

Emotional Intelligence of High Secondary School Student & Parents' Educational Backgrounds

Shukria Qasim Khan¹, Mohammad Tahir Khalily², Irshad Ahmad³

International Islamic University, Islamabad Pakistan.

Abstract

This research paper in general and particularly in Pakistani society differs on the basis of our culture, traditional, religious norms, family environment and parenting styles. Pakistan is an Islamic country with massive Muslim population. As a matter of fact Islam is a complete code of conduct, however, the path of righteousness is not related to religious traditions and obligations only, rather righteousness is to be observed in every aspect of life and this is why Islam gives proper instructions to live life with more emotional intelligence and smartness. So this study aims to determine the relationship of emotional intelligence of HSS pupils with their parental level of education and to their socio-economic status and religiosity as a moderator. In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. Parent and teachers focus always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers. Hence, the present study has been undertaken to study the relationship between emotional intelligence and the level of parents' education of high school students.

Keywords: *parents' education, socioeconomic status, emotional intelligence (EI)*

Introduction

Emotional Intelligence (EI) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Mayer, & Brackett, 2004). Emotions and learning occur in the brain. Learning means

acquiring knowledge or skills. Learning requires thinking. Our feelings are greatly influenced by our thoughts. How we feel influences how we think. The connections between emotion and learning are bi-directional and complex. Emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is

interpreted negatively, we do not act and do not learn. Negative emotions can be the cause or the effect of problems with learning process. Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional methodologies or classroom environment. Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adapt successfully from one environment to another.

The recent claims by psychologists, particularly by the experts of emotional intelligence that EQ matters more than IQ for success in life attracted educators and researchers. They started to study EI in relation to all those factors that may take part in the development of it. In old concepts emotion were considered as passion, and complete detachment from cerebral control, and destructive" (Salovey, & Mayer, 1990). But with passage of time this particular idea was rejected, and emotions were tagged to be beneficial; asserting that emotions are adaptive and organize our thinking. They help us know what to pay attention to, and they motivate our behaviour" (Salovey, & Mayer, 1990). The idea may took a turn when scientists looked at Darwin in a new perspective who suggested that emotional system in animals and human beings is an intelligent one, as it helps us survive. It was very unfortunate that this perspective of emotions was largely ignored. Later scientists and researchers merged the two concepts of emotion and Intelligence in to the term "Emotional intelligence". Emotional intelligence brings together the

fields of emotions and intelligence by considering emotions as useful means of information that helps one to make sense of and understand the social environment (Salovey, & Mayer, 1990). Salovey and Myer (1990) first defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Bar-on, another scientist started on the concept and defined EI in terms of an array of emotional and social knowledge and abilities that influence our overall ability, potential to effectively cope with environmental demands ".

It was no doubt (Goleman, 2005) who in the real sense freed the concept of success from the shackles of IQ alone through publishing his book "Emotional intelligence" (1995) and brought the term emotional intelligence to limelight. In the book he proclaimed emotional intelligence as the main contributing factor for a person's success in life. He argued about the challenging questions of, for example what can be done to make our children able to bade fare well in life and why people of high IQ fail in life. According to him it is emotional intelligence which makes a difference, which he considered include "self-control, zeal and persistence and the ability to motivate oneself". He proposed to teach children these skills, to give them a better chance to use their potential of intellectual ability. In the same book he has described "marshmallow test" which is almost the most widely quoted example.

Emotional intelligence

Emotional intelligence is 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate

emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Prior to continuing, it should be clarified that the term ‘emotional’ in emotional intelligence is used broadly to refer to moods as well as emotions. So as to be consistent with the emotional intelligence literature, ‘emotions’ will be used to refer to both emotions and moods. Emotional intelligence essentially describes the ability to effectively join emotions and reasoning, using emotions to

facilitate reasoning and reasoning intelligently about emotions (Mayer & Salovey, 1997). In other words, emotional intelligence taps into the extent to which people’s cognitive potentials are informed by emotions and the extent to which emotions are cognitively managed. Additionally, it should be pointed out that emotional intelligence is distinct from predispositions to experience certain kinds of emotions captured by the personality traits of positive and negative affectivity.

There are at least four major aspects of emotional intelligence:

Table 1
Aspects of Emotional Intelligence

<i>Appraisal and expression of emotion</i>	<i>Use of emotions to enhance cognitive processes and decision making</i>	<i>Knowledge about emotions</i>	<i>Management of emotions</i>
Aware of own emotions	Emotions direct attention and signal focus of attention	Knowing the causes of emotions	Meta-regulation of mood (reflection on the causes, appropriateness, and changeability of emotions)
Aware of own emotions	Emotions facilitate making choice	Knowing the consequences of emotions	Positive mood maintenance
Can accurately express own emotions	Use of specific emotions to enhance certain kinds of cognitive processes	Knowing how emotions progress over time	Negative mood repair or Improvement
Can accurately express others’ emotions Empathy	Use of shifts in emotions to promote flexibility		Management of others’ emotions

Based on the work of Mayer, Salovey, and colleagues (Mayer et al., 1990; Mayer & Salovey, 1993, 1995, 1997; Salovey & Mayer, 1989–90, 1994; Salovey et al., 1993, 1995).

While each of these aspects of emotional intelligence are quite involved, there is a brief overview of some of their key elements. This discussion is extracted from the work of Mayer, Salovey, and their colleagues (Mayer & Salovey, 1993, 1995, 1997; Mayer et al., 1990; Salovey & Mayer,

The appraisal and expression of emotion

Appraisal and expression of emotion pertain to both the self and other people. People differ in terms of the degree to which they are aware of the emotions they experience and the degree to which they can verbally and nonverbally express these emotions to others. Accurately appraising emotions facilitates the use of emotional input in forming judgments and making decisions. The accurate expression of emotion ensures that people are able to effectively communicate with others to meet their needs and accomplish their goals or objectives. Some people are actually reluctant or ambivalent about expressing emotions. Two types of ambivalence have been identified (King & Emmons, 1991). Some ambivalent people actually want to express their emotions, agonize over doing it, and fail to express it (Emmons & Colby, 1995). Others do express their emotions but then regret doing so. Both types of ambivalence have been linked to anxiety, depression, some psychiatric disorders, lower well-being, and less social support (Emmons & Colby, 1995; Katz & Campbell, 1994; King & Emmons, 1990, 1991). Generally, ambivalence over expression of emotions can obstruct an individual from developing beneficial interpersonal relationships in life. People also differ in terms of their ability to accurately express emotions. Some people, referred to as alexithymics, cannot appraise their own emotions and are unable to communicate their feelings using language

(Apfel & Sifneos, 1979; Sifneos, 1972, 1973; Taylor, 1984; Thayer-Singer, 1977). Alexithymics are vulnerable to a variety of psychological problems which may result from their inability to express their feelings (Salovey et al., 1993). Individuals also differ in their ability to express emotions nonverbally with facial expressions and body language.

Empathy, a contributor to emotional intelligence, is an important skill which enables people to provide useful social support and maintain positive interpersonal relationships.

The use of emotion to enhance cognitive processes and decision making

Emotional intelligence does not only entail being aware of one's own emotions, but also using these emotions in functional ways. First, emotions can be useful in terms of directing attention to pressing concerns and signalling what should be the focus of attention. Second, emotions can be used in choosing among options and making decisions; being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple options (Damasio, 1994). Third, emotions can be used to facilitate certain kinds of cognitive processes. As mentioned earlier, positive moods can facilitate creativity, integrative thinking, and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing (Isen et al., 1985, 1987; Salovey et al., 1993; Sinclair & Mark, 1992). Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems (Mayer, 1986; Salovey & Mayer, 1989–90). When people are in positive moods, for

example, they tend to be more optimistic and perceive that positive events are more likely and negative events are less likely; when people are in negative moods they tend to be more pessimistic and perceive that positive events are less likely and negative events are more likely (Bower, 1981; Salovey & Birnbaum, 1989). People in positive moods also tend to have heightened perceptions of their future success and self-efficacy (Forgas et al., 1990; Kavanagh & Bower, 1985).

Knowledge about emotions

Emotional knowledge is concerned with understanding both the determinants and consequences of moods and emotions, and how they evolve and change over time. People differ in their awareness and understanding of how different situations, events, people, and other stimuli generate emotions. Over time, emotions and moods change – fear and anxiety might evolve into a negative mood and then to apathy or to a more intense state of agitation. While emotions can progress in different ways – enthusiasm can lead to further levels of excitation or to a less intense sense of general well-being – some people are especially attuned to these kinds of progressions and their causes. Appreciation of the consequences of moods and emotions also varies across individuals. Some people have a rudimentary understanding of how they (and other people) are influenced by feelings and use this knowledge in functional ways.

Management of emotions

Emotional intelligence also includes a more proactive dimension with regards to feelings, the management of one's own and other people's moods and emotions.

Research has found that people strive to maintain positive moods and alleviate negative moods (Clark & Isen, 1982; Isen & Levin, 1972; Mayer et al., 1991; Morris & Reilly, 1987); emotional intelligence captures individual differences in the extent to which one is able to successfully manage moods and emotions in these ways. Management of one's own moods and emotions also relies on knowledge & consideration of the determinants, appropriateness, and malleability of moods and emotions. This regulation entails a reflective process, which has been referred to as the meta-regulation of mood (Mayer & Salovey, 1997). Essentially, emotional intelligence encompasses individual differences in the ability to accurately reflect on one's moods and manage them (Salovey et al., 1995). Emotional intelligence entails not just being able to manage one's own feelings, but also being able to manage the moods and emotions of others. Being able to excite and enthuse other people or make them feel cautious and wary is an important interpersonal skill and vehicle of social influence. In order to be able to manage the moods and emotions of others, people must be able to appraise and express emotions, effectively use emotions, and be knowledgeable about emotions. Hence, the other three dimensions of emotional intelligence described above contribute to leaders being able to influence and manage the emotions of their followers.

Relationship of EI to Parents' level of Education

One of the most striking features of Muslim society is the importance attached to the family (Doi, 1984). The family unit is regarded as the cornerstone of a healthy and balanced society. Within the Islamic

vision, children have a right to be conceived and reared in a stable and secure environment; marriage is deemed to provide such an environment (Al-Qaradawi 1960).

Islamic parenting is a holistic paradigm, one that is based on the rights and responsibilities of both parents and children. Parenting in Islam is viewed as a divinely mandated responsibility. Parents are held accountable to God and to their children for fulfilling their roles as guardians. Islam regulates parent-child relationship within a framework of checks and balances. Parents and children have responsibilities and rights over each other (Dwairy 2006; Erkman and Rohner 2006; Orhan et al. 2006).

Family life is our first school for emotional learning, Goleman' psychologist and author of emotional intelligence wrote in his book "Emotional Intelligence". That book described in detail about the scientific research that has led to our understanding of this field." in this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also in the models they offer for handling their own emotions and feelings and those that pass between husband and wife. Some parents are naturally furnished with the ability of emotional teaching, while some may be autocratic in their style. Alberto Alegre and Mark Benso (2008) studied parental practices and styles of Spanish parents and the way they influence the development of the emotional intelligence of their children found out that the practices did influence

the emotional intelligence of children. Early experiences of childhood affect children's' brain 'cognitive' and behavioural development creating behavioural and physiological foundations-adverse-or favourable. In general, higher levels of education entails an extensive vocabulary and wider scope of conversation and verbal interaction in the home, therefore children of such parents get wider ability to have greater ability to perceive emotion and clearly express themselves. Higher education level attainment enable parents to adopt better teaching styles to promote their child's development ¹⁴(Bee et al., 1969; Harris, Terrell, & Allen, 1999; Laos, 1980). Moreover parents holding higher degrees in education are more involved with their children and lower levels of antagonism are reported (Fox, Plats, & Bentley, 1995). Outer environment such as safety, presence of playgrounds-access to fresh produce etc. can have a significant effect as well. A report by (Robert wood Johnson foundation, 2008) maintains that parents' education, socioeconomic status, and the child's neighbourhood affects his physical social, psychological and emotional behaviour. And the effect maintains itself up to adulthood and onwards.

Parents' education entails for better economic prospects and sufficiently equips with knowledge of child developmental requirements, resulting in better home environment, there is an increased probability that children to such parents would be well developed.

Education level is directly related to the income level of families and both of these in turn are the basic factors which determine the socioeconomic status of the family. Parents' social and economic resources can affect the quality and stability

of their relationship with their children and children's emotional development. Maternal depression, which disturbs mother-child bonding is more common among low income mothers than high income.

Higher income and/or educational attainment among parents are associated with more responsive attitude to children and influence their feelings. It is argued that highly educated and socially advantaged parents provide higher levels of psychological support for their children through environments that encourage the development of social and emotional skills. Since emotional intelligence encompasses one's ability to interpret the emotional cues of others and appropriately respond to them; more investigation is needed to be done to understand the impact caused by access and exposure to resources in diverse social norms and values.

Goleman (1995) affirmed that the higher the education level of parents, the higher the level of their children's' emotional intelligence. It indicates the difference between the educations of parents' and the emotional intelligence. Fathers' style of disciplining his children produces positive life adjustment (Chen, 2001). On the basis of relevant research emotional intelligence has significant fluctuations among parenting style, parent;' education level, family member (Goleman, 1995; Chen, 2001). On the basis of certain research findings, the EI was also found relevant to parents' degree of education, stable marital status, parenting style, and the while family atmosphere⁴(Goleman, 1995; Chen, 2001; Guttman, Katz & Hooven, 1997).

Investigating whether there is a relationship between the education level of parents and the emotional intelligence of

the offspring or not constitutes the case of this study. We have tried to search for the answers to the following questions.

Is there a relationship between the emotional intelligence of students and their parents attained level of education?

Method

It is a descriptive study in which emotional intelligence scores of students were taken as dependent variable and parents' level of education was taken as independent variable. The main focus was to find out differences in emotional intelligence scores of students of high secondary school on the basis of their parents level of education. All the IX /X level students of high schools (both the govt. and private) constituted the population of the study. For selection of sample, two schools are selected through simple random sampling and again 200 students (100 male and 100 Female) are selected through convenient sampling. Survey method was adopted for the study.

Sample

A total of 200 students were selected out of 220 students including boys (110) and girls (110) studying in IX and X Grades.

Total Sample: 200 pupils of High Secondary Grades

Female : 60 pupils from private schools & 60 pupils from government school

Male : 60 pupils from private schools & 60 pupils from government school

Instruments

The following two questionnaires were used. Trait emotional intelligence

questionnaire. For the present study Trait Emotional Intelligence Questionnaire short form (TEIQUE-SF). Emotional Intelligence; Inventory designed for use in English and overall marks knowing 14 to 16 years age of high school students for the measurement of their emotional intelligence in respect of four factors of emotional intelligence namely, Well Being, Self-Control, Emotionality Sociability, Spirituality respectively. It has 10 items, answered using 4-point Likert Scale as , Strongly Disagree / Disagree /Agree / Strongly Agree , by the participants.

The above mentioned tests were administered in the selected schools after giving proper instructions. SPSS i.e. Mean, Standard deviation, and Pearson's Coefficient Correlation techniques were used for the analysis of data. Demographic information include: age, gender, socioeconomic status and parent education.

Results

Table 2 below showed that a total of 200 children (boys (53%) and girls (47%)) 14 (53%) to 15 years (47%) old were included in the study. Most of the parents educational level had post graduate (29.5)

followed by graduate (20.5%). Majority (68%) of the children were from higher socioeconomic status class.

The results in the Table 3 show that the EI-SE Scale has good reliability coefficients .79. The values of skewness and kurtosis shows normal distribution of data and parametric testing can be done on it. Therefore, decision was taken to proceed for further analysis with normality established for the data of the present study.

Table 4 shows that there was significant positive association between emotional intelligence and parental education ($r = .279$, $p < 0.01$), i.e. as the parental education increases the emotional intelligence also increases, while there was no significant relationship found between emotional intelligence and socioeconomic status.

Table 5 shows that there was no significant difference between male and female on variable of EI-SE scale.

An independent-samples t-test indicated that scores on EI-SE Scale were significantly higher for 15 years old children ($M = 19.63$, $SD = 4.48$) than 14 years children ($M = 17.90$, $SD = 4.51$), $t(198) = -2.61$, $p < .05$.

Table 2

Sociodemographic Characteristics of Study Participants (N=200)

Variables	N	%
Age		
14 Years	105	53
15 Years	95	47
Gender		
Male	105	53
Female	95	47
Parent Education		
Primary	12	6
Secondary	36	18
Higher Secondary	23	11.5
Graduate	41	20.5
Post Graduate	59	29.5
Doctor/Engineer	19	9.5
Socio-economic Status		
Low	18	9
Middle	47	23
High	135	68

Table 3

Psychometric Properties of the Study Scale

Scales	No of items	M	SD	A	Min	Max	Skew	Kurt
EI-SE Scale	10	18.73	4.74	.79	8	30	.05	-.43

Note. EI-SE Scale = ; Skew= Skewness; Kurt= Kurtosis

Table 4

Relationship between Socio-economic Status and Parental education with Emotional intelligence

Variables	1	2	3
1. Emotional intelligence	1		
2. Socio-economic Status	.114	1	
3. Parental education	.279**	.263**	1

**= p<0.01

Table 5
Mean Difference between Boys and Girls on Variable of Emotional Intelligence

	Boys		Girls		95% CI				
Measures	M	SD	M	SD	t (198)	p	LL	UL	Cohen's d
EI-SE Scale	18.70	4.54	18.75	4.57	-.06	.95	-1.37	1.28	0.01

Note. EI-SE Scale =

Table 6
Mean Difference between Age 14 Years and 15 Years Children on Variable of Emotional Intelligence

	14 Years		15 Years		95% CI				
Measures	M	SD	M	SD	t (198)	p	LL	UL	Cohen's d
EI-SE Scale	17.90	4.51	19.63	4.84	-2.61	.01	-3.03	-.42	0.37

Note. EI-SE Scale =

Discussion

In this study, the result indicated a significant positive association between emotional Intelligence of HSS students and their parent's educational level which further validate our first hypothesis i.e. "there will be a significant relationship between emotional intelligence of high school students and their parents' educational status". The similar finding is reported in a study of Goleman (1995). It was found that those students, who had educated parents, got higher scores on emotional intelligence test, as higher education level is responsible for bringing good prospects, and liberal attitudes. Respondents' scores increased with increase in the level of education of mothers which means educated mother equip their children with more emotional skills as they are more aware of the better principles of bringing up their children.

There was no significant relationship found between emotional Intelligence and socioeconomic status as hypothesised "there will be no significant relationship

between emotional Intelligence and socioeconomic status" hence our hypothesis is conformed. Mothers play a strong role in Islamic social structure because they raise children to fill future community positions. Thus, mothers are given a special status in the home and abroad. Women in Islam are the main actress for raising children. In this way, the meaning of Motherhood in Islam refers to the immediate personal responsibility of women to raise their children as faithful Muslims with motherly love and affection enhanced by their piety. The population of the study revealed through the demographic information as being Muslims, here we cannot ignore the charismatic influence of our religious teaching through which Parents can make possible the upbringing with high Emotional intelligence. It was found that those students, who had educated parents, got higher scores on emotional intelligence test, as higher education level is responsible for bringing good prospects, and liberal attitudes. Respondents' scores increased with increase in the level of education of

mothers which means educated mother equip their children with more emotional skills as they are more aware of the better principles of bringing up their children. Mothers play a strong role in Islamic social structure because they raise children to fill future community positions. Thus, mothers are given a special status in the home and abroad. Women in Islam are the main actress for raising children. In this way, the meaning of Motherhood in Islam refers to the immediate personal responsibility of women to raise their children as faithful Muslims with motherly love and affection enhanced by their piety. The population of the study revealed through the demographic information as being Muslims, here we cannot ignore the charismatic influence of our religious teaching through which Parents can make possible the upbringing with high Emotional intelligence. (Quran, Dwairy, 2008, Ozgun and Honig, 2005; Erkman and Rohner, 2006; Erkal et al. 2007). This finding is further justified by the holistic Paradigm of Islam about parenting as proved through many researches that One of the most striking features of Muslim society is the importance attached to the family (Doi AR. Shar'iah: The Islamic Law. London: Ta Ha; 1984.). The family unit is regarded as the cornerstone of a healthy and balanced society. It is based on the code of life sent by Divine, self-sustainable regardless of dependence on man earned finances but with a true faith in Allah and His blessed provisions.

There was no significant difference found between boys and girls which was hypothesised as "there will be a significant difference between boys and girls in terms of emotional intelligence (table 4), Mothers have very strong functional roles within Islam such as raising children to arrange

future society. For that reason, mothers are given special status and the Qur'an provides ample examples on the equalities and this gender complementarities. While a significant difference was found in age groups. The emotional intelligence score was significantly higher in 15 years old children than 14 years old children which is in consistency with other studies that is quite evident through the work of almost all psychologist that capabilities and potentials develop and get seasoned with chronological age and ongoing life experiences under favourable conditions.

Limitation

There are a number of limitations to this study. Principally, the scope of this research is for only two types of schools i.e. a private school with majority high socio-economic class and a government school with mixed variety of Socio-economic class students, located at Islamabad the Capital territory of Pakistan. The data of only 200 respondents out of 220 is utilised. The data covered in this study was limited to the level of emotional intelligence of higher secondary pupils and mostly high socio-economic class only, therefore cannot be generalized to the general population.

Conclusions

From this research studies it can be concluded that educated parents have an edge over low educated parents in training their offspring in social and emotional learning. Therefore it is imperative for institutions to introduce trainings and awareness campaigns to enable low educated parents so that they can make up for their weaknesses in their attitudes. Similarly educational institutions should

provide trainings to students in emotional skills so to enable them adjust and adapt to their lives successfully

The raw mean scores of respondents' emotional intelligence with respect to parents' education showed a regular increase with higher level of parent education. The population of the study revealed through the demographic information as being Muslims, here we cannot ignore the charismatic influence of our religious teaching through which Parents can make possible the upbringing with high Emotional intelligence. This research has opened doors further to research the religious and traditional spiritual parenting styles rather than imitating blindly the west. This will not only ease the life of Muslim parents as we are deeply enrooted to this ideology but will be equally affective for other ethical groups to raise their children on evidence based parenting modalities . Islamic parenting is a holistic paradigm, one that is based on the rights and responsibilities of both parents and children. Parenting in Islam is viewed as a divinely mandated responsibility. Parents are held accountable to God and to their children for fulfilling their roles as guardians.

Significance

This preliminary finding on HSS students' overall level of EQ and its significant relationship with parent's level of education yields some basic assumptions about the important role of parenting to improve EQ of students . Intellectual ability alone is no guarantee of academic achievement. Many brilliant students fail to attain the optimal academic potential due to under confidence, lack of motivation, test anxiety, fear, frustration, which obstruct learning, recall and impair the control of

attention as compare to those with strong EQ are more able to regulate their negative affect are said to be more effective in problem solving and processing information..

The researcher believes that students, particularly higher secondary schools' pupils will be benefited from the findings of this study since the study provides basis for awareness and better understanding of how emotional intelligence significantly correlated to their life long achievements. Likewise provides them the need of understanding their feelings for the better management. Consequently, this awareness also sustains them not only in their present status but more significantly in their future success. Teachers will also get deeper understanding of diversity of learning of their pupils, be informed of the importance of incorporating Emotional Intelligence into teaching and learning, and realize that Emotional Intelligence is necessary in bringing about successful learners, in an education setting and also to bring about a successful member of society. Parents will understand the importance of cultivating emotional intelligence in their children and accept their responsibility of teaching them emotional intelligence skills through positive parenting to give them a better chance to use their genetically given intellectual potential.

School Administrators will be inspired to become aware and knowledgeable to the relevance of emotional intelligence with the school performance of the pupils, come up with the activities, and make a new program to strengthen the emotional intelligence of the pupils which will also help them get a higher achievement academically.

Recommendations and Scope

It is recommended that the present research findings could further be refined by increasing the sample size to ensure random sampling. Random sampling is important to maximise the equal participation of subjects from all types of socio-economic groups to achieve the representative sample and results that can be generalized.

EQ is very important in the education setting, and learning to manage one's emotion is particularly important to students who are prone to negative affect such as anxiety, fear, anger, frustration. Students with high EQ will not only be successful academically but also develop into well-adjusted individual of the society as well.

It is therefore highly recommended that school curriculum and teacher education curriculum need to inculcate syllabus on EQ in order to deliver well balanced and harmonious individuals and so should be emphasized in National Philosophy of Education to benefit particularly less privileged students with less/uneducated parents, deprived of positive parenting, low socio-economic status and specifically those who are deprived of parents and families.

Guidance and Counsellors - This study leads to discover their feeling and understand pupils thoroughly as they enable to put them in positive perspective in life. It serves as a guide in drawing concrete plans and strategies in dealing with child emotional intelligence. They will initiate a development program and enrichment activities for the pupils' academic and personality enhancement.

Future Researchers – This study will help the future researchers to become knowledgeable of the new model of

emotional intelligence. This awareness will help them make recommendations for more positive parenting styles, Parent-education on parenting styles especially within the frame of Islam and Sharia (the basic code of life)/ethical backgrounds, emphasizing the upgradation of literacy level for future parents, and inculcation of new program in the school settings to yield better and improved EQ scores.

References

- Alegre, A., & Benson, M. (2007). Parental acceptance and late adolescents' adjustment: The role of emotional intelligence. *Acceptance: The essence of Peace (Selected Papers from the First International Congress on Interpersonal Acceptance and Rejection)*/Ed by E. Fatos. Istanbul, Turkey: *Turkish Psychology Association*, Incekara Press.
- Al-Qaradawi Y. (1960). *Quran: The Lawful and the Prohibited in Islam*. Indianapolis: *American Trust Publications*; 148-236.).
- Apfel, R.J. & Sifneos, P.E. (1979). Alexithymia: concept and measurement. *Psychotherapy and Psychosomatics*, 32, 180-190.
- Bee, H. L., Van Egeren, L. F., Pytkowicz Streissguth, A., Nyman, B. A., & Leckie, M. S. (1969). Social class differences in maternal teaching strategies and speech patterns. *Developmental Psychology*, 1(6p1), 726.
- Bee, H. L., Van Egeren, L. F., Streissguth, A. P., Nyman, B. A., & Leckie, M. S. (1969). Social class differences in maternal teaching strategies and speech patterns. *Developmental*

- Psychology*, 1, 726-734.
Corporation.
- Buck, R. (1976). A test of nonverbal receiving ability: preliminary studies. *Human Communication Research*, 2, 162-171.
- Chen, D. W., Fein, G., & Tam, H. P. (2001). Peer conflicts of preschool children: Issues, resolution, incidence, and age-related patterns. *Early Education and Development*, 12, 523-544.
- Clark, M. S., & Isen, A. M. (1982). Toward understanding the relationship between feeling states and social behavior. *Cognitive social psychology*, 73, 108.
- Damasio, A. R. (1994). Descartes' error: Emotion, rationality and the human brain.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review* (Vol. 433). Nottingham: DfES Publications.
- Doi, A. R. (1984). *Shar'iah: The Islamic Law*. London: Ta Ha
- Dwairy, M., & Achoui, M. (2006). Introduction to three cross-regional research studies on parenting styles, individuation, and mental health in Arab societies. *Journal of Cross-Cultural Psychology*, 37(3), 221-229.
- Emmons, R. A., & Colby, P. M. (1995). Emotional conflict and well-being: Relation to perceived availability, daily utilization, and observer reports of social support. *Journal of Personality and Social Psychology*, 68(5), 947.
- Erkman, F., & Rohner, R. P. (2006). Youths' perceptions of corporal punishment, parental acceptance, and psychological adjustment in a Turkish metropolis. *Cross-Cultural Research*, 40(3), 250-267.
- Forgas, J. P., Bower, G. H., & Moylan, S. J. (1990). Praise or blame? Affective influences on attributions for achievement. *Journal of Personality and Social Psychology*, 59(4), 809.
- Fox, R., Plats, D., & Bentley, K. (1995). Maternal factors related to parenting practices, developmental expectations, and perceptions of child behaviour problems. *Journal Genetic Psychology*, 156 (4), 431-441
- Friedman, H.S., Prince, L.M., Riggio, R.E. and DiMatteo, M.R. (1980), "Understanding and assessing nonverbal expressiveness: the affective communication test", *Journal of Personality and Social Psychology*, Vol. 39, pp. 333-51.
- Goleman, D. (2005). *Emotional Intelligence*. New York: Bantam Books
- Gottman, J.M., Katz, L.F., & Hooven, C. (1997). *Meta-emotion: How families communicate emotionally*. Hillside: Erlbaum.
- Gratz, J., Nation, S. O., Schools, S. O., & Kurth-Schai, R. (2006). The impact of parents' background on their children's education. *Educational Studies*, 268, 1-12.
- Harris, Y.R., Terrel, D., and Allen, G. (1999). The influence of education context and beliefs on the teaching behavior of African American

- mothers. *Journal of Black Psychology*, 25, 490-503.
- Isen, A. M. (1985). Asymmetry of happiness and sadness in effects on memory in normal college students: Comment on Hasher, Rose, Zacks, Sanft, and Doren. *Journal of Experimental Psychology: General*, 114(3), 388.
- Isen, A. M., & Levin, P. F. (1972). Effect of feeling good on helping: cookies and kindness. *Journal of personality and social psychology*, 21(3), 384.
- Katz, I. M., & Campbell, J. D. (1994). Ambivalence over emotional expression and well-being: Nomothetic and idiographic tests of the stress-buffering hypothesis. *Journal of Personality and Social Psychology*, 67(3), 513.
- Kavanagh, D. J., & Bower, G. H. (1985). Mood and self-efficacy: Impact of joy and sadness on perceived capabilities. *Cognitive Therapy and Research*, 9(5), 507-525.
- King, L. A., & Emmons, R. A. (1990). Conflict over emotional expression: psychological and physical correlates. *Journal of personality and social psychology*, 58(5), 864.
- Laosa, L. M. (1980). Maternal teaching strategies in Chicano and Anglo-American families: the influence of culture and education on maternal behavior. *Child Development*, 49, 1129-1135.
- Mayer, J. D. & Salovey, P. (1990). Emotional Intelligence, Imagination, Cognition and Personality, vol. 9 no.3, pp.1 85–211.
- Mayer, J. D., & Brackett, M. A. (2004). Emotional intelligence: Key readings on the Mayer and Salovey model. *Port Chester, NY: National Professional Resources*, 29-61.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433-442.
- Morris, W. N., & Reilly, N. P. (1987). Toward the self-regulation of mood: Theory and research. *Motivation and Emotion*, 11(3), 215-249.
- Robert wood foundation (2008). report: commission to build healthier America
- Salovey, P. & Grewal, D. (2004). "The science of emotional intelligence". Current direction in Psychological Science (vol 14-number6).
- Salovey, P. (1997). *Emotional development and emotional intelligence: Educational implications*. Basic Books.
- Salovey, P., & Birnbaum, D. (1989). Influence of mood on health-relevant cognitions. *Journal of Personality and social Psychology*, 57(3), 539.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai, T. P. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta-Mood Scale. *Emotion, disclosure, and health*, 125, 154.

- Sifneos, P. E. (1972). *Short-term psychotherapy and emotional crisis*. Harvard University Press.
- Sinclair, R. C., & Mark, M. M. (1992). The influence of mood state on judgment and action: Effects on persuasion, categorization, social justice, person perception, and judgmental accuracy.
- Taylor, G. J. (1984). Alexithymia: concept, measurement, and implications for treatment. *The American Journal of Psychiatry*.
- Thayer-Singer, M. (1977). Psychological dimensions in psychosomatic patients. *Psychotherapy and Psychosomatics*, 28, 13–27.