



New Trends
in Psychology

The Role of the Family in the Development of Emotional Intelligence in Adolescents

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Abstract: Relationships initiated in childhood affect how adolescents see the availability of parents and form relationships with others. The success of these relationships depends on the level of development of emotional intelligence, considered as essential for a successful life. The ability to discern when and how to express emotions can help individuals and family members in building and maintaining positive relationships. Emotional regulation is a key component of strong families. At the same time, family education and childhood attachments will be reflected in the emotional intelligence of the adolescent.

Keywords: adolescence; family architecture; attachment; emotional intelligence; structural integration

1. Introduction

At the contemporary stage, the population faces various intrapersonal, interpersonal, institutional conflicts, etc. As a solution in diminishing and alleviating various conflicts, in creating the well-being of each one, the emotional intelligence was advanced, which has a special importance, being appreciated at the empirical level as essential for the social performance of an individual. It has an important role not only at the political and social representation level, but also in ordinary, interpersonal relationships. Emotional intelligence, genetically, develops before IQ, so emotion has greater control over thinking than “reason over emotions” has. Emotional intelligence is considered to take precedence over general intelligence, because

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affectivity, to a large extent, determines human behavior and activity. Emotional intelligence, in Gilles Arropardi's view, represents that intelligence that acts against the background of feelings.

The emotional quotient translates into self-control, impulse control, listening to reason, and maintaining emotional balance in all circumstances. Studies on emotional intelligence are relatively recent, they begin around the 90s. In psychology, three main directions are established in the definition of the concept of emotional intelligence, proposed by Peter Salovey and John D. Mayer, D. Goleman and Reuven Bar-On.

Studies on emotional intelligence, conducted by Reuven Bar-on (1992) for a period of 25 years, claim that emotional intelligence is the ability on the basis of which a person can discriminate against and coordinate the emotions of one's own and others, as well as his ability to use the knowledge obtained to guide his own thoughts and actions (Perjan, 2010, pp. 24-25).

2. Intrapersonal Aspect of Emotional Intelligence

- Awareness of one's own emotions – the ability to recognize one's own feelings;
- Optimism (aversity) – the ability to defend what is right and the willingness to express thoughts, feelings, but not in a destructive manner;
- Respect – consideration for oneself – the ability to respect and accept what is;
- Self-realization – the ability to realize one's own potential capacities, the ability to get involved in the search for goals, goals, which have a certain meaning and a certain meaning for oneself;
- Independence – the ability to direct and control yourself in your own thoughts and actions, the ability to be free from emotional dependencies.

2.1. Interpersonal Aspect

- Empathy – the ability to be aware, to understand and appreciate the feelings of others;
- Interpersonal relationships – the ability to establish and maintain mutually positive interpersonal relationships, this being characterized by intimacy, offering and receiving affection;
- Social responsibility – the ability to demonstrate one’s own cooperativeness as a contributing and constructive member in the membership group or in the one formed.

2.2. Adaptability

- Problem solving – the ability to be aware of problems and to define problems in order to generate and implement potential effective solutions;
- Reality testing – the ability to establish, evaluate (appreciate) the correspondences between what a living means and what are the existing objectives;
- Flexibility – the ability to adjust your thoughts, emotions and behavior to change the situation and conditions.

2.3. Stress Control

- Stress tolerance – the ability to resist stressful events and situations without stumbling and also the ability to deal with them actively and positively;
- Impulse control – the ability to resist or postpone impulsivity and drive away the temptation to act in a hurry.

2.4. General Provision

- Happiness – the ability to feel satisfied with your own life, to have fun alone and together with others, to feel good;

➤ Optimism – the ability to see the bright side of life, to maintain a positive attitude, despite adversity.

These five components of emotional intelligence are evaluated by specific tests. The amount obtained for these components represents the emotional intelligence quotient, the American researcher Daniel Goleman, whose name is most often associated with the term “emotional intelligence”, in his 1995 paper “Emotional Intelligence: Why It Can Matter More Than IQ” brings into actuality and defines the notion of emotional intelligence as a mixture of attributes such as: self-confidence, empathy, free thinking, tact and diplomacy, self-control – which gives the person the ability to control his emotions and, consequently, to be successful (Bowlby, 1969, p. 77). D. Goleman believes that emotional intelligence determines the potential to acquire practical capacities based on five elements: awareness of one’s own affections, reactions and resources; motivation; self-control; empathy; sociability. In his work “Emotional intelligence – the key to success in life”, researcher Daniel Goleman (2008) highlights the following components of emotional intelligence (Baumrind, 2005, p. 24).

- *Self-regulation – the ability to control and regulate one’s own emotional state;*
- *Self-awareness – knowing and understanding one’s own emotions and feelings;*
- *Motivation – directing emotions and feelings to achieve goals;*
- *Empathy – identifying and explaining the emotions and feelings of others;*
- *Social skills – establishing relationships with others.*

These components, D. Goleman believes, provide the means to inventory our strengths and identify the qualities we want to cultivate. All five structural components are linked in a complex way – the ability to effectively use any of them is related to the degree to which we possess one or more of these elements. The role of the family in the development of emotional intelligence is paramount. Emotional intelligence is educated in children from early childhood. The family plays an essential role in the development of emotional intelligence.

She must be aware that minimizing children’s emotions could be detrimental to their emotional development. Parents are those who teach the child to manage his emotions, to become aware of his own emotions and the emotions of others. As a complex psychic phenomenon, emotional intelligence leaves its mark on the human behavior itself and on the entire activity, on the person’s relations with those around

him, on interpersonal communication, on the understanding of his fellows and on the construction of his own strategy of action in the society to which he belongs. Until they are fully mature, children should reach a level of development of emotional intelligence. According to Grotevant, the formation of identity in the period of adolescence lays the foundation for the psychosocial and interpersonal development of the future adult.

The relationship in the family, the availability and interest of the parents in the educational orientation of the children are essential aspects in supporting the child, the childhood period being under the influence of the parents. The relational patterns (current experiences) of adolescents are (relatively identical) reflections of the affective experiences from childhood, the pattern of an attachment behavior representing a predictor of the adolescents' attitude towards themselves and towards the quality of the relationships they will have with their peers. The child is born in the family, having the imperative purpose of continuity of the family tree. A physically and mentally healthy generation is born in the context of a favorable family climate. Love, emotional maturity, empathic communication, responsibility, high spirituality, etc. are prerequisites for the harmonious development of the child.

The educational style in the family leaves its mark on the psychic development and on the formation of the personality for a long period of time or even for the whole life (Grotevant, 2012, p. 71).

Examining the correlation between the family educational climate and the child's way of conduct, researcher Bowlby highlights the following ideas, on the basis of which he elaborates the theory of attachment: - the mother-child relationship is not only of a nutritional nature, but also of an affective nature (primary attachment);

- the affective reaction is expressed through the search for the mother, through the need to know her next to him, her lack marking him for the whole life;

- the child directs his affection towards the close ones, able to give him a sense of security (Grotevant, 2012, pp. 69-70).

Education in the family and attachments from childhood, "of crucial importance in determining development", are "the pivot around which a person's life revolves not only when he is an infant or toddler, but also throughout adolescence and then, in his adulthood, until old age", since "the experiences of the individual's relationships with others become a feature of the individual's relationships with himself" (<https://anatolbasarab.ro/aspecte-generale-ale-inteligentei-emotional-profile->

psychological-people-with-a-level-high-of-intelligence-emotional, pp. 9–21) and will be reflected in the adolescent's capacity for flexibility and resilience, but especially of self-awareness.

The relational pattern is the initial source of setting in motion the cycle in which adolescents self-evaluate and interact with others. Relationships initiated during childhood affect how adolescents see the availability of their parents and form relationships with others (Roco, 2004, pp. 62; 68).

Emotional intelligence is of great importance in achieving success and building positive relationships with others. Several researchers consider that emotional intelligence develops in the family, it is in direct correlation with the positive attitude of the parents towards the child.

The educational style in the family and the relationships in the family have a positive impact in the formation of emotional skills and regulatory mechanisms. The study of emotional intelligence in adolescents, the elaboration of its development programs and their implementation in educational institutions would contribute to maintaining health, building satisfactory relationships, social integration and achieving success in life.

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