to another adult. From the way it is said and not from the content of the story, it is possible to determine the peculiarities of the parent's attitude towards attachment.

From birth, survival of babies depends exclusively on parents or adults who care for them. Mother is often the one who meets her needs for food and comfort, and to her the baby develops a primary attachment, an intimate bond that gives the child a sense of security. The fact that the baby has a special adult caregiver, who perceives, understands and responds to his needs, gives him security. The feeling of well-being emerging from the predictable and repeated experience of care leads to the emergence of a "safe foundation" (D.J. Siegel, M. Hartzell apud John

Bowlby, 2016, p. 137) of the sure attachment. This safety allows children to develop optimally from a cognitive, emotional, social point of view and to explore fearlessly the surrounding world. Emotional relationship is difficult because it requires a parent's complete awareness of the personal inner state, as well as the openness to understand and respect the child's mental state. It is necessary to look at the situation both from the perspective of the child and from its own perspective. When the parent is unaware of their emotions or is burdened with unresolved issues that generate emotional reactions, they often react on the basis of automatic impulses that prevent him from connecting to his own child. Often adults are unaware of the primary emotions they live, and often notice them only as a result of the harmful behaviors that project them outward. Children are particularly sensitive, and they can easily become targets of unconscious emotions or unresolved adult issues. The defense mechanisms that adults have developed in their lives can interfere with the ability to be receptive and empathic to the inner experiences of children. Autoreflexion and understanding of their own inner processes allows for a more varied range of responses to the needs and behaviors of children.

#### Research data

The purpose of this research is to study the relationship between the emotional intelligence of children and the parent-child connection.

The following will be considered as objectives: determining the role of the parent-child connection in the development of emotional intelligence of children; determining the role of the emotional intelligence of parents in developing the emotional intelligence of their own children and developing intervention programs to increase emotional intelligence and parent-child connection.

The research was conducted in four months from May to August on different children who participated in different sessions of counseling programs.

It has been found that a parent-child conjugate connection, aligned with the child's needs and based on emotional communication, has a determining role in developing the emotional intelligence of the child. If the child feels comprehended and connected with the parent, they form an inner balance that helps him to control his bodily states and emotions in a flexible and balanced way.

Thus, in cases where the subjects of the research had strong connections with at least one of the parents or both, they achieved average or above average scores following the application of the emotional intelligence test. It has been found that the level of emotional intelligence of parents influences the degree of development of the emotional intelligence of their own children, so the average level of parents determines a medium or above average level of emotional intelligence of children.

#### Conclusions

Following the findings at the end of this study, intervention programs were designed to increase the emotional intelligence of children and parents, as well as the development of the connection between children and parents, with specific objectives.

##### Consciousness of your own emotions

- developing the ability to become aware of their emotions and feelings and to name them (conceptualize)

- Understanding the causes of generating emotions
- the ability to distinguish between emotions and behaviors

#### Self-control of affective feelings

- to control is not to block but to control emotions, to be in contact with them and to express them appropriately
- tolerance to your own frustrations and anxieties
- recognizing the physical effects of stress and ways of self-control of stress (efficient planning of time, actions, priorities, physical activities and relaxation)
- increasing self-confidence, positive feelings towards oneself, positive thinking

All these objectives will contribute to the development of quality relationships between parents and children so that the latter become balanced and fit adults to use their inner potential to the highest possible level.

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