

CHAPTER-4

DISCUSSION

This chapter discusses the findings in the light of hypotheses of the study. The main objective of the study is to investigate the relationship of emotional intelligence of primary care giver on optimism and social competence of their children. In order to see the cultural impact on emotional intelligence of primary care givers, optimism and social competence of children data was collected from two different cities in different regions of India. Data was also sorted and classified in order to see the impact of social mobility on emotional intelligence of primary care givers. The impact of residential mobility on optimism and social competence of children was also seen. Samples of 602 consisting of 301 parent child dyads were assessed to testify their relationship.

The primary care givers were divided into two groups on the basis of their emotional intelligence score. Again the children were divided in to children of highly emotionally intelligent primary care givers and children of low emotionally intelligent primary care givers. Then the total sample was compared on the basis of these groups as well as their residential mobility to explore the difference. This division is done for the ease of convenience of expression and interpretation of the results.

The findings are structured and discussed according to the proposed hypotheses.

4.1 Mean Difference Between Primary Care Givers With High And Low EI Across Social Competence And Optimism Of Their Children.

4.1.1 *H1 There will be significant difference between the children of primary care giver of high emotional intelligence and primary care givers with low emotional intelligence in terms of social competence.*

It was hypothesized that social competence of children of high emotionally intelligent primary care givers will be significantly higher. The results suggested that there is no significant difference among social competence of children of high and low emotionally intelligent primary care givers. It implies that there are other parameters which influence the social competence of children.

One possible explanation could be the difference in self report score of emotional intelligence and performance score of emotional intelligence. Studies have found that due to social desirability response bias perception of one's emotional intelligence measured through self report may not be an accurate indicator of his/her emotional intelligence. (Brackett, 2006).

Another explanation could be the presence of gender differences in the relationship between emotional intelligence and relevant outcomes. Custrini and Feldman (1989) showed that the ability to decode and encode emotions contributed to social competence for girls but not boys. Bacon and Ashmore (1985) found that parents categorize children's social behaviors differently depending on the gender of the child. Thus, social functioning may be defined differently for men and women and for boys and girls.

The findings and observations from the social exercise reported here show that the overall emotional climate of the parent-child relationship, instead of emotional intelligence of parents plays the crucial role in social competence of children. According to social development model (Catalano and Hawkins 1996), all children learn the pro-social and antisocial behavior from the same agents of socialization: the family. But the type of and patterns of interaction, level of involvement and the parent child relationship that define the learning outcome.

According to attachment theory parent child relationship is known as attachment. Attachment theory has consistently reflected the importance of nurturing, responsive interactions that children have with their caregivers as the basis for infant attachment and for infant social and emotional development. Secure attachment has been viewed as a highly significant developmental phenomenon that provides the child with sufficient emotional and cognitive support to allow the active exploration of the social environment which leads to the development of problem-solving skills and competence in both the impersonal and the interpersonal realms (Rubin and Rose-Krasnor, 1992). The quality of parent-infant interaction during the first year of life plays a crucial role in social emotional development outcomes throughout the life span. Brook et al (1993) describe four dimensions important to the attachment relationship between parent and child:

- Identification with parents' values.
- Lack of conflict, open communication and effective problem solving.
- Warmth (an affectionate bond).
- Involvement (Brook, Whiteman et al. 1993).

After setting the developmental secure base it is the parenting style of caregivers which sustain that relationship. The best parenting style found by psychologists is authoritative parenting which reflects a combination of warmth, responsiveness, and control. When parents are emotionally warm, available, and affectionate, they create an emotional climate in which children thrive. It has been found these children are secure, well-adjusted, socially competent and self-reliant and resilient. (Steinberg 2001).

According to emotional intelligence research parents' warmth and positive expressivity linked to secure attachment and emotional expression. Emotional expression is the mechanism through which children learn to model their parents' emotional regulation (Morris, 2007). Emotional expressiveness is important for social competence and peer acceptance (Denham, 1998).

In addition the key element in social competence is social interaction, playing with the child, social contact or responsiveness to verbal and social initiative by the child. Mother's warmth and affection affect the social interaction. More verbal and non-verbal interaction helps the child in understanding their own affective experience and other as well (Saarni 1999).

According to Hartup (1985), Parent-child interaction is a context within which many competencies necessary for social interaction develop. This relationship furnishes the child with many of the skills required for initiating and maintaining positive relationships with others, such as language skills, the ability to control impulses. The parent-child

relationship constitutes emotional and cognitive resources that allow the child to explore the social and nonsocial environments. The early parent–child relationship is a forerunner of all subsequently formed extra familial relationships. It is within this relationship that the child begins to develop expectations and assumptions about interactions with other people and to develop strategies for attaining personal and social goals.

It's through the parent-child relationship that the primary care giver teach about emotion and behavior, model positive emotional expression and behavior and reinforce children's emotion and behavior. (Denham, Grant and Hamada 2002, Eisenberg, Cumberland and Spinrad 1998, Gottman, Katz and Hoovan 1997, Tomkin 1991).

Association with parents in infancy is the first social experience of the child. It is through this interaction that preschooler began to develop theory of mind construct and social relationship construct, which contribute to the development of social competence of children.

4.1.2 *H2 There will be significant difference between the children of primary care giver of high emotional intelligence and primary care givers with low emotional intelligence in terms of optimism.*

It was hypothesized that optimism of children of high emotionally intelligent primary care givers will be significantly higher. The results suggested that there is no significant difference among optimism of children of high and low emotionally intelligent primary care givers. It implies that there are other parameters which influence the optimism of children.

There are research findings which show no significant interactions between child gender, child age, parent gender and parental level of education with optimism and pessimism of children (Sakari, Katrira, Karen, Michael, Kati, Katriina, Niina and Lahti, 2009). However there is scarce evidence to show the relationship between emotional intelligence of parents and optimism in the children.

One possible reason for this finding could be the presence of other care givers as it has been found that siblings, grandparents, and various non parental caregivers play salient roles. Factors about the child care provider, including age, gender, age gap, quality of attachment, personality of determines the impact of influence (Clarke-Stewart and Allhusen, 2002; Smith, and Drew, 2002; Zukow-Goldring, 2002).

Literatures from optimism suggest that explanatory style of children is affected by parents through simple modeling. Children are most likely to imitate those whom they perceive as powerful and competent, (Bandura 1977). Seligman (1995) also found that maternal explanatory style is correlated with children explanatory style. However, it's through the parent-child relationship that the primary care givers teach about behavior, model positive emotional expression and behavior and reinforce children's emotion and behavior. (Denham, Grant and Hamada 2002, Eisenberg, Cumberland and Spinrad 1998, Gottman, Katz and Hoovan 1997, Tomkin 1991). In addition the quality of parent-child relationships contribute to optimism. Hjelle, Busch, and Warren (1996) reported that dispositional optimism was positively correlated with maternal warmth and acceptance,

whereas negatively correlated with aggression, hostility, neglect, indifference, and rejection during middle childhood. Kochanska (2007) found that optimistic parents remained warm and affectionate toward their children despite experiencing high demographic risks. In another study Jones, Forehand, Brody, and Armistead (2002) found that maternal optimism was associated with positive parenting in single-parent in African American families. Positive parenting comprises of responsive, warm, and supportive behavior (Dekovic and Janssens, 1992).

Another type of parental influence is indirect which says, children from happy and supportive homes are more likely to have optimistic explanatory style (Franz, McClelland, Weinberger and Perterson 1994). This finding follows from the fact that parental encouragement, warmth and support create family climate of flourishing.

4.1.3 *H3 There will be significant difference in the emotional intelligence of local primary care givers and residential mobile primary care givers.*

It was hypothesized that there will be significant difference in the emotional intelligence of local primary care givers and residential mobile primary care givers.

Results suggests that there is significant mean difference between emotional intelligence dimensions, express and appraise emotions, understand emotions, manage emotions in self and manage emotions in others and emotional intelligence as a whole in local and residential mobile sample.

It was found that parents who were local are high emotionally intelligent as compared to parents who are residentially mobile. The findings can be attributed to stable environment and familiarity to a particular place for local primary care givers.

Previous studies using a variety of self-report measures have also shown that EI is associated with important social outcomes, including social adjustment (Engelberg and Sjöberg, 2004).

4.1.5 *H4 There will be significant difference in the social competence of children of local primary care givers and children of residential primary care givers.*

It was hypothesized that there will be significant difference in the social competence of children of local primary care givers and residentially mobile primary care givers.

The results of the present study partially supported the hypothesis as there is no significant mean difference between the overall social competence of children in local and residential mobile sample. However there is significant mean difference found in hostile irritable (dimension of School social behavior scale) in local and residential mobile sample. Children of residential mobile primary care givers were found to be more hostile and irritable than children of localized care givers. It implies that children of residential mobile primary care givers who are exposed to different kind of challenges as a result of residential mobility makes them hostile and irritable as compared to local children who grew up in stable environment.

The results can be attributed to frequent changes which disrupt their friend circle and comfort zone. They need to recreate their social set which itself is frustrating task which sometime yield success and sometime failure. Repeating this process again and again put lot of pressure on children which make them hostile and irritable. Another researcher has also found residential mobility associated with behavior problems. It shows that children who move frequently tend to do poor in school and report more behavioral problems (Adam, 2004; Jelleyman and Spencer, 2008). They found quality of social relationships is the reason for negative association between residential mobility and well-being.

An another research has shown that the degree of residential mobility is linked with processes of social disorganization and rates of violence, (Sampson, Morenoff and Gannon-Rowley, 2002). In addition the national longitudinal study of adolescent health demonstrated a strong positive relationship between residential mobility and adolescent violent behavior (Haynie and South, 2005).

4.1.6 *H5 There will be significant difference in the optimism of children with local primary care givers and children with residential mobile primary care givers.*

It was hypothesized that there will be significant difference in the optimism of children of local primary care givers and residential mobile primary care givers.

The results of the present study partially supported the hypothesis as there is no significant mean difference between optimism of children in local

and residential mobile sample. However there is significant mean difference found in one of the attribution style dimensions, i.e.; good event. The findings report that when children of local primary care givers experience pleasing event they would attribute it to an internal, stable and global attribution style of interpreting it as compared to the children of residential mobile primary care givers who would be showing external, unstable and specific explanatory style.

Optimism is defined as a set of key belief children develop about the reason for their success and failure (Seligman 1995). In positive life events like success, optimistic children think that success is due to their own efforts, resources, and abilities and they develop a sense of personal control over what happens to them. Whereas; for negative life events like failure they will think that failure might be due to external and unstable resources. The present study found that children of local primary care givers attribute the success event to internal resources and abilities but for negative events like failure they attribute it to internal resources and abilities.

Child development has been influenced by many factors. In any culture children are shaped by physical as well as social setting which includes the culturally regulated customs, child rearing practices and culturally based belief system.

The results can be attributed to the present finding that social competence and optimism correlate with each other significantly. In addition present research also found that children of residential mobile primary care givers

are more hostile and irritable and low in social competence as compared to localized primary care givers. Moreover residential mobility relate with behavior problems in children (Adam, 2004; Jelleyman and Spencer, 2008). From these findings researcher has infer that children of residential mobile primary care givers struggle to adjust with different challenges, and such difficult experience lead them to pessimistic attribution style. As compared to children of localized primary care givers, who experience more success, which lead them to optimistic attribution style for good events.

4.1.7 *H6 There will be significant difference between scores of emotional intelligence of primary care giver from Hyderabad and Vadodara city.*

It was hypothesized that there will be significant difference between scores of emotional intelligence of primary care giver from the Hyderabad and Vadodara city.

The result of present study partially rejected the hypothesis, as emotional intelligence of primary care giver doesn't differ significantly from Hyderabad and Vadodara city. One dimension of emotional intelligence, i.e. understanding emotion (UE) of primary care givers differs significantly from Hyderabad and Vadodara city. Results indicate that parents of Vadodara understand emotion more as compare to parents of Hyderabad. It implies that primary care givers differ significantly on understanding emotion of their children across Hyderabad and Vadodara city.

The obtained result can be attributed to the difference in culture and family settings. As most of the subjects of Hyderabad were working in IT

department. IT department is known for more hours of working and different shifts due to India-USA time zones. Working more at office reduces the family time and time to understand the emotions. While Vadodara has mixed population of service based and business based. People of Vadodara are culturally bound and their work culture is traditional as compared to Hyderabad. The sample taken from Hyderabad stick with their traditions but their work culture is USA based.

4.1.8 *H7 There will be significant difference between children from Hyderabad and Vadodara city in their optimism score.*

It was hypothesized that there will be significant difference between children from the Hyderabad and Vadodara city in their optimism score.

The result of present study has rejected the null hypothesis, as children don't differ significantly on dimension of optimism across Hyderabad and Vadodara city.

4.1.9 *H8 There will be significant difference between social competence of children from Hyderabad and Vadodara city.*

It was hypothesized that there will be significant difference between social competence of children from the Hyderabad and Vadodara city.

The result of present study supported the null hypothesis, as children do differ significantly on dimensions of social competence across Hyderabad and Vadodara city. Results indicate that children of Vadodara are socially competent as compared to Hyderabad children. Results found that children of Vadodara are better in self management skills and academic skills and

less antisocial aggressive as compared to Hyderabad children. Results found that Hyderabad children differ significantly on antisocial aggressive dimension of social competence. It indicates that Hyderabad children are more antisocial and aggressive as compared to Vadodara children.

The results can be attributed to the present findings that primary care givers of Vadodara are better in understanding emotions as compared to Hyderabad primary care givers. It implies that emotional intelligence of primary care givers differ partially in Vadodara and Hyderabad city. In addition, as discussed earlier parenting interaction are the parameter which also influence the social competence of children.

The results can be attributed to cultural difference in both the cities. As parenting practices and child development are greatly influence by cultural values as well. In a different research by Xinyin, French (2008) studying social competence of children in cultural context found that cultural norms and values may affect the exhibition, meaning, and development of specific social behaviors such as sociability, shyness-inhibition, cooperation-compliance, and aggression-defiance, as well as the quality and function of social relationships of children. The importance of cultural influence is supported by social cognitive theory and bio ecological model as well.

Hyderabad and Vadodara city, which was chosen for data collection in the present study both are in different region of india and have altogether differnt culture. Vadodara is third largest city in Gujarat and is influenced with enculturation; a culture shared with members of the society and

passed on from one generation to the next. Enculturation has unified people with common sense experience and influence that lead to knowledge and appreciation of cultural traditions and lifestyles. Life style in Vadodara is balanced because of Social systems of learning, religious practices and forms of artistic expressions. People of Gujarat are found to be sharing cultural traits and patterns with other regions. Vadodara is not yet a metro city, and have the culture of tier B city. Majority of people in Vadodara are business based. Demographic details from the present study also found that majority of primary care givers from Vadodara is business class.

Whereas Hyderabad being the capital of Telangana state has service based community and high education level. Hyderabad is IT hub as well as hub of lot of manufacturing and government, semi government offices. Hyderabad is a metro city where majority of parents were IT professional and in some cases both parents were working.

4.2 Correlations Among Emotional Intelligence Of Primary Care Giver, Optimism And Social Competence Of Their Children.

4.2.1 *H9 There will be significant positive correlation among children's social competence, optimism and primary care giver's emotional intelligence.*

It was hypothesized that there will be significant correlation among optimism, social competence of children and emotional intelligence of primary care givers.

The present study didn't find any significant correlation between emotional intelligence and optimism of children. which suggests that there can be other factors like parent child relationship pertinent to development of optimism which must be contributing to optimism of children.

The present study didn't find any significant correlation between emotional intelligence and social competence of children except a negative correlation between EAE of primary care givers and AS of children. The researcher has found negative co-relation between primary care givers EI dimension, express and appraise emotion with children's academic skills dimension of social competence. It implies that negative expression of emotion affect the academic skills of children because negative expression of negative emotion having stronger influence than positive expression of emotion. emotional expressiveness is one of the primary emotion-related social behaviors of parents that contribute to the emotional context in which children are socialized (Eisenberg et al.,1998).

The researcher has found significant positive correlation between optimism and social competence of children. Which means that children with high score on social competence are also optimistic. The child's higher pessimism and lower optimism were associated with lower levels of self-esteem, social competence, while optimism was significantly related with social competence (Lemola, Ikko, Matthews, Scheier, Heinonen, Pesonen, Komsu and Lahti,2009). A similar research also found Optimism and pessimism linked with well-being and social competence in children. (Ey et al., 2005). Individual with Positive explanatory style may have effective conflict resolution and emotional regulation. These skills make them more social competent and socially accepted in the group (Barry & Wigfield, 2002)

4.3. Regression Analysis Of Emotional Intelligence As A Predictor Of Social Competence And Optimism Of Their Children.

4.3.1 *H10 The emotional intelligence of primary care giver's will significantly predict social competence of their children.*

It was hypothesized that emotional intelligence of primary care giver's will predict social competence in children. The results of the present study reject the hypothesis as there is no predictive relationship found between dimensions of emotional intelligence and social competence.

One possible explanation could be that self report emotional intelligence may not be accurate indicator of emotional intelligence. Because studies have reported that self report and performance measures of emotional intelligence does not correlated significantly (Brackett, 2006).

4.3.2 *H11 The emotional intelligence of primary care giver's will significantly predict optimism of children.*

It was hypothesized that emotional intelligence of primary care giver's will predict optimism in children.

The results of the present study reject the hypothesis as there is no predictive relationship found between dimensions of emotional intelligence and optimism.

4.4. Observation Made From Social Exercise About Parent Child Interaction

Based on the observation of social exercise done together with parent-child dyads shows that high EI of parents doesn't always correlate with high parent child interaction. In fact the qualitative analysis of the parent child interaction during social exercise shows that more parents with low EI were more interactive with children as compared to high EI parents. Which suggest that a parent does influence the developmental outcome in children however parentchild interaction and parent child relationship is more important dimension of parenting than emotional intelligence.

According to family interaction theory (Brook, Brook et al. 1990), the relationship and the mutual attachment between parent and child is potential source of positive developmental outcome in children. In addition, the social ecology model (Kumpfer and Turner 1990) found that family climate and parent's connectedness influence the children self-esteem and self-efficacy and provide the buffering effects of positive family.

In another model Darling and Steinberg (1993) found that parental involvement in school yields greater academic achievement and parental involvement in terms of the quality of parents' school-related interactions with their children.

The emotional quality of the parent-child relationship has a profound effect on the behavior and well-being of young children. Findings from both research and clinical work have indicated that sensitive, responsive,

and dependable relationships are key to providing the support and encouragement all children needed for positive growth and development (National Research Council and Institute of Medicine, 2000; Sameroff and Emde, 1989; Thompson, Goodvin, and Meyer, 2006).

4.5. Major Findings

1. The results suggested that there is no significant difference among social competence of children of high and low emotional intelligent primary care givers. It implies that there are other parameters which influence the social competence of children. Results also supported the fact that parent's emotional intelligence is no more a significant predictor of social competence.
2. There is no significant difference among optimism of children of high and low emotional intelligent primary care givers. It implies that there are other parameters which influence the optimism of children. Results also supported that parent's emotional intelligence is no more a significant predictor of optimism of children (optimist attribution style).
3. Results suggest that local primary care givers are more emotionally intelligent than residential mobile primary care givers.
4. Results suggest that children of residential mobile primary care givers are more hostile and irritable than children of localized primary care givers.

5. Children of locally based primary care givers have high good event total (dimension of CASQ), which means they exhibit an internal, stable and global attribution style of interpreting life events as compared children of residential mobile primary care givers who would be showing external, unstable and specific explanatory style.
6. High emotional intelligence does not always correlate with high parent child interaction.
7. It was also found that social competence and optimism of children correlate with each other significantly.

4.6. Limitation Of The Present Study:

A study can be limited with regards to different aspects such as variables, areas, sample size, and method of research etc. Keeping in view these aspects, time and resources at the disposal of the research, the study can be limited to the following aspects:

1. The parent's emotional intelligence has been measured through self report while we didn't validate self report with performance measure.
2. We didn't consider the other aspects of parent child relationship which can be salient in understanding the development of social competence and optimism of children.
3. The study had language barrier as all the tools were in English and so it was difficult to approach individuals not so fluent at English language.

4. More representative sample of parent child dyads for example parents from rural and urban area, from different socio-economic status, and children from different medium and type of school should have been givenus more reliable results.
5. Only two variables optimism and social competence of children in relation to parent's emotional intelligence were taken for the present study.
6. Several aspect of all family atmosphere or modes of interaction that might affect children development like family climate, parent child bidirectional interaction and emotional quality of relationship is not considered in the research.

4.7. Implications

The present study did not find any correlation between emotional intelligence of primary care giver with social competence and optimism of their children; which suggest that there can be other factors such as parent child interaction and parent child relationship pertaining to development of social competence and optimism in children; which must be contributing to social competence and optimism of children. Emotional intelligence appear to as important parameter which may contribute to social competence but the findings from the present study suggest that the parents emotional intelligence fail to influence significant impact on social competence and optimism of children.

The study found that mobility affects the emotional intelligence of parents significantly as local parents were more emotionally intelligent as compared to residential mobile parents.

It implies that children who are exposed to different kind of challenges in terms of adjustive demands as compared to children who grew up in more stable environment are more hostile and irritable. The study found that social competent children are high on optimism as well.

4.8. Suggestion For Further Research

1. A qualitative research is well needed in parent child interaction.
2. There are various variables identified which affect the parenting style and parenting output but a definite relationship is yet to be formed for Indian context.
3. Socio cultural impact on parenting and family setting can be studied in different Indian cultures.
4. Intervention to improve the optimistic attribution style and specific pathway for the development of optimism can be studied.
5. Social mobility and its impact on children's development can be studied.

4.9 Conclusion

The present research suggests that emotional intelligence of parents does not affect the optimism and social competence of children significantly. Observation from social exercise also suggests that parents' child interaction does not always correlate with high emotional intelligence of parents. However observation from social exercise suggests that parent-child relationship and interaction is an important dimension to influence social competence and optimism of children. It was also found that social mobility does affect the emotional intelligence of primary care givers significantly. It was also found that residential mobility does affect the social competence and optimism of children marginally.