

CONSTRUCTION AND VALIDATION OF PARENTAL RATING SCALE FROM CHILDREN'S EMOTIONAL INTELLIGENCE (4-8 YEARS OLD)

By

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ABSTRACT

Emotional intelligence rating tools are not available for children, but mostly for children. So, the present study investigated the measurement and assessment of Emotional Intelligence in children with the age range of 4 -8 years old by parents (mothers) through a preliminary research-made questionnaire. This study was based on an exploratory-survey design. The samples of the study were 330 mothers of children (4-8 years), selected from Behbahan city which were selected through a Cluster Random Sampling. After testing with exploratory factorial analysis method, 3 factors with 45 questions were extracted. The results of the confirmatory factorial analysis based on the scores on parental form stated three factors such as : perception and expression of the emotion, emotional understanding and evaluation, and emotional management and regulation; and stated 22.11 percentage of variance in children's emotional intelligence in total.

Keywords: Construction, Parental, Scale, Emotional Intelligence.

INTRODUCTION

Today, the world changes rapidly and cause the child to experience a lot of stress, loneliness, anxiety, and lack of empathy. Childhood is a good period for reducing mental health problems and also can prevent violence in the society. Children can learn many skills from their parents such as emotional control, self-discipline and emotional intelligence. Emotional intelligence can be expanded through the growth of emotional skills.

Children themselves cannot develop their own emotional intelligence. Parents must create it for them. Parents have to spend much more time with their children, to teach them all the good things and train them, how to be a good and happy person. A person cannot be happy and successful without having high emotional intelligence level. He/she must have a high emotional intelligence level as well. A person with a high emotional intelligence level is a person who can control his or her own emotions, can cope well with the problems, understand him/herself and have good interpersonal skills with others. A person who has high emotional intelligence level can learn how to control and manage their emotion quickly, while a

person with a high emotional intelligence level can use the full potential of their intelligence. Emotional intelligence is one of the skills that children can learn from their parents. When children are around 2-5 years old, that is the best period for them to learn from their parents.

Literature Review

Emotional intelligence is defined as 'the ability to perceive accurately, appraise and express emotion; the ability to understand emotions and use emotional knowledge; the ability to access and or generate feelings which facilitate thought, and the ability to regulate emotions to promote emotional and intellectual growth (Salovey and Sluyter, 1997). Emotional intelligence is composed of a series of emotion, and most of them can be improved through the house activities and parents. Thus, house and family should be paid attention as the first place for promoting emotional intelligence and mental health. In the first stage, due to lack of appropriate tools for measuring and assessing children emotional intelligence, this study attempts to construct a scale for informing parents about the emotional intelligence of children with the age range of 4-8 years and determine the amount of parents'

awareness of children emotional intelligence growth. The experience of every young child has an emotional dimension. Even if emotions cover extreme happiness, failing anger, or anxiety-inspiring frustration, open a window into the child's social and emotional development (Aber, Jones & Cohen, 2000). Social and Emotional development involves a series of skills; the most important of which are understanding and sensing of self, receiving and understanding the emotional states of others, managing intense emotions and expressing them in a constructive manner, regulating own behavior, establishing and maintaining relationships (Bierman, et al. 2008). Casey and Fuller (1994) studied the importance of regulating emotion by focusing on maternal regulation of children emotionality. Eisenberg et al. (1994) mentions that an individual who is more susceptible to negative emotions are prone to misbehavior reaction. Emotional intelligence help children to develop valuable skills for success in life and school (Salovey and Sluyter, 1997). Many researchers Mueller, Larsen, (2001), Shirila, Weatherston, (2002), Aviles, Anderson, & Davilla, (2005) considered the existence of cognitive skills along with lack of Social, Communication, and Emotional skills as the main reason of Academic failure of most children, and they believed that academic achievement doesn't suffice without social qualification and is rarely achieved (Zins, Elias, Greenberg & Weissberg, 2000). Children who pacify and quite themselves from an early age show some signs of emotional intelligence such as having better concentration, better relations with peers, higher academic achievement and good general health (Sullivan, 1997). Sullivan believed that, 4-8 years of age is the period of emotional growth. Berk (1994) quoted by Sullivan, (1997) stated that child of 4-6 years age understand signs, consequences, and behavioral symptoms caused by emotions. Moreover, they can understand emotions of others in the 6-8 years of age and self-regulation is formed in the child.

Objectives of the Current Study

The objectives of the study are

(1) To construct a test that assesses emotional intelligence in children of 4-8 years old.

(2) To Explore the factor, structure the Parental Rating Scale from Children Emotional Intelligence (4-8 years old).

(3) To determine the scale validity and reliability by a psychometric analysis.

Research Question

1. What is the rating scale of parental awareness from the child's emotional development made up?

Methodology

Sampling Method

The population of the present study includes parents living in Behbahan City, who have children of 4-8 years age. The sample of the study was selected through a cluster random sampling in such a way that 330 families having children within the age range of 4-8 years old were chosen from all parts of Behbahan City.

Procedure

In the first stage, a list consisting of 104 questions about children's emotional intelligence growth was prepared and designed by examining the research findings about the children's emotional intelligence growth and using the available resources in this respect.

Then, in the second stage, in order to ensure about the scientific and literary integrity, and understanding the meaning of the questions of the preliminary form, the research-made questionnaire was examined by Psychological and Educational training experts. In order to analyze the factors and determining the main factors, 330 mothers of children within the age range of 4-8 years in Behbahan City were selected through the cluster random sampling and are asked to answer the questions.

In the third stage, in order to construct the preliminary form of the questionnaire, 104 questions were scored based on the Likert scale-3 options. And, their numerical values consist of "always" (3), "sometimes" (2), and "never" (1). The findings related to the extracted questions were presented in the Appendix (Haji, 2015).

In the fourth phase, after the testing procedure, 3 factors with 45 questions were extracted through exploratory factorial analysis.

Results

The results of the confirmatory factorial analysis based on the scores from the parental form expressed that the 3 factors, expressing and perceiving of emotion, emotional understanding and evaluating, and emotional management and regulation had highest proportion of variance, respectively. In this study, the validity coefficients of the questions were calculated, and the reliability coefficient of the questionnaire for 45 questions was .86. In order to answer the research question and to examine the analysis of the main factors, first the factorial analysis were examined. Then, the ability of the factorial analysis was computed through Kaiser, Mayer, Olken test (.855 which is bigger than .5) for data adequacy, and the Bartlet sphericity test was calculated for sample adequacy. Moreover, the Scree plot showed that after 3 Varimax rotations for extracting appropriate factors in terms of number and content and according to the Eigen value (>1), and factor loading ($>.040$), it was revealed that children' emotional intelligence questionnaire was made up of 3 factors:

- (1) Perceiving and expressing emotion,
- (2) Emotional understanding and assessing and,
- (3) Emotional management and regulation.

Table 1 shows the independent variable of the study which was reduced to 3 underlying factors. The findings related to the extracted factors and their variance were presented in Table 1.

According to the Eigen value (>1), 3 factors determined the variance sufficiency of the questionnaire. The first factor could explain the highest amount of the questionnaire variance (11.09). After that, the second and third factor could explain 6.14 and 4.88 percent of the variance of the total questions, respectively. Totally, 3 factors could explain 22.11 percent of the questionnaire total variance.

Indices Factor	Eigen Value	Percent of Variance	Percent of Cumulative
First Factor	11.54	11.09	11.09
Second Factor	6.38	6.14	17.22
Third Factor	5.07	4.88	22.11

Table1. Findings Related to the Extracted Factors and their Variance

Discussion

Children themselves cannot develop their own emotional intelligence. Parents must create it for them. Parents have to spend much more time with their children, teach them all the good things, and train them how to be a good and happy person. Emotional intelligence is as an important area in human behavior. To do well perceiving, understanding and managing the emotion of the self and others children need to develop the emotional intelligence skills from an early age. The purpose of this study was to construct a valid scale that reliably measures emotional intelligence among children. The content of the child items are derived from the developmental research. If parents were able to measure the levels of emotional intelligence in their children, then those children with early difficulties could be guided through intervention techniques and this would help to promote future success in both academic and life settings.

Conclusion

The results of the study based on the factorial analysis showed that the factors expressing and perceiving emotion has the percent of cumulative as 11.09, the emotional understanding and assessing has the percent of cumulative as 17.22 and the Emotional management and regulation has 22.11 percent of the variance in the children's emotional intelligence. The results revealed that, the questionnaire in the sample was made up of three factors, the first factor which had 21 questions containing most of the questions in this category and was considered as the main factor from the sample group's view point, the second factor which had 13 questions, and the third factor with 11 questions, respectively (as shown in Appendix). It should be mentioned that, each of these abilities are changed based on its own chronology and are constructed by focus on each other, such that children should achieve perceiving and identifying their emotions and feelings at first, and as they age, they learn the management and regulating of their own emotions. One point regarding the findings of the present study is that, emotional intelligence is made up of different components. With regard to the explanation of the findings, it should be mentioned that, a lot of similarities

that exist in the structure of the mentioned questionnaire of children and adults show that, emotional abilities and qualifications are relatively equal for individuals apart from some separate behaviors causing a special behavior. Finally, it is suggested that, the findings of the study have to be verified with the findings of the other studies.

Limitations

The limitations of this study includes the cross-sectional design, making it impossible to infer conclusions regarding causality. Additionally, the sample is not being the representative of all children.

Recommendations

The following recommendations are suggested for future research,

- It is suggested that, future studies should the examine emotional intelligence via other methods (such as stories, pictures and interview) than the ones used in the present study.
- It is more beneficial that, if it is emphasized based on demographic features (such as birth order) of the children.

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- Appendix 1: Parental**
Rating Scale from Children's Emotional Intelligence (4-8 Years Old)
- 1- Is responsible.
 - 2- Understanding differences and similarities with another's.
 - 3- Ever have been told you've upset him.
 - 4- It is very difficult for him to see the distress of others.
 - 5- Sensitive and irritable.
 - 6- My child can entertain him/herself.
 - 7- Is a good friend for other children.
 - 8- Finds different ways to solve the problems.
 - 9- Tend to struggle.

- 10-Behaviors or thoughts that make us suffer.
- 11-Is very sensitive to certain things such as (weight, height, special clothing).
- 12-Easily makes friends in social situations.
- 13-Shares easily his/her emotions with others.
- 14-Have emotions and affect that hides them.
- 15-Have irrational beliefs such as going to the park every day.
- 16-Do something that takes negative label.
- 17-Describes him/ herself as a negative person.
- 18-Does your child say their needs to you and others?.
- 19-Expresses his / her needs properly.
- 20- Keeps his/her rights.
- 21-Tend to huff and unforgiveness.
- 22-Show interest to participate in various activities.
- 23-Understands the concept of private property and privacy of others.
- 24-Keeps her/his personal things
- 25-Uses favorite ways to take pleasure and amusing himself /herself.
- 26-Participates in group games.
- 27-Show a negative reaction when stayed at home.
- 28-Either responds too quickly or first thinks and then react.
- 29-Has a positive feeling about himself /herself.
- 30-Is impatient.
- 31-Is restraint.
- 32-Easily is adopted to new condition.
- 33-Express his anger and frustration without hurting himself, others and objects.
- 34-Tends to cooperation and helping others.
- 35-Can adapt himself to the conditions and is flexible.
- 36-Looks for excuses.
- 37-Defiant, obstinate and discuss with others.
- 38-If a child was upset and cry gives him comfort.
- 39-Destroys toys and others' things.
- 40-Easily expresses his/her feelings to others.
- 41-Enjoys from harassing and hurting others.
- 42-Is spiteful and seeks revenge.
- 43-Did have done something that is very difficult.
- 44-Is peaceful and behaves positively with others.
- 45-Attributes negative traits to him.

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