



The importance of emotional intelligence in early childhood

Paavola, Lilla Evelin

2017 Laurea



LAUREA
UNIVERSITY OF APPLIED SCIENCES
Together we are stronger

Laurea University of Applied Sciences

The importance of emotional intelligence in early childhood

Lilla Evelin Paavola
Degree Programme in Social Services
Bachelor's Thesis
March, 2017

Lilla Evelin Paavola

The importance of emotional intelligence in early childhood

Year

2017

Pages

86

The purpose of this thesis is to demonstrate the importance of emotional intelligence in early childhood, furthermore it highlights the most significant factors that are indispensable in order to develop EQ in the first years of children's lives.

My thesis is framed in a narrative literature review. My main aspect has been to comprehend a wide range of academic materials, professionals' studies, articles, books, lectures and discussion, into my thesis in order to give a complex picture about the phenomenon.

The concept of emotional intelligence has become a central topic of psychological research in recent years. It has been noticed that emotional intelligence (EQ) affects the person's individual and professional success in life. Quality of relationships and happiness, the fulfillment feeling in life, is highly determined by the individual's EQ level.

Research has proved that the best possibility to build lifelong needed emotional-social skills is in early childhood. Namely, early childhood is a phase of human life where there is a high potency for developing EQ.

In early childhood children go through complex psychological development. There is a meaningful need for teaching them among others self-awareness, anger management, empathy, self-control and relationship management in order to be successful in their entire lives.

The conclusion of my literature review has been that emotional intelligence is a significant element of children's life. EQ skills need to be stimulated and developed in early childhood. EQ developing programs have proved meaningful positive outcomes like better self-image, less behaviour problems, better relationships with other peers and adults, higher academic achievements and significant impact in physical and mental health.

Investing into early childhood's emotional and social development has a substantial benefit for the entire society, states economy and sociology.

Keywords: children's emotional intelligence, early childhood, child development

Table of Contents

| | | |
|-------|--------------------------------------------------------------------------------------|----|
| 1 | Introduction | 5 |
| 2 | The purpose of the thesis and the actuality of the topicError! Bookmark not defined. | |
| 2.1 | Terminology | 8 |
| 3 | Theoretical framework | 9 |
| 3.1 | Distinguishing between IQ and EQ | 10 |
| 3.2 | Intelligence and cognitive intelligence (IQ)..... | 11 |
| 3.2.1 | The origin and the essence of IQ..... | 13 |
| 3.3 | Emotional intelligence | 14 |
| 3.3.1 | The appearance of emotional intelligence | 15 |
| 3.3.2 | What is emotional intelligence?..... | 16 |
| 3.4 | Comparison of EQ and IQ..... | 18 |
| 4 | Method | 19 |
| 4.1 | Rezoning for literature review as selected method | 19 |
| 4.2 | Literature review and the research questions..... | 20 |
| 4.3 | Narrative review | 21 |
| 4.4 | Systematic search strategy | 21 |
| 4.5 | Analysis method | 23 |
| 4.6 | Ethical consideration | 25 |
| 5 | Review analyse | 25 |
| 5.1 | Development as entity..... | 25 |
| 5.2 | Physical development..... | 26 |
| 5.3 | Psychosocial development | 30 |
| 5.4 | Children as unique individual | 34 |
| 6 | Developing emotional intelligence | 35 |
| 6.1 | Self-awareness and self-expression through communication and art..... | 38 |
| 6.2 | The skill of empathy and its development | 41 |
| 6.3 | The influence of parents | 47 |
| 6.4 | The impact of early childhood education institution | 55 |
| 6.5 | "Me" as a part of the society | 60 |
| 7 | EQ and academic achievement | 62 |
| 8 | EQ and prevention, investing into early childhood development (EQ)..... | 67 |
| 9 | Results and conclusion | 71 |
| | References..... | 74 |
| | Appendix..... | 83 |

1 Introduction

The concept of emotional intelligence has become a central topic of psychological research in recent years. It has been noticed that emotional intelligence (EQ) affects the person's individual and professional success in life. (Goleman 1995) Quality of relationships and happiness, the fulfilment feeling in life, is highly determined by the individual's EQ level. (Goleman 1995)

Emotional intelligence (EQ, EI) is the ability to identify, use, understand, and manage emotions in positive ways in us, in others and in our relationships. (Goleman 1998, 317) Furthermore it helps to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

Psychologists warn that first years in human's life determine the future progress that affects the entire life. In order to have mental wellbeing (healthy self-awareness) and balanced relationship in the presence and in the future, children need to receive education in emotional area in early childhood.

This field like any other area of children's development, needs attention and provided support by adults. The basics of empathy, self-awareness, motivation, etc. are laid down in the first years of a child's life. (Uzsalyné Pécsi 2016)

Only to highlight an example, young children can be taught through a wide range of creative activities how to identify and express own feelings. (L. Firestone 2016) In a safe environment where emotions can be expressed without any negative judgement, most children will speak freely about their feelings and thoughts, furthermore they will show easier empathy for their peers as well. (L. Firestone 2016)

Yale University Centre for Emotional Intelligence has stated that emotions drive learning, decision making, creativity, relationships, and health. (Yale Centre for Emotional Intelligence 2013)

If they are so significant in life, why EQ is not emphasized as important building stone in early childhood?

Daniel Goleman (1995) claims that emotional-intelligence-based skills are twice as important for proper performance as IQ and technical skills combined. He states: "*In labs peopled with engineers and scientists, what makes the difference between stars and others is not their academic IQ, but their emotional IQ.*" (Goleman 1995, 161)

Hence when it comes to enjoying professional success and mutually rewarding personal relationships, emotional intelligence (EQ) matters just as much as one's intellectual ability (IQ) - if not even more.

The goal of parents and the early childhood institutions are to support the best interest of

children. In order to be successful in this field parents and professionals need to be aware of all the needed components of a child's healthy development. Skills, that belong to emotional intelligence, have a key role in short and long term success, therefore, this issue has certainly an important role.

It is a significant point to understand that early childhood is the time to form lifelong needed skills, virtues in order to prosper in the presence and in the future as well. If this period in human life is well caught, children will receive tools for their entire life.

Emotional intelligence, that has been based in early childhood, (EQ) is emerging as a central aspect for success in the entire life, both in personal and in academic achievements, furthermore it supports relationship management on a high level. (Six Seconds, Emotional Intelligence Network 2007, 4) More and more educational institutions realized that EQ is an indispensable factor to improve success in academic and in social area as well.

In this thesis, my aim is to introduce the importance of emotional intelligence and to emphasize that early childhood is the most proper period in human's life to build EQ skills. Furthermore, I am going to introduce the most important factors and elements of emotional intelligence in early childhood through theory and practical advices.

2 The purpose of the thesis and the actuality of the topic

My purpose is to highlight in my literature review thesis such studies of professionals that explain why the development of EQ in early childhood plays a central role. My personal aim is to promote the importance of this issue through write a summary in a form of literature review thesis.

It is noticeable that people and the society is getting colder in several aspects like interaction between people or in the field of empathy. Irresponsibility, egoism, lack of self-control, broken self-images, lack of motivation or increased amount of antidepressant medicine usage are all real difficulties that modern people, also children face.

Parents and teachers aim to support children to bring the best out of them. They want to see that children do not waste their talents, but they become someone who makes a difference. Time to time, questions emerge in early childhood education. Like, what is driving the interest? How can be children's attention caught? What determines the future success of a child? What is the role of early childhood? These and similar questions are often asked by parents and educators. And well, they need to be answered.

The development of a child is a complex process. Each section of its development needs stimulation. Children do not born with developed emotional intelligence (EQ), but each of them does have the potency to receive EQ through development. (Uzsalyné Pécsi, 2016) A central point is to comprehend that children are not able to react emotional intelligently to situations if they are not taught about these skills. (Uzsalyné Pécsi 2016)

How many times parents and educators ask the following questions:

- Do not you feel that it was not correct- Cannot you understand your behaviour?
- Cannot you notice that you have hurt him.....?
- Do not you feel good about it

These kinds of questions and many similar are part of daily life of parents and educators in early childhood. Although, the questions seem to be difficult to comprehend, the answer is easier than we would think.

Unfortunately, in many cases it is a simple “no”. They do not feel the consequences, they do not see that the actual behaviour was abnormal, they cannot feel the pain of the other one. How we could expect something from children and later from adults that was never been taught to them? How shall they do something that is unknown for them? A clear problem has raised in this field that needs to be handled. Emotional intelligence needs to be settled back to its place in early childhood development. (Uzsalyné Pécsi 2010,13)

The hectic lifestyle of parents and the value system change in the education system caused that the so-called intellectual intelligence (cognitive intelligence) has gained an absolute leading position in child raising. IQ, the cognitive intelligence is important, but alone it is not enough to measure one’s success in life. (Goleman 2005, 11) All the skills like motivation, empathy, diligence, are required in order to have a healthy relationship and self-esteem or to work in a team. These skills cannot be found in IQ, because they belong to the so-called emotional intelligence field. (Uzsalyné Pécsi 2010, 18-22)

Dr. Rita Pécsi Uzsalyné (2013) says that the development of emotional intelligence of children is placed on side compared to the intellectual intelligence development. A child may know much in head, but they can be poor in understanding emotional interactions, happenings. If they are not thought about skills that belong to EQ, we cannot expect that they are able to handle situations that require emotional intelligence capacities.

If we want to raise emotionally intelligent children and we want that the coming generation makes a difference, we need to start to focus more on development of emotional intelligence in early childhood.

The traditional modern education systems have always focused on academic results, leading to elitism, and expecting children to be among the best which is synonymous with success. But is this enough? Or are there other factors that need to be taken into consideration for a holistic development of children?

In my thesis, I am searching for the answer of the above-mentioned questions.

2.1 Terminology

In this session, I would like to give a brief definition about the terms and abbreviations that I use in this thesis in order to have a clear and mutual understanding what the words and phrases mean.

Early childhood

Early childhood is defined by UNESCO in the following way: “*Early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years lay the basis for subsequent development.*

Early childhood care and education is more than a preparatory stage assisting the child's transition to formal schooling. It places emphasis on developing the whole child - attending to his or her social, emotional, cognitive and physical needs - to establish a solid and broad foundation for lifelong learning and wellbeing.” (UNESCO 2016)

Child development

“*The changes which occur as children mature physically, emotionally, socially, linguistically, and cognitively; the study of this; frequently attributive.*” (Oxford Dictionary 2017)

Emotional Intelligence (abbreviation: EI or EQ)

“*Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.*” (Psychology Today, n.d.)

(Some professionals prefer EI instead of EQ like Daniel Goleman (2005, 11-12).)

SEL

Social and emotional learning (SEL) is a process through which children and adults can learn emotional and social skills. These skills help them to understand and manage emotions, to show empathy and to have successful relationship management. Furthermore, SEL supports to make responsible decisions in life. (CASEL 2017)

3 Theoretical framework

In this segment, I am going to lay down the corner stones of my literature review. This thesis is about children's emotional intelligence and its development in early childhood, but before I would go into details, I am going to introduce on a general level what are IQ and EQ, what are the differences between them, furthermore, I am going to highlight the special importance of EQ. All these are *condition sine qua non* to perceive the relevance of development of emotional intelligence in the first years of children's lives.

Parents and early childhood education professionals aim to raise physically, mentally and emotionally balanced and healthy children who can be successful in their adulthood. Every single phase of childhood has something relevant for the entire development of the child, therefore it is important to be aware of the developmental stages that a child needs. It is scientifically proven that every step and movement in early childhood has a significant print on adulthood. (Erikson 1950) Therefore, it is significant to focus on the present, on the current development of the child and same time looking forward for the future what the child can profit later from the current raising and education in early childhood. None of the developmental phases can be left out or it leads to serious developmental deficit.

Human has different phases in the life (like toddlerhood, early childhood, childhood, teenage, adolescent life, etc.) that are in connection with each other, these steps build a complex entity. Each phase has something important to teach to the individuum like Erikson's psychosocial development (1950) states.

According to Erikson's theory, successful completion of each stage results in a healthy personality and leads to basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve later in crises situation. Basic virtues could be called as tools for succeeding in life. (Erikson 1950) In this thesis, I aim to introduce one big container of tools that support and maintain the success in early childhood and through it in the entire human life. This container of the life important tools called emotional intelligence.

Since, each phase in human development is significant, the emotional and social development factors are indispensable in early childhood, because they determine several areas of the entire adulthood.

In the following, I am going to introduce the theory that forms the frame of my thesis.

3.1 Distinguishing between IQ and EQ

In causal discussion, the word “intelligence” refers mostly to intellectual intelligence. Although, it is a significant part of intelligence, but alone it does not cover the entire meaning of the word.

Intelligence has several branches like emotional intelligence or social intelligence. The extension of its meaning is wide, hence a detailed analyse is indispensable. Therefore, this definition needs to be handled as whole and not as a fragmentation of an entity. As I have just mentioned, intelligence is a complex phenomenon, so it does not only cover cognitive skills, but it covers emotional abilities as well.

Unfortunately, in the current word intellectual intelligence has taken a central and absolute position overshadowing the relevance of emotional intelligence. The reason can be found partially in the fact that the rapidly developing technical world requires high standards in the intelligence field, so cognitive skills gained a more important role. (Uzsalyné Pécsi 2010, 14) Although IQ is important, but alone it is not enough to provide a successful life. Goleman (1995) states that emotional intelligence can play a more important role in personal success than IQ. Goleman studied deeply this phenomenon and realized that there are several other not IQ based factors that determine the success in human life.

The role of emotional intelligence has emerged in several parts of the life, it is becoming more and more essential for example in psychology, early childhood education and also in business and management. I would like to highlight that the missed EI education in early childhood has an effect that emerges later in several parts of life, therefore, EQ development in early childhood has an especially relevant role.

For example, business can be mentioned. The business world has noticed that the success depends much on emotional intelligence of the stuff. Several studies have noticed that a proper performance is highly determined by the individuals’ emotional intelligence level. (Bradberry 2016). Emotional intelligence is a meaningful indicator for success in the working life. (Wilkins 2014)

All the skills like teamwork, motivation, diligence, patience, self-awareness, self-control, stress handling, commitment, ability to listen to, integrity, influence, ability to change etc. belong to EQ. Both employers and the employee need to have high level of EQ in order to be successful. Therefore, it can be stated that academic talent alone is not enough for predict one’s success in employment or as a leader. (Kelley & Caplan 1993) When it comes to job performance, we can say that IQ is only on the second place to emotional intelligence. (Goleman 1998, 5)

Goleman (1993) claims that the rules for work are changing. According to him, a new indica-

tor entered the working life that judges us, it is not how smart we are or what kind of training we have attended, but how well we can handle ourselves and each other. (Goleman 1998, 3) Hence, professionals (managers, health care workers, teachers, etc.) who do not develop emotional intelligence have difficulty in building good relationships with others, like superiors colleagues and clients. *“In labs peopled with engineers and scientists, what makes the difference between stars and others is not their academic IQ, but their emotional IQ”* (Goleman 1995, 161)

This short example shows that EQ is essential in human life, both in private and in professional life. These lifelong needed emotional skills can be based in early childhood because of its special physical and psychological possibilities that I will introduce and explain later in my literature review.

As a conclusion, it can be said that emotional and intellectual intelligence are walking hand in hand, both are significant to be successful in life. If the aim is to thrive and not only survive the life, we need to invest into emotional intelligence development. (Goleman 1995, 163)

3.2 Intelligence and cognitive intelligence (IQ)

Intelligence derives from the Latin verb ability to think “intelligere”, to comprehend or to understand a certain issue. A form of this verb, “intellectus”, became in the medieval a term for understanding. (Online Etymology Dictionary 2001-2017)

Intelligence is one of the most extend studied branch of psychology. Despite of this fact, there is no standard definition about intelligence, because there are several understandings and points of view about it, depending on the aspects how the word intelligence is approached. (S. Legg, M. Hutter 2007, 2) R. J. Sternberg says: *“Viewed narrowly, there seem to be almost as many definitions of intelligence as there were experts asked to define it.”* (R.L. Gregory 1998)

Every psychologist has recognized a special side of intelligence; therefore, I find it important to introduce some definitions of these professionals. It supports to brighten our horizons while we are getting more near to the understanding of the word intelligence.

Some professionals believe that intelligence can be only approximately described, but there is no full definition. Although as I have mentioned above, there is no standard definition, but there are significant similarities between the different explanations. It means that the particular definitions speak about the same issue, they are just expressed with different words.

In the following, I am going to introduce some of them.

“Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.” (U. Neisser, G. Boodoo, T. J. Bouchard, Jr., A. W. Boykin, N. Brody, S. J. Ceci, D. F. Halpern, J. C. Loehlin, R. Perloff, R. J. Sternberg, and S. Urbina. Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101, 96.)

“Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.” (L. S. Gottfredson 1997, 13-23)

“. . . that facet of mind underlying our capacity to think, to solve novel problems, to reason and to have knowledge of the world.” (M. Anderson 2006)

“It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgement, otherwise called good sense, practical sense, initiative, the faculty of adapting one’s self to circumstances.” (A. Binet & T. Simon 1905, 191-244))

“We shall use the term ‘intelligence’ to mean the ability of an organism to solve new problems . . . ” (W. V. Bingham 1937)

“An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.” (H. Gardner 1993)

Not only professionals have given definitions, but there are also well-known dictionaries that define the term intelligence.

“The ability to learn, understand and make judgments or have opinions that are based on reason.” (Cambridge Advance Learner’s Dictionary 2006)

“. . . ability to adapt effectively to the environment, either by making a change in oneself or by changing the environment or finding a new one intelligence is not a single mental process, but rather a combination of many mental processes directed toward effective adaptation to the environment.” (Encyclopaedia Britannica 2006)

“. . . the ability to adapt to the environment.” (World Book Encyclopaedia 2006)

“The capacity to acquire and apply knowledge.” (The American Heritage Dictionary 2000)

“The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgement in order to solve problems and adapt to new situations.” (All Words Dictionary 2006)

We do not speak about intelligence only in the connection of humans, beside the human intelligence, there are other branches of intelligence, too. Although, intelligence is most widely studied in humans, but there are studies that discovered certain level of intelligence in animals and even in plants as well. We distinguish also so called artificial intelligence in the IT field. This kind intelligence is called artificial, because it is applied in computer systems programmed by human intelligence.

3.2.1 The origin and the essence of IQ

The roots of acknowledged and measured intelligence go back to the 20th century. IQ tests were originally created in France to help identify students who needed extra help in school. The French psychologist Alfred Binet developed a test in 1905. (S Rózsa, O Nagybányai Nagy, A. Oláh 2006, 184-185) This first IQ test was an attempt to classify school children in France based on intellectual ability. (Nessler 1996, 81)

In the 1990s compulsory schooling came into force in France, but a problem emerged: the children had different levels that hinders the effective studies in many cases.

Binet was asked by the government to prepare a test that can measure the intelligence level of children.

The aim of this step was not to segregate the lower performing students but to help and support them in special classes in their development, that serves the best interest of the children.

Binet noticed and confessed that children can be developed, even he invented an own method called mental orthopedic, where he taught children how to study. His program was successful, several children's intelligent level has grown. (B.R. Hergenhahn 2009, 313-314) It has been proved that IQ is developable, although it is mostly determined by the birth by biological inheritance. (D. O. Hebb 1975, 186-189) So IQ is more of genetic based, but there are several ways to develop an individual's IQ to its highest potential through so-called brain-food and mental ability exercises like puzzles, lateral thinking problems and other problem-solving exercises that make a person to think.

IQ covers the so called cognitive intelligence only. Traditional cognitive intelligence is the ability to plan, reason, and use logical deduction to solve problems, but also the capability to apply abstract thinking while learning from and responding to the environment. (Neisser 1996)

This so-called cognitive intelligence is measured in IQ tests.

IQ tests measure a person's reasoning ability. It is supposed to estimate how well someone can use information and logic to answer questions or make predictions. (D.O. Hebb 1972, 179) IQ tests begin to assess this by measuring short- and long-term memory. For instance, IQ tests measure how well people can solve puzzles or how well and quickly they are able to recall information they have heard. People with higher IQ can think in abstracts and make connections by generalizing easier.

IQ tests are in regular use in education and in employment as well. There are several sorts of tests like for example Wechsler test, Stanford-Binet test. They can measure verbal and non-verbal intelligence as well. (Nessler 1996, 78) In education IQ test measures the need for special education and measures the effectiveness of special training and programs. IQ testing can also reveal unsuspected talents.

The trustworthiness of IQ tests is debated. (D.O. Hebb 1972, 181-183) The limitation of these tests is that they provide limited information. They do not test underlying cognitive processes, nor do they predict success at work because they do not enclose non-academic intellectual skills, as I have mentioned above, IQ is only about cognitive skills. Furthermore, original responses are marked as wrong even if they show intelligent thinking.

IQ tests also ask harder questions to measure someone's knowledge. These types of questions test whether someone knows about things that are valued in their culture (in a particular culture). Different cultures find different issues important, so the results of IQ tests are highly changeable. Therefore, IQ tests' results are relative.

3.3 Emotional intelligence

A short word meditation about the expression „emotion” leads to words and phrases like affective aspect of conscience, state of feeling, mood, temperament, personality etc. It is a general knowledge that people have emotions and they play an active role in our daily lives. The question emerges, how big part EQ covers in human intelligence, furthermore why does it have an essential role.

We distinguish four classes of mental operations (cognition, motivation, emotion and consciousness). Therefore, emotions are identified as one of these fundamental groups. (Bain 1855/ 1977; Izard 1993; MacLean 1973; Mayer 1995, 1995; Plutchik 1984; Tomkins 1962; Hilgard 1980; and Mayer, Chabot, & Carlsmith 1997).

When psychologists started to discover intelligence, they focused on cognitive factors, as I

have mentioned above, for example problem solving, logic or memory. These factors could be easily measured, it resulted to the well-known intelligence quotient.

Nevertheless, in time, researchers noticed that there are other non-cognitive factors that influence one's life. In 1990s emotional intelligence got in the middle of interest.

3.3.1 The appearance of emotional intelligence

Studies of emotional intelligence originally appeared in academic articles in the early 1990s when Salovey and Mayer first used the term “emotional intelligence”.

By middecade, the concept attracted popular attention, and powerful claims and consequences were made concerning the importance of emotional intelligence for predicting success.

Emotional intelligence was defined as the ability to notice, to understand and to express emotion, connect emotion in thought, understand and reason with emotion, furthermore be able to control emotion in the self and in others (Mayer and Salovey 1997; Goleman 1998, 317; Mayer, Salovey, Caruso 2000)

Daniel Goleman defines emotional intelligence in the following way: “*Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships*” (Goleman, Working with Emotional Intelligence 1998, 317)

The academic concept of emotional intelligence has been developed over several theoretical articles (Mayer & Salovey 1997; Salovey & Mayer 1990) and it is based on a growing body of relevant research (Averill & Nunley 1992; Buck 1984; Lane, Sechrest, Reidel 1996; Mayer, DiPaolo & Salovey 1990; Mayer & Geher 1996; Mayer & Stevens 1994; Rosenthal, Hall, Di-Matteo, Rogers & Archer 1979; Salovey, Mayer, Goldman, Turvey & Palfai 1995; Salovey & Sluyter 1997).

In a short time, after the academic work began, a popular book emerged on the subject from Daniel Goleman (1995). The book covered much of the literature review (above mentioned) and contained extensive additional research on emotions and the function of brain, on social behaviour (relationship management), furthermore, it highlighted such programs for school age children that supports emotional and social development. (Mayer, Salovey, Caruso, Cherkasskiy 2011, 529)

The book of Goleman enlightened several meaningful factors. It emphasized that people with emotional intelligence may be more effective socially than people with lower EQ level. (Salovey & Mayer 1990). All in all, strong statements were made about how emotional intelligence affects the individual and the society as well. (Mayer, Salovey, Caruso, Cherkasskiy

2011, 529).

His book was a milestone in the research of emotional intelligence. This combination of science and human potential raised the interest of the media as well.

The „Time magazine” published article about this issue, it asked the question “What’s your EQ? ”on its cover, and stated, *“It’s not your IQ. It’s not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart”* (Time 1995).

In a short period of time, the general notion of emotional intelligence became widely known, it appeared in several magazines and newspaper articles (Bennetts 1996; Henig 1996; Peterson 1997) and in popular books, too. (Cooper and Sawaf 1997; Gottman 1997; Salerno 1996; Segal 1997; Shapiro 1997)

As a conclusion, it can be said that the earlier notion of several psychologists has been acknowledged. They have argued that IQ tests alone are not enough to fully determine or understand the wide range of human intelligence, with the ability to understand, interpret and respond to emotions playing just as vital a role as the capacity to reason.

3.3.2 What is emotional intelligence?

The research is beginning to demonstrate what was already as a matter of fact for parents and educators for a long time, the most successful people were not necessarily those who had high IQ level, but those whose emotional and social skills were more developed (interpersonal skill). (Six Seconds, The Emotional Intelligence Network 2007)

Today several psychologists and researchers agree that EQ is an intelligence that is separate from cognitive intelligence (IQ) and has own components. (Six Seconds, The Emotional Intelligence Network 2007)

There were several pioneers who have helped to raise this awareness.

“To know that a person is a valedictorian is to know only that he or she is exceedingly good at achievement as measured by grade. It tells you nothing about how they react to the vicissitudes of life” (Goleman 1995, 35)

Emotional intelligence relates to a person’s ability to not only express emotions, but also to recognize it in others. Emotional intelligence also directly relates to how a person is able to control their own emotions.

„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.)

People with high EQ can manage emotions, use their emotions to facilitate thinking, understand emotional meanings and receive others' emotions in a proper way. EQ is partially determined by how a person relates to others and maintains emotional control.

For children, higher emotional intelligence has several advantages, like higher academic success, risk factors in behavior are reduced, furthermore, they have better relationship management among their peers. (Six Seconds, The Emotional Intelligence Network 2007)

Daniel Goleman's (1995, 43-44) distinguishes five components of emotional intelligence based on the studies of Mayer and Salovey.

1. Self-awareness. Knowing our own emotions.
2. Self-regulation (self-control). To control our reactions.
3. Internal motivation (self-motivation). Having a sense what is relevant in life.
4. Empathy. Understanding the emotions of others.
5. Managing relationships

Goleman (1995, 44) formed three important sentences:

- Emotional intelligence exists.
- It is a factor in personal and professional success.
- It can be improved.

Emotional intelligence is the capacity to influence own emotions and thoughts to make proper decisions. Researchers have stated earlier that emotions delay thinking, but they have recently found out that emotions are indispensable to thinking and to make decisions. (Six Seconds, The Emotional Intelligence Network 2007)

There were several pioneers who have helped raise the awareness about the importance of EI. As I have mentioned above, Peter Salovey (a dean and professor of psychology at Yale University) and Jack Mayer (a professor at the University of New Hampshire) have laid down the corner stones about EQ research in academic meaning. As it was said above, the first academic definition of emotional intelligence was published in 1990 by them. After it several other research works started.

Reuven Bar-On, a psychologist and researcher at University of Texas Medical Branch, is another pioneer in the field. To his name is connected the first validated measure of "emotionally intelligent behavior". (Six Seconds 2007)

Other researchers in this field are Joseph LeDoux, Antonio Damasio, and educators such as

Karen McCown, Anabel Jensen, and Maurice Elias.

This list could be enlarged more and more, because several professionals have noticed the relevance of emotional intelligence.

Now there are several statistically reliable measures of emotional intelligence and emotional competence for adults for children. These are important elements to demonstrate the connection between emotional intelligence and achievements.

One of the newest measurement is the so called “Six Seconds Emotional Intelligence Assessment-Youth Version,” or “SEI-YV.” (Jensen, Fieldeldey, Dijk 2007).

The SEI-YV is unique because it shows a clear relationship between EQ skills and life outcomes (like relationship, academic achievement and health). Furthermore, it offers a proper model to improve.

Everyone has emotional intelligence. The problem is that it is for many people an untouched field of life.

3.4 Comparison of EQ and IQ

All in all, it can be said that intelligence in general meaning includes one's capacity for understanding, learning, adopting (adaptive behaviors within an environment or context) emotional knowledge, self-awareness, empathy, creativity, comprehension, logic and problem solving etc.

Ultimately, both emotional and cognitive intelligence are important, although their strengths play in different areas. Higher cognitive intelligence leads to better academic achievements, while emotional intelligence is indispensable for example for leadership skills, self-motivation, relating to social groups, and general day to day interaction with others.

In general, a good balance of both emotional and cognitive intelligence is preferable, and both can be strengthened through specific learning process.

Emotional awareness is best inculcated from an early age by encouraging qualities like sharing, thinking about others, putting oneself in another person's shoes, giving individual space and the general principles of cooperation. So early childhood is the best time to propose emotional intelligence development. Adult EQ can also be enhanced, although to a limited extent through effective coaching.

Intelligence (defined as abstract thinking) has often been demonstrated to predict academic success. Although, it is a proper predictor, it is far from a perfect one, namely, it leaves several questions unanswered, hence a meaningful amount of variance are unexplained.

The research progress in the field of emotional intelligence is significant, it is becoming more and more clear how emotion and cognition function work hand in hand.

At the same time, several other intelligence research fields have been ongoing for over 100 years, so emotional intelligence is an emerging science. (Six Seconds, The Emotional Intelligence Network 2007)

There is a proper adage about the meaningful role of emotional intelligence: A high IQ will get you through academic obstacles, a high EQ will get you through life.

4. Method

Method is an essential part in preparing an academic work like a literature review. The importance of it is significant, because it explains the procedure and the chosen technique, it highlights the exact way, how the work is build up, how the writer systemizes and selects the material to the review. Through these, the reader receives a general view about the relevance and the trustworthiness of the review respectively thesis.

Furthermore, it is important to emphasize that the method gives the logical, well-constructed pattern to the academic work.

4.1 Rezoning for literature review as selected method

The chosen method of my Bachelor thesis is literature review. The reason of my decision for the method can be explained with the actual purpose of my thesis.

Since the aim of my work is to demonstrate the importance and the relevance of developing the emotional intelligence in early childhood through introducing several already existing professional research materials. My main goal is to give a voice to this issue through a comprehensive summary. According to Helen Aveyard, literature review is an adequate tool to give a summary about a certain field of science or research in order to create a comprehensive picture about the analysed issue. (Aveyard Helen 2010, 6)

Furthermore, literature review offers an opportunity to develop the certain issue or to think deeper about the analysed phenomenon. Therefore, it is a proper way to present my thesis.

4.2 Literature review and the research questions

Helen Aveyard (Senior Lecturer at Oxford Brookes University) defines the term literature review in her book “Doing a Literature Review in Health and Social Care” in the following way: *“A literature review is the comprehensive study and interpretation of literature that relates to a particular topic.”* (Aveyard Helen 2010, 5)

Therefore, literature review is a written overview of already existing professional and academic journals, books, reports and other research sources. As the name of this method, review, shows, it introduces secondary sources, analyses them according to the research question(s), but it does not report a new study or an experimental work.

In my thesis, I use professionals already existing results and based on them I perform my thesis about the importance of emotional intelligence in early childhood.

It is significant to emphasize that although summary is a key word in literature review, it goes well beyond summarizing professional, academic literature.

Literature review has two essential parts, the research question(s) and on it based analysis.

The review needs to be comprehensive, covering extensive literature, analytic and needs to have an organizational pattern. In order to gain this comprehensive picture, I included several sources into my review from different professionals from different countries.

Although literature reviews are not meant for bring up new results in the certain part of research field, they are an essential part of the science.

A properly prepared literature review can be a useful source for professionals, in my case for early childhood educators (and parents as well), to get to know a certain issue deeper without getting familiarized with all the materials that exist in the topic, because there is an excess number of professional books, journals, interviews etc. But a comprehensive literature review provides a picture about a certain field of science, highlights also such points that are hidden in a single piece of research. Furthermore, a literature review summarizes many kinds of studies and it can support to get forward in a certain issue, to get a deeper understanding about a phenomenon.

Finding a proper research question is one of the most essential part of a review, because it provides an explicit structure and it supports to have a clear line that determines the logical coherence of the review.

A good research question is the essence of the review, because it already leads the attention of the reader on the certain topic. The question needs to be relevant to the field that is analysed.

My research questions, that I am going to answer, are the following:

- 1.) Why is emotional intelligence important in early childhood and how it affects the entire life?

- 2.) What are the most important factors in the development of emotional intelligence in early childhood?

4.3 Narrative review

There are two ways to write a literature review, the systematic way or the narrative way. For Bachelor thesis is mostly recommended the narrative literate review, systematic review is used in doctoral dissertations and other higher academic works. Therefore, my thesis is a narrative review.

Narrative literature reviews are essential parts of empirical materials that introduce and discuss, analyse scientific literatures of a specific topic or theme.

These kinds of reviews have undefined methods and the incorporated literature is often a small selection of existing literature.

Although, I do not write a systematic review, I aim to consider several study results in this issue, in order to give as comprehensive picture as possible about the relevance of this phenomenon.

4.4 Systematic search strategy

A regular control about the materials for the review is absolutely important, because there is an excess amount of specific literature. Therefore, I need to make decisions which of them are relevant and which not according to the research question.

Relevant sources as literature can be books, research reports, discussion articles, academic lectures or any other public professional information.

A systematic search strategy is the next essential step that needed to be acknowledged in the connection of literature review. After the first steps, identifying the topic and the research question, I had to prepare a comprehensive strategy in order to gain an explicit and extensive manner of the review. So, the reader of the review can see what kind of selection method I applied.

Which literature will be relevant, is a vital question. Since there is a large variety of published literature, it is important to have a clear understanding what the exact topic covers, so the circle of the materials can be tighter.

The main branch of the research needs to be determined by the research question. A clear criteria system needs to be applied in order to make a clear structure of the research. Summa summarum, an appropriate searching strategy is significant in order to find the needed literature and to control the quality of the founded materials.

Distinguishing between the different types of information, that was encountered, plays a central role. According to Wallace and Wray (2006) there are four categories that identifies the type of the literate. These are the theoretical, the research, the practice based (discussion papers by professionals) and the policy. These based also my research.

In social science and social work empirical research and studies play a central role, because the society is not constant, but it is in kinetic movement. (Meleg 2010) Therefore, observation and measurement of the world around us is significant. Hence, the research based practice has an important role in my literature review, beside the theoretical facts. In my thesis, I introduce theories, statistics and results of studies and practical research.

As I have mentioned above, in order to avoid longum et latum jumping among the materials, a well-structured systematic research strategy is important. The main points of my strategy are

- identifying search terms and key words (+author searching)
- search techniques to find appropriate databases (for example Boolean strategy)
- determine inclusion and exclusion criteria
- distinguish the hierarchy of evidence (literature)
- diversity of literature
- applying international materials instead of applying only local perspective
- documenting the search

Search terms and key words are the central core of the search process. The terms and key words need to be logical and relevant to the topic respectively needs to be derived from the research question. Applying synonyms are important as well.

Since the theme of my thesis is the development of children's emotional intelligence, my main search terms are "emotional intelligence", "early childhood", "child development" and "child development phases".

In the modern world is important to be familiar with the using of different data bases. **Search techniques** are relevant in preparing a literature review. There is an excess amount of information about early childhood and the development of young children, therefore the above-mentioned key words and search terms need to be applied in an adequate way. In addition to this, I chose the correct data base to ensure that the source has the expected academic quality and trustworthiness.

Hence, for example the Boolean strategy, the well-structured key words and logical selection method are important factors in the material collecting phase.

As next step **the inclusion and exclusion criteria** need to be established. There is an excess amount of available professional academic material, therefore the focus needs to stay on the exact topic of the review. The research question supports this focus, viz. it keeps me, the writer of the review, on the correct path, it does not allow side-track.

The inclusion and exclusion criteria demonstrates the scope of the review, it gives essential information about the relevance of the review, it shows the diversity of the applied materials and gives an insight how wide range of materials the writer of the review applied.

My thesis' topic is a complex topic. Since, EQ has a lifelong effect, the outlook for the future development of children is indispensable. This step does not mean to take a side-track from the research question, in the contrary, it highlights the relevance of the topic.

The inclusion criteria of my literature review:

- only published materials (to avoid grey literature)
- publication language is English, Hungarian, German and Finnish
- materials for early childhood, plus outlook
- academic studies, professionals' researches and articles
- empirical research and study has an important role

Exclusion criteria of the thesis:

- unpublished materials
- statistics with too little number of participants
- studies with no specific outcomes
- materials that do not provide the sources
- ethically appropriate studies

4.5 Analysis method

Data analysis is the process where the collected information (academic articles, books, project reports, statistics, etc.) is analysed. (Sivia & Skilling 2006) It is a significant step to introduce the method of the analysation, because it shows how the incorporated material has been selected.

As I have mentioned above, there is an excess amount of materials concerning emotional intelligence and EI in early childhood. Therefore, I had to prepare a plan how I collect the data

to my analyse.

First of all, based on the above mentioned systematic search strategy, I collected my data. I got familiar with several aspects, methods, opinion of professionals, results of surveys and statistics. It has been an indispensable step because it has supported me to gain a picture of the phenomenon that I am going to analyse deeper.

The first steps have been the following:

- Collecting adequate data (quantity and quality) to my theoretical framework intelligence at general level, emotional intelligence and cognitive intelligence
- Getting familiar with the physical and psychological developmental stages in early childhood, understanding the connection between the developmental levels and the mutual effects on each other
- Studying the phenomenon emotional intelligence in early childhood (theoretical view and practical methods and studies)
- Highlighting the common points that emerged in several academic works about EI in early childhood
- Establishing the main features of my analysation

After these first steps, I have prepared a preliminary thesis plan for my analyse and I kept the focus on the highlighted points of view.

Several similar key words and phrases emerged in the comprehended literature, that determined the structure of my analyzation.

At this point the detailed structure of my analyzation was ready. I have selected the following aspects: distinguishing between EI and cognitive intelligence, self-awareness, self-expression, the skill of empathy, social developmental factors, relationship management, resilience, the presence and influence of parents and early childhood educators, connection between EQ and academic achievements, investing into SEL programs, RULER method, physical and psychological developmental factors and stages.

These aspects emerged in several academic sources and they have been high-lighted as key aspects in development of EI. These key words based my further research, hence a more specific research work began.

As a narrative review, my thesis contains a limited amount of analysed materials, though I aimed to incorporate several aspects in order to give a more complex picture about the importance of this issue.

Therefore, based on the above-mentioned specific key words, I made a research how different professionals see the certain phenomenon. For instance, I have explored what kind of aspects Goleman, Salovey, Mayer and Uzsalyné Pécsi have about emotional intelligence what is

common in their understanding and what is different.

Each academic work contained such information that was not relevant for my literature review, therefore I have used specific key words as searching method. I concentrated only on the key words and ignored all information that was not relevant to the certain topic.

4.6 Ethical consideration

All the used materials are already existing scholar sources, my thesis is a literature review that summarizes and analyses other professionals' results. The sources of the comprehended materials are available in the "References" and "Appendix" section.

The origin of quotations, statistics and studies are documented as well.

5. Review analyse introduction

In the above-mentioned chapters I have introduced the theory that form the frame of my thesis. In this section, I am going to do my analyzation based on my research questions:

Why is emotional intelligence important in early childhood and how it affects the entire life?

What are the most important factors in the development of emotional intelligence in early childhood?

The analyse is built up from several professionals' published sources, from their research results, their hypothesis' and opinions.

5.1 Development as entity

After reading several articles, books, research and project results and listening to presentations and lectures of professionals I came to conclusion that there are several factors that affect children's emotional development. These factors are working hand in hand with each other, all of them have a high relevance in early childhood. Although, development of a child is considered as an entity, it can be divided into smaller groups, that all together give the whole picture.

Based on the comprehended studies, I divided children's development into two main groups:

- Physical development (like brain development, gross and fine motor skills)

- Psychosocial development (emotional, intellectual, social development)

Child development stages are theoretical milestones of the entire development. These are theoretical, not each child achieves the certain levels in same time, several reasons can emerge (genetical differences, environmental factors, educational reasons etc.) that causes many children to achieve these milestones at different times than the norm predicts.

Although, my thesis is about the emotional development, but because child's development is considered holistic, the physical development factors cannot be ignored by analysing the emotional intelligence. Furthermore, physical development stages are often preconditions for certain emotional development, as I will introduce in the following. As physical development factor for emotional intelligence, I am going to highlight the function of the brain.

Furthermore, I am going to introduce Erik Erikson's (1950) theory about the psychosocial development stages, because it is a core theory in development psychology that provides a picture about the developmental stages that children face in early childhood. Erikson's theory is one of the cornerstones of development of emotional intelligence.

5.2 Physical development

Children go through a deep transformation in their early childhood, from a helpless infant to a thinking, talking and walking toddler and later to a little expert who wants to encounter the world around. It is important to take a short look to understand the basic stages of early childhood brain development, because it helps to ensure that parents and professionals (kindergarten teachers and other educators) provide a proper and suitable environment for successful emotional, academic and cognitive development.

Physical development contains of course further factors as well (like gross and fine motor skills, etc.), all of them have an important role. My brief introduction is only about the brain, because of its special connection to emotional development.

Before birth, the basic framework of a child's brain develops, but it is not complete yet. By the time a baby is born, the brain contains about 100 billion neurons, about as many neurons as the stars in the Milky Way, reports the University of Maine Cooperative Extension human development specialist Judith Graham. (Compass 2012) The number of synapses per neuron is 2,500 at the birth, but when a child is two or three years old, the number of them is about 15,000 per neuron. (Compass 2012) It is a significant change.

The brain nerve cells at birth are mostly not connected to one another yet, explains Missouri

State Extension human development specialist Sara Gable. (Nature, Nurture and Early Brain Development 2008)

But with time the brain cells are getting more connection between them, so the baby is more and more aware of the environment around him or her and the curiosity to explore this new world starts to increase. Therefore, the developmental situation of the brain highly affects the possibility for emotional and social development.

From the birth until the child is 3 years old the brain builds a neural network. Sean Brotherson (family science specialist at the North Dakota State University Extension) found a suitable expression for this phenomenon, he calls it as a "functional architecture" of neural networks. (Stages of Early Childhood Brain Development 2015) What does it mean?

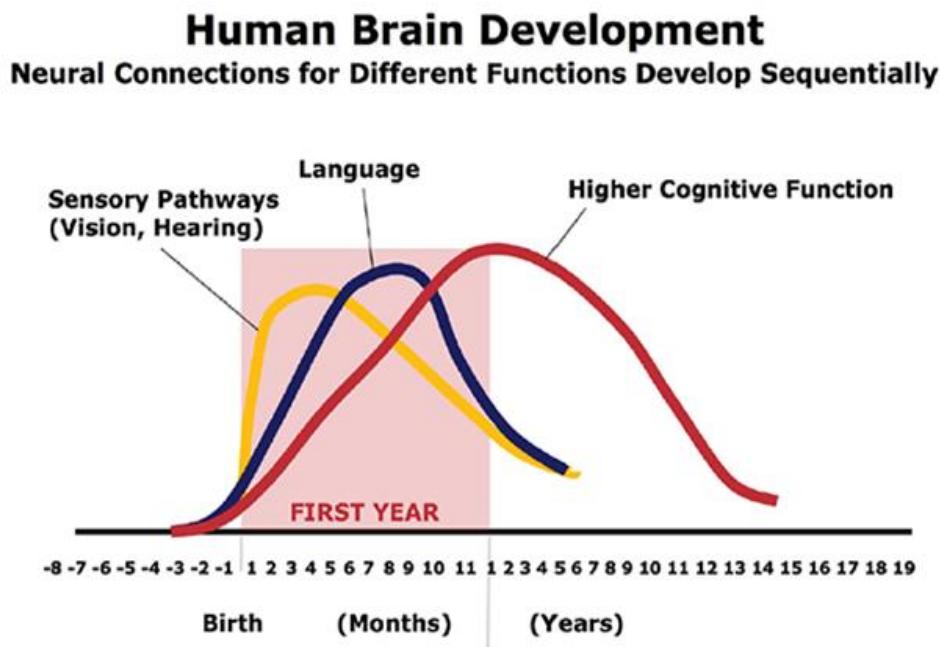
The above-mentioned unconnected neurons (that are in the brain at the birth) start to make a connection net with each other. Several sensations start to develop like sensory experience (sounds, smells) cause that the brain nerve cells to send signals to each other, these signals form synapses (connections). From infancy to around age 3, the brain forms around 1,000 trillion synapses. These responses to environmental stimulations like sights, sounds and tastes. Because of the regular stimulation, they are forming the strongest neural connections, Brotherson reports. (Stages of Early Childhood Brain Development 2015)

In this phase children start to build self-awareness that is a requirement for recognizing emotions in us and in others. Later I will come back to this issue.

From age 3 to around age 11, the brain keeps the already existing networks of neural connections. From this age starts a time period when the child is absolute capable to respond to new learning experiences. Language, vision, emotions and fine motor skills all continue to emerge and develop richer during this time period. (Figure 1) Learning a second language as well as skills like drawing and playing an instrument are easiest during the first decade of life, according to the University of Maine Cooperative Extension, because the brain's dense neural network is at its most receptive. (Stages of Early Childhood Brain Development 2015)

At this point of development, the child is able to learn and improve both in emotional and in intellectual areas. The skills like empathy and sympathy, self-control and social interactions can be improved and go on a higher level. (Stages of Early Childhood Brain Development 2015)

Figure 1

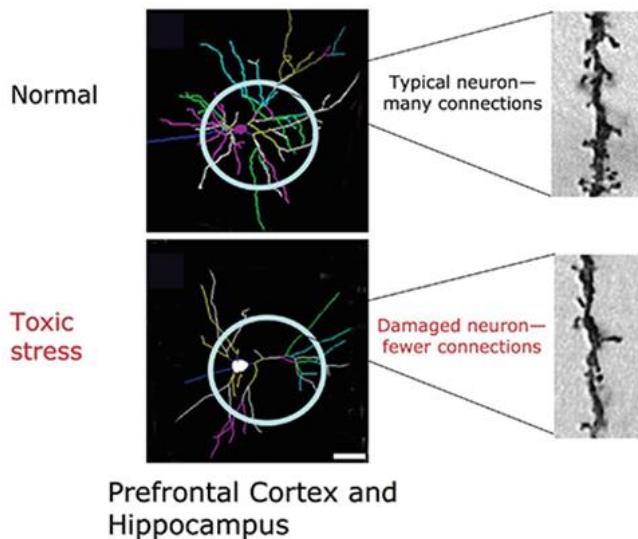


(C.A. Nelson (2000). Credit: Center on the Developing Child)

Adequate physical development determines several areas of children's lives. For instance, if brain is under toxic stress, it has underdeveloped neural connections in areas of the brain that is the most important for successful learning and behaviour. (Figure 2)

Figure 2

Persistent Stress Changes Brain Architecture

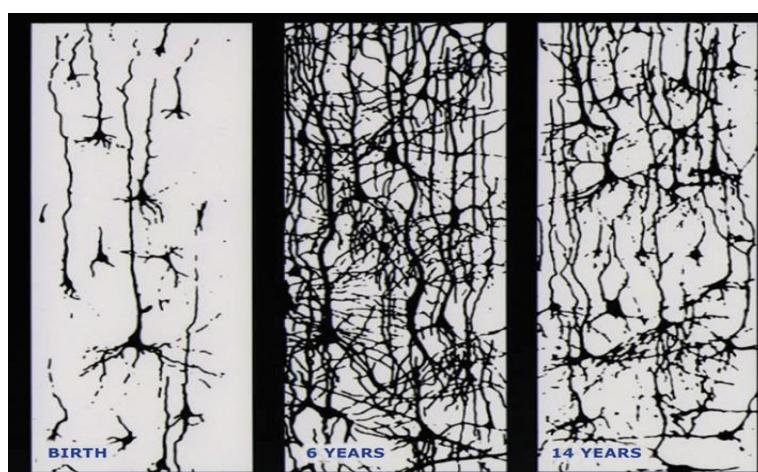


Prefrontal Cortex and
Hippocampus

(Radley et al (2004); Bock et al (2005). Credit: Center on the Developing Child)

Harvard University Center on the Developing Child says that early years are indispensable, because in the first years of life one million new neural connections are formed per second. They are formed through several interactions of genes, furthermore the child's environment and experiences, especially "serve and return" interaction with adults, play a central role. (Figure 3) These are connections that build the brain architecture. It is the foundation upon which all later learning, behaviour and health depends. (Center on the Developing Child, Harvard University 2009)

Figure 3



(Conel, JL. The postnatal development of the human cerebral cortex. Cambridge, Mass: Harvard University Press, 1959.)

It is significant to see child's development as unit, because the physical and psychological development stages are depending on each other. The brain has a special capacity for receiving information and learn new skills in early childhood. This time period is special, hence, it is important to be aware of the possibility for development.

Certain stages of emotional development require certain level of physical development, for example in brain, therefore it is important to be aware of the structure of different development in early childhood.

5.3 Psychosocial development

There are several excellent studies and theories in early childhood development. One of the most significant is Erik Erikson's psychosocial development theory from 1950. Many psychologists introduced Erikson's theory, my introduction is based on the summary of Saul McLeoad (2008), James S. Fleming (2004) and David Elkind (1970).

Erikson sees psychological (emotional, intellectual) and social development strongly related to each other, according to him emotional intelligence is in co-work with social intelligence. We determine ourselves according to interactions with other people, therefore several fields in emotional intelligence requires a society with people with whom the individuum can get into connection. (Erikson 1950)

Children go through a complex change during their first years of life. Getting an insight what kind of changes they are facing, a better support can be provided for them.

Erikson accepts the concept of S. Freud about id-ego-superego theory, he himself followed Freud's teaching, but he noticed other factors that influence the child's and later adult's development. He says that there are factors like culture and society that influence the psychological development of children. (Fleming 2004)

Erikson focuses on the development as entire lifespan. According to his theory, each stage of development children and adults face a new challenge, a developmental crisis that is actually a major turning point. If someone manages the challenges of each stage leads to the emergence of a lifelong psychological virtue. (Erikson 1950, 1958)

Erikson was interested in how social interaction and relationships are forming human beings from the earliest years of life. Erikson's theory shows that in the childhood achieved developmental stages affect the entire human life. On different stages children have the opportunity to learn something new and through it develop their emotional intelligence skills.

One of the most essential aspects of Erikson's theory is the so-called development of ego identity. (1950) Ego identity is one's conscious sense (self-awareness) that develops through social interactions. (Erikson 1950) Forming the identity is something that begins in childhood and becomes an important part during adolescence (but Erikson believed that this process continues in our whole life).

The basis of ego identity is laid down in early childhood, being aware of who I am is one of the most important happening in the first years of life.

In addition to ego identity, Erikson strongly believed that competence plays a central role in determining behaviours and actions. Each stage in Erikson's theory is about becoming competent in a certain area of life. If the stage is handled successfully, the person will feel a sense of mastery, which is sometimes referred to as ego strength or ego quality. (McLeod 2008) If the stage could not be managed, a sense of inadequacy emerges in the person. Therefore, it is important to know when children enter a certain field, what kind of emotional and social process is going on in their lives and how adults can or need to assist in order to achieve the best outcomes.

Erikson says if people successfully deal with the conflict, they gain psychological strengths that will serve them well for the rest of their lives. (McLeod 2008) If they fail to deal effectively with these conflict, they may not develop the essential skills needed for a strong sense of identity and self.

To put it in early childhood concept: as I introduced in the previous section, certain physical developments need to happen in certain part of the life. If a child lacks a step oh this development, we speak about physical development disorder that needs to be treated by doctors, therapeutants or other professionals.

Psychological development does not differ from it. If a child does not get to needed development in cognitive and emotional-social fields, a deficit appears in the entire development. There is an excellent parable in the Bible for this entity of development: "*If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.*" (1 Corinthians 12:26)

The Bible's parable speaks about the church of Jesus as living body where every organ is in connection with each other. For example, if the hand is sick, the whole body is ill, because it affects the entire well-being of the body.

This over 2000 years old wisdom fits well to children's development. Physical, emotional, intellectual and social developments are all needed in order to be balanced and healthy.

In the following I am going to introduce the first four psychosocial stages of Erikson. He distinguished totally eight stages, but only four of them are relevant in early childhood, therefore I introduce only them.

Psychosocial Stage 1 - Trust vs. Mistrust (Hope)

The first stage of Erikson's theory of psychosocial development takes place between the birth and one year of age. This phase has the highest relevance in human life.

An infant depends on parents for everything like food, love, safety. In this phase, the child needs visual contact and touch and emotions from parents, he or she needs to feel that there are people who take care, who are trustworthy.

If parents fail in it, the child gets a feeling that cannot trust adults and the world feels to be a place of insecurity. Furthermore, worthlessness and general mistrust appear in the emotions of a child. (Bee, Boyd 2009). Erikson believed that the mother has a central role on this developmental stage. Not only providing nutrition to the infant, but transmitting calm feelings as well. Animosity from the mother generates mistrust in the child. (Fleming 2004, 8)

If the child develops successfully trust in this stage, a general security and trust feeling emerges in him or her. (Fleming 2004, 7-8)

Of course, it cannot be understood in a radical way. No child is going to develop a sense of 100 % trust or 100 % doubt. Erikson believed that successful development was about balance between the two opposing sides.

Often people are not aware of the importance of emotions and social interactions between the baby and the parents during the first year. It is not only a nice gesture from the side of parents but it has a significant influence on the baby's emotional development.

Psychosocial Stage 2 - Autonomy vs. Shame and Doubt (Will)

The second stage of the psychosocial development takes place between 1,5 and 3 years old. In this phase children develop a sense of personal control.

At this point in development, children are starting to gain independence. They start to build self-esteem and autonomy, through starting to perform basic actions on their own and making simple decisions about what they prefer. Stubbornness can appear in this stage as well.

Children need to be allowed in a certain way to make choices about things and situations that suit to their level of development. For instance, it can include getting more control over food or toy choices and clothing selection.

Furthermore, Erikson believed that toilet training is an essential part in this process. He believed if a one can control the own body (its functions) it gives a feeling to be in control and gives the sense of independence.

One of the most significant purpose of this stage is to gain "*self-control without a loss of self-esteem.*" (Gross 1992)

If children can successfully complete this stage, they gain confidence (self-awareness develops). Those who are not able to manage this level, they are left with a sense of inadequacy and self-doubt. Self-confident, knowing own possibilities and limits, has key importance in self-awareness in emotional and intellectual intelligence.

Erikson believed that achieving a balance between autonomy and shame and doubt would lead to will.

Psychosocial Stage 3 - Initiative vs. Guilt (Purpose)

The third stage of psychosocial development takes from 3 to 5.

In this period children begin to try their power and control over the world so that they start to plan activities and they make up games while directing other social interactions with peers and adults. Erikson accepts the oedipal factors of Freud, but same time he emphasized the importance of social factors. (Fleming 2004,9) At this age children are absolute active, Erikson uses the term locomotive. (Fleming 2004,10) Children try to play such games that can show what it means to be an adult. If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions.

If this tendency is blocked, through criticism or control, children develop a sense of guilt. They may feel to be not enough compared to others, therefore, they can become “followers”, who have a lack in self-initiative and self-confidence. A certain amount of freedom (like running, bike riding, etc.) needs to be provided in order to learn how to initiate activities. (Elkind, n.d, 10)

Children who are successful at this stage, gain the feeling to be able to lead other people, they feel that they have the required skills to it. Those children who could not gain the success in this field, feel guilt, furthermore they doubt their own skills.

Psychosocial Stage 4 - Industry vs. Inferiority

This stage takes place when children are between 5 and 11 years old (early school years). This considers only partially early childhood development.

Through social interactions, children start to establish and develop a sense of pride in their activities and achievements. Encouragement from parents and educators plays a central role in this phase. Those children who get enough encouragement, believe in their skills, they get a feeling that they are able to do things.

“Now learns to win recognition by producing things. He has mastered the ambulatory field and the organ modes... He develops industry - i.e., he adjusts himself to the inorganic laws of the tool world... His ego boundaries include his tools and skills: the work principle... teaches him the pleasure of work completion by steady attention and persevering diligence” (Erikson 1950,1985, 259)

But on the other hand, children who receive only a little encouragement or not at all, they doubt that they have enough abilities to be successful.

If this stage of psychosocial development goes successful, the child gets strength and belief in own competence and feels that has the required ability to handle the task that is facing him or her. It is important to not associate healthy self-confident with egoism. Compliments and motivation are vital in early childhood for a healthy psychological, emotional development.

The other four stages (Psychosocial Stage 5 - Identity vs. Confusion Erikson, 1959), Psychosocial Stage 6 - Intimacy vs. Isolation, Psychosocial Stage 7 - Generativity vs. Stagnation, Psychosocial Stage 8 - Integrity vs. Despair) take place later in human development (from age 12 to the senior years).

It is important to mention, that the corner stones for successful adulthood are laid in childhood, especially in early childhood. Therefore, early childhood “education” has a long-term aim as well, to look forward to adulthood and raise children in such a way that they will be balanced, contempt adults. The first four developmental stages play a central role for the entire life, because adulthood builds the next elements of development on the already existing stages. There is a psychosocial stage between childhood and adulthood, between the ethics and moral rules that they have learned in their childhood and they apply and develop it their adulthood. (Erikson 1963, 245)

5.4 Child as unique individual

Holistic development determines the child as a whole person - physically, emotionally, intellectually, socially, morally, culturally and spiritually.

Developmental norms are sometimes called milestones - they define the recognized pattern of development that children are expected to follow. Each child develops in a unique way; however, using norms helps in understanding these general patterns of development while recognizing the wide variation between individuals. (Dunn, 1994)

Children need to be handled as unique individuals, adults need to help them to develop their personalities, talents and abilities irrespective of ethnicity, culture, home language, family background, learning difficulties or disabilities.

Treating them unique and same time as equals in every aspect of daily life will be rewarded with honest, caring children that make good choices.

What children learn, how they socialize and how they communicate depend on the individual as well as social and cultural factors. Every child grows up in his or her own special way. Therefore, we need to notice that children are unique. They are individuals and no two children are alike: physically, emotionally, socially and intellectually. Every child is unique has own personality with own temper. Some factors are already determined by birth, but the biggest part of a child's personal development depends on that whether they receive attention and so development or not. (Dr. Rita Pécsi) Although, they have common needs and characteristics in a certain age or stage of development, but they must be understood by their parents and teachers in their uniqueness, in their individuality.

6 Developing of emotional intelligence

Developing emotional intelligence in early childhood affects the entire life. If children can receive emotional intelligence skills in the first years, they will learn how to be in control in their lives' happenings and how to maintain social relationships.

Sandra Crosser (n.d.) states that EI skills are tools in children's hand, that will serve them well in their entire life.

In the 20th century the rapid technological development required that the education of intellectual skills get centralized in the education system. These intellectual skills have superseded those other personalities developing factors that are indispensable in order to raise children with personality. Intellectual knowledge became an absolute measurement of success of children, already in early childhood.

Although, the current IQ based education system often ignores emotional intelligence factors, on the other hand, the society and the professional life requires EQ skills that are not possible to be gained through only intellectual education. It can be mentioned for example taking care of family members, ability to work in team, handling stress, to be diligent, to be motivated or having empathy - only to mention some examples. Therefore, the situation is contradictory.

Several kindergartens run forward and teach such intellectual skills to children that should be taught later in primary schools, therefore, there is no time for such development activities that are significant in early childhood. (Uzsalyne Pécsi 2013) Hence, territories in children's emotional area are untouched, so they enter the school life without the skills that are important to achieve success.

Professionals and scientists have noticed the side effects of this disordered balance, the personal deficit of those adults who came from such an education system is significant. The results of the only IQ based education are adults with higher risk to have an aggressive behaviour, emotional vapours, insensitivity, disinterest, low level of capacity to experience emotions and difficulties handling challenging life situations. (Uzsalyne Pécsi 2010, 14-15) The deficit is already noticeable in first years of children's lives. The lack of components of EQ in early childhood causes several behaviour and other problems in school, the social skills between other children and teachers are more problematic as well.

There are many studies about this phenomenon. It is important to look forward what kind of consequences have the raising method of children for the adulthood.

Karen Arnold, professor of education of the Boston University, followed the lifepath of the high school students who were at head of class. The professor had a startling result that the popular psychologist and scientist journalist Daniel Goleman mentions in his book. *"I think we have discovered the "dutiful" - people who know how to achieve in the system. But valedictorians struggle surely as well as all do. To know that a person is valedictorian is to know only that he or she is exceedingly good at achievement as measured by grades. It tells you nothing about how they react to the vicissitudes of life."* (Goleman 1995, 35)

Therefore, the IQ itself cannot provide a success in one's life, it is an important part of human life, but it is only a part, not the only required part.

Not only the institutions and educators are responsible for developing emotional intelligence in early childhood. The primary source of socialization and learning is family. Research proves that in the first three years in child's life parents, especially the mother has a central role. The special connection between the child and the mother lay the basis for the further emotional and social development.

Nowadays families are overburdened they can provide less in balancing this disharmony of IQ and EQ on children's life. Several parents got the attitude that they measure the success of their children according to their IQ performance. Goleman (1997) says that IQ determines the success maximum in 20%, the success derives from several other factors. So, the key to success needs to be searched somewhere else, too.

The basic long-term purpose of education and pedagogue is to support children in their entire development that they can be themselves, their values and skills will be emerged. An adequate pedagogue method aims to raise from children such adults who can find their identity in private life and in professional life as well.

A good professional is not only capable of his/her profession, but also has the skills that makes him/her to be successful in marriage, child raising, makes him or her sensitive for others' needs in the society.

Therefore, it is important to raise children in the sight of this long-term aim. Educator professionals agree that if we want to educate the all person (as entity), we need to educate every single part in that person, not only a part of it. (Uzsalyné Pécsi 2010, 15)

Service-providers and legislation in child care, in early childhood education and in mental health needs to keep the holistic well-being of the child before eyes, so development of EQ needs to gain a place in their planes and schedules.

Accordingly, ignoring emotional intelligence has serious consequences. Children in their early years are capable to learn and develop in EQ. Angela Oswalt (2008) says that children with high level of EQ handle own and other's feelings better, furthermore, they are able to establish better social relationships.

Therefore, it is statable, emotional intelligence influences the quality of social relationships. During early childhood, most children have a significant interest in all of these developmental factors. Stimulating and developing emotional intelligence is a lifelong aim that starts in the first years of the human life. EI supports the individuum to establish and maintain emotional and social relationships, cooperative behaviours that is a meaningful interest for the individual life and for the society as well.

All in all, emotion knowledge indeed plays an important role in children's ability to handle different situations in their lives. EQ assist own adaptive, regulated emotion expression, children will learn step by step how to react in certain way while noticing the other one (social intelligence). The lack of components of EQ in early childhood causes several behavior and other problems in school, the social skills between other children and teachers are problematic, too.

As I have mentioned earlier every child is unique has own personality with own temper, so each child has his or her own way to learn, to improve and to comprehend. Despite of this fact, there are methods that work by every single child. Like every music instrument can give pleasant sounds if it is in someone's hand who can play it. Children are like diamonds with huge value, but we need to polish them. It belongs to adults' responsibility to create and provide all the needed factors that children can develop their potential.

In the following, I am going to introduce the main factors that are significant in developing EQ in early childhood. These factors are indispensable to know for parents and early childhood professionals as well.

These factors play an important role for development of emotional-social skills that relate to several social outcomes, including the development of sympathy and empathy (Eggum 2011), furthermore, they have been connected to integral learning processes, including attention, engagement, and motivation in classroom activities (kindergarten and schools) (Fabes 1999 & Raver 2007).

In addition to the above-mentioned ones, emotional skills also predict classroom behaviors (productivity) and academic scores in kindergarten and elementary school even after noticing variables such as IQ, family background or environment (Graziano 2007). Children with poor emotional skills exhibit more externalizing behaviors than their peers (Eisenberg 2001), and may have trouble adjusting to school (Calkins & Hill 2007).

All in all, it can be stated that children will be more effective in early childhood and later in their adulthood when they are able to recognize, understand, express and regulate emotions and acknowledge the significance of these skills and apply them in their daily lives (Brackett 2011).

6.1 Self-awareness and self-expression through communication and art

In early childhood children learn more and more who they are and how they can express themselves. Self-awareness is an important milestone in emotional development. Knowing who I am, what belongs to my strength and what to my weakness is significant already from early childhood. Children need to be aware who they are in order to be able to express themselves and be able to understand others as well.

From 2 years of age on, young children are interested in emotions. In spontaneous conversations they talk about and reflect upon own and others' feelings and are affected by others' emotions as well. (Dunn 1994)

An infant is not aware of the own identity yet, but as the time goes forward the baby starts to discover him or herself by observing and experiencing. For instance, infants are watching their arms, legs for a while, they move them and check how things work, all in all they start to get to know themselves. All these small but same time big experiences lead step by step towards self-awareness. The first self-expressions are clear nonverbal messages mostly about social situations like giving a hug or giving a kiss to express love. In time, complex social and self-conscious emotions (guilt, pride, shame) emerge as well.

One of the most used way for self-expression is speaking, it is so called verbal expression. After the child starts to speak, is able to express himself, herself through communication. Communicative development includes the children's skills to understand the spoken word and express themselves verbally. Children like to talk about experiences and to share personal information. At early age, it becomes possible to carry on small conversations, therefore speaking is an important source to share emotions.

Children need to be encouraged to express themselves and to be brave enough to get into

contact with other people and learn the way how to communicate with each other in a respectful way. Dr. Rita Pécsi (2010) educator emphasizes that for children it is indispensable to provide a safe environment that they can feel safe enough to open and share their feelings. A safe environment means a place where the child feels to be loved, accepted and supported to share freely all the ideas and feelings, both positive and negative.

Furthermore, motivating emotions help children to create a good mood and it is proven that people with positive attitude towards situations, people and generally life, they construct interpersonal experiences that leads to better outcomes and better rewards for them and for others as well. (Uzsalyné Pécsi 2013)

All in all, it can be said that communication is an essential part of a child's life. It is the tool to express thought, feelings or to ask questions. Children go through an intensive development in speaking in early childhood, therefore we need to provide an environment what allows children to develop in their speaking. Letting them to explore the world through their question, especially in the "why?" phase of life, is indispensable. A sure self-awareness leads to a balanced little child who has courage to open and build relationships with others and to get information about the environment around them.

Although, speaking is one of most used tool for self-expression by children, but there are situations when words are not enough or it is difficult for a child to put the feelings and thoughts into words. In such a case emerges art.

Art supports the expression of complex feelings that helps children to express themselves and helps them understand others by seeing what they have created, what was their message with it. Art supports personal development, the development of emotions, supports creativity, it awakes the senses that help children to go forward in their self-awareness by practicing self-expression. (Uzsalyné Pécsi 2013)

Art like drawing or painting strengthens the focus and increases attention, furthermore it develops hand-eye coordination and helps to practice strategic thinking. Art can open a new world to children to share themselves. When a child draws, it gets often into a special emotional situation and shares from his or her heart. From a child's drawing or painting is possible to read details about emotional situation, therefore it is often used in therapies.

There is even science for analysing drawings of children, about a 100 years old branch of psychology. (Feuer 2000, 9)

Mária Feuer says that drawing is creating. Through drawing children create a new world, when a child draws, they draw with their all being, therefore psychology says that drawing is a self-expression, an expression from our deepest inside. Drawing develops several parts like brain, fine motoric skills and thinking. (Feuer 2000, 9)

Other art tool is music. Music (songs) have a special power to teach children to feel other's

feelings, so their own one's will develop as well. The message (words of the song) itself plus the music together open a new experience for children. The melody, the intensity of the music awakes feelings deep in the person and helps to find the way to express them or to solve them.

Children can learn to manage their feelings by listening to music, they can get calm or can get energy and their mood can be lifted as well. Music helps children develop emotional intelligence. (Uzsalyne Pécsi 2010) Music helps the little ones to "hear" what certain feelings sound like, and they can learn to tell what emotion is awake in them by a particular piece of music. It helps them to get into connection with the emotion that they feel.

The lyrics of songs can also help children understand complex emotions related to specific events or situations.

All in all, communication and the tools of art are proper ways to develop self-awareness and self-expression. Children are different, therefore they prefer different tools to use. These above-mentioned ones can work together, but also one by one, as it serves the best interest of the child.

An important part of self-awareness is self-control. Learning how to control ourselves is a challenging task for little children. It is difficult for them to understand the words "no" or "not yet" or "wait please". It is a matter of fact that such situations challenged children, namely they have not learned yet to control themselves. Early childhood is a proper time to teach self-control for children.

There is an adequate possibility to develop this particular part of self-awareness through the so called "role intelligence plays". This supports to develop self-control, it helps to comprehend how to behave and act in certain situations.

Researchers have made an interesting study that proves how important is self-awareness and in it self-control also in long term distance. The study was the following.

In the 1960s researchers made a test with a help of marshmallows at Stanford University to test a theory. (Goleman 2005, 80-82) The theory (hypothesis) stated that children who are able to control themselves in the first years of their lives, could have better outcomes in their achievements later than those children who had less self-control.

The test was the following.

Four-year-old children were told that they could have one marshmallow immediately, but they can get two marshmallows if they waited a little bit while the researcher went away (about 15 or 20 minutes). Later the follow-up studies revealed the following results. Those children who could wait had higher achievements, including better results on their SAT tests (SAT test is a standardized test that is used as entrance exam for college in the USA). They

could limit, control their impulses and analyse the situation, furthermore they were able to think about the alternatives, and choose the most advantageous option. (Goleman 2005, 80-82)

Children are able to practice self-control, they have the possibility for it already in early childhood. These kinds of games support the development in a significant way.

Dr. Pécsi Rita (2013) says that a balance between desiring for something and the fulfilment that the desired issue gives has a key role in children's raising. It is important for young children to learn that there is waiting time (time to desire something) and there is the fulfilment time (when they receive the desired thing). Of course, it depends on the issue, if they only need to wait for the desired issue or do something for it as well.

If a child can accomplish this step of development, gains such a skill that will be needed in the entire life.

Self-awareness is a complex development that starts in early childhood and continues after it. Howard Gardner (1993 & Colbert 1997) identified two forms of intelligence that reveal how people handle situations:

- Interpersonal intelligence - understanding other people and acting based on that understanding
- Intrapersonal intelligence - supports to understand how we feel and reveals why we act on a certain way

Children begin to explore themselves and others in their early years, they start to get familiar with interpersonal and intrapersonal intelligence. These two factors are indispensable for further emotional and social development.

All in all, emotions can be controlled, the essence of it is doing it in the right way at the right time. (Salovey 2003)

6.2 The skill of empathy and its development

Another emotional skill that develops during early childhood is empathy. It is an indispensable element of the development of social skills and behavior. (Oswalt 2008) Empathy is important to moral development because it allows us to identify with the emotions experienced by others. The ability to empathize develops progressively and it plays a central role in predicting how helpful is one's support in a certain issue. (Staub 1995).

The current western culture is becoming more individualistic, forgetting about empathy, although it is a significant skill for the entire life. The basic of empathy needs to be

established in early childhood in order to have a base where further development can be built on.

Before I go into details, first of all, I would like to give a definition what empathy means in order to see the real meaning of this word. Merriam-Webster Dictionary gives a detailed definition:

Empathy is “*the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present with-out having the feelings, thoughts, and experience fully communicated in an objectively explicit manner*”. (Merriam-Webster)

Ergo, empathy is the experience of understanding another person from their own perspective. To empathize with someone is to understand what he or she is feeling, to understand what we would feel in the same situation. Understanding and showing empathy is the result of several complex social-emotional skills that are developing in the first years of life.

Being able to empathize with another person means that a child:

- has self-awareness (understands that he/she is a separate individual)
- is able to comprehend that others can have different thoughts and feelings than he/she has
- can recognize common simple feelings that most people experience (joy, happiness, sadness, surprise, anger, etc.)
- is able to look at a particular situation and can imagine how he/she would feel in the current moment)
- can imagine what response could be appropriate or comforting in a particular situation

All these skills are needed for a child to feel empathy. Children are capable in their early years to develop these skills (Kutner L., n.d.) and through them empathy, hence the educators (parents, professionals) need to catch this phase of life and teach children how to feel other people's feeling, in order to understand and help them. When children have a pleasant, loving relationship with the adults around them, they feel secure and this security makes possible that they are able to think about others rather than keeping the focus only on themselves (Kestenbaum 1989). Parents have a meaningful influence on children's empathy, namely, studies suggest those children whose emotional needs are fulfilled at home, develop much stronger empathy. (Barnett 1987)

On the other hand, if children feel insecure or they experience physical punishment, threats and scolding, it can prevent their ability to empathize (Eisenberg, 1995)

Reflective empathy is a more developed level of empathy.

“Reflective empathy is the ability to take another person's perspective in order to understand what they're feeling. Children with reflective empathy can understand the causes, effects, and behavioural cues characteristic of various emotions in a sophisticated way.” (Os-walt 2008)

Reflective empathy supports children to perceive that there are such emotional happenings that assist in the understanding and eventually analysing other's feeling. These emotional happenings can contain several elements like mimic (facial expression), gestures, spoken and expressed thoughts and emotions or actions like smiling or sobbing. Children in early childhood are able to predict the emotions of others based on the context of the happening. (Os-walt 2008) For instance, if somebody got a birthday gift, that person is most probably very happy.

When is a child mature enough to feel empathy?

As I mentioned earlier self-awareness is one of the most needed step in child's development, because it is a precondition of other developmental factors, like empathy.

Infants do not see themselves separate from others. (Hoffman 1979) Therefore, it can be said that children first must be able to identify themselves as separate individuals, only after this developmental stage they can feel empathy for others. (Eisenberg 1995). This step mostly happens in the 2 or 3 year of the child. From this moment, the child is able to put himself/herself to someone else shoes and feel the other person's feelings in a way.

By preschool, most children can infer basic emotions from expressions or situations.
(Denham, 1986)

A two or three years old child can identify the person who is in need of help and can offer assistance. In this age children are not able to see the real need. Most likely they try to solve the distressed situation by such a help that is based on their own needs. For example, they can offer some chocolate or some toy to comfort the other one. A 2-3 years old toddler is lacking the needed knowledge and understanding about the exact situation, therefore cannot help in an appropriate manner (Barnett 1982). Although, this level of assistance is absolute important step in the development of empathy. It is like a first steps of a training that leads to further improvements.

Children getting more and more improved in this field until they are 6-7 years old. In this age, they are capable to feel truly someone's situation, they can handle more complex emotions and they can provide an appropriate helping behaviour.

When the child approaches adolescence, they are able to think abstractly, therefore it is possible to feel empathy towards groups such as orphans. (Crosser 2007)

Hoffman (1979) places this stage of comprehensive empathy and explains that it is a level of empathy, a child is able to comprehend how different coactions of life's experiences can form one's attitude, behaviour and emotions.

Although, Hoffman (1979) has his strong point of view about the developmental nature of empathy, there are such examples when children's maturity for anxiety went much beyond the level that could be expected from them. There are biological and other psychological factors that influence such a situation.

The above-mentioned aspect comes again that every child is unique with a special individuality. As the Latin phrase says: Exceptio probat regulam.

Several researchers believe that there is also physical explanation for empathy, they state that people are biologically programmed to become sensitive when seeing others' difficulties. (Eisenberg 1986, 1989 & Zahn-Waxler 1992) These researchers say that empathy belongs to the so called biological inheritance of humans. Therefore, this ability can be developed like any other abilities we have. Indeed, it has to be developed.

Another indispensable aspect in the connection of empathy is moral. Empathy is walking hand in hand with moral. Moral is a range of values. A child needs to feel and see what is wrong and what is good, what kind of behavior is accepted and what is unaccepted, what makes another person happy and what makes sad. Building up moral is a long journey that starts in early childhood and requires a long-term effort. Developing moral requires the skill of empathy that is one of the most valuable skill in human life.

What is morally accepted depends much on cultures and families, though there are factors that are generally accepted as moral, like respect from children towards their parents. Children are more likely to adapt moral principles when their parents explain (discussion, showing through examples) to them how for example bad behaviour affects other's feelings. (Hoffman & Saltzein 1967) It is significant step, because morality emerges as soon as a child begins to think what is right and what is wrong, they identify with the feelings of others, and act according to that. All these actions are determined by the morality. Morality is a needed element to build character.

"There is an old-fashioned word for the body of skills that emotional intelligence represents: character." (Goleman 1995, 44)

Empathy can be hindered in a case of sickness like high functioning autism or Asperger's where one of the symptoms may be low-empathy.

Empathy can be thought in different ways to children. Every child has a great level of curiosity that makes them capable to attend the different kinds of activities to develop emotional

intelligence skills like empathy in early childhood. (Uzsalyné Pécsi 2013) These strategies can be used at home with parents or in kindergartens.

Model Caring Behavior

This is one of the best possibility to promote development in empathic. The aim of this model is that we speak our emotions to children, we share our feelings about certain issue. We say simple things like, I am happy about it, it feels good for me, I am sorry about that or I am unhappy because of some reasons. All these experiences are corner stones for children to learn how to feel other people's emotions.

Dr. Pécsi Rita says that children can put themselves into other people's shoes and through it they can feel the same feelings that the certain person feels. (Pizarro & Salovey 2002) Furthermore, we need to remember that our adult behavior matters in the eyes of children. They take us as examples. They control more than we would think our behavior and they check if the words and the behavior are in harmony.

If we make a mistake, we need to say that we are sorry or we need to share our joy if we are happy about something, all in all our emotions need to be shared with children. For example, "Oh, I broke the glass. I am sorry about it. I need to be more careful next time."

When adults support children to find the adequate words to describe their feelings, children become aware of their own and others' emotional situation (Eisenberg 1992, 1993 & Fabes 1990).

Story telling

Telling stories is a so called emotional training for the little ones. When children hear stories, they imagine it, they feel together with the characters. The aim of storytelling is to teach something to children, like how to love others, how good it is to help or how nice is to surprise someone, etc.

It is important to choose such stories that involve characters who could solve certain difficulties, challenges and who handle each other in an adequate manner. (Uzsalyné Pécsi 2013) These stories show to children how social and emotional skills can be applied in everyday life.

While storytelling, we can stop and ask children for example how this and that character felt in this situation, what they think what kind of reaction this or that character will have. (Pizarro and Salovey 2002)

Other significant point is to encourage children (supporting questions) to share their own experience that emerged while listening to the story. For example, if we read a story about a rabbit that has surprised her friend, we can ask if they have ever surprised someone and how

did it feel for them and for the surprised one. Children like to share own stories, they get excited in such an activity and they feel again all the feelings what they had in that current situation anno.

That is the reason according to Dr. Pécsi Rita, why children want to hear again and again the same story. They get the same emotional impact again when they hear the certain story with a certain situation that has touched them. Like the brain is developing by learning and memorizing things, same way empathy develops: every feeling makes certain parts more developed in the emotional world.

Name Emotions

5-6 years old children are able to describe their feelings in a simple way, like I am happy or that makes me sad. But they cannot give names to several other emotions, for example like being proud, hopeful or anxious. It helps them to introduce new emotions (adjectives) and explaining what it means through an everyday situation or in a frame of a story like I mentioned above.

Interpret Emotions

This is connected to the above-mentioned ones (storytelling, name emotions). This method can be applied for example in a group of children in a kindergarten. The kindergarten teacher can show a photo of someone while she asks the children what do they think, what the person on the photo feels. Or the teacher can ask direct questions, for example “Why is that girl surprised?”

Role Play Helpful Behaviors

In early childhood, children are open to help others. They like to be active. We can pick up a certain story and dramatize it in a specific way that we want to emphasize and teach. We can ask same time questions from children in order to support the handling of the emotion.

Such a game helps children also to see things from different perspective. Experience strengthens the emerging abilities to empathize. (Barnett 1987, Hoffman 1987)

In school-age children inductive reasoning promotes the development of empathy.

Role play can be done with a help of some dolls and puppets to act out situations that help children to relate. Also, children can play certain characters that is led by an adult in order to help them based on the desired aim.

Being supportive, problem solving

It is significant to maintain a pleasant, supportive relationship with children and to put realistically high standards (based on the child's developmental stage) in order to provide space for further improvement. If a problem emerges, we need to teach children how to handle them. Problems come and go in life, therefore tools need to be provided to children how to handle the difficulties.

When a child hurts another child, first we need to show empathetic towards to victim (verbally expressed empathy). After this step, we need to explain to other child what he or she has caused and how it affects the victim, why he or she is sad. (Hegyi 2000, 78-79) By helping the child to be aware of the negative consequences of his or her action, we can lead to child to comprehend the other person's feeling what he or she has caused. It is a significant point in teaching empathy.

Furthermore, it helps the child to understand why rules exist. (Hegyi 2000, 72) When the child understands the reasons for rules, he or she sees the world as a stable and consistent place (Staub 1995).

Finally, we need to discuss with the child and we need to help to point out such alternatives that could be used next time to avoid the problem.

As a conclusion to this section I share Sandra Crosser professor's words that give a proper summary about the importance of the skills of empathy:

„By promoting the development of empathy in today's pre-schoolers, we can make a lasting contribution to a kinder, gentler world for tomorrow.” (Crosser, Early Childhood News, n.d.)

6.3 The influence of parents

The primer source of socialization and learning is family. Therefore, parents are the most important people to teach life-changing emotional skills to their children.

No society can exist without adequate socialization of its children, because they are going to be the future generation. In most societies, the family is the major unit in which socialization happens. So, it is obvious that children receive much of their emotional and social skills from their families. (Denham, 1998)

The family provides its members with a social identity. Children are born into a certain milieu, like into their parents' social class and religion. Some children have advantages throughout their lives because of the social identity they received from their parents, while others face several obstacles because of the same reason. As a conclusion, family's role in developing EQ, is indispensable.

Young children have a special and close emotional bond with their parents. The mother and father have the biggest influence in a child's life. (Erikson 1950) Therefore, what they do or

do not do, will have a clear result in their children's development.

A responsive manner in raising method affects the entire life of the child. Positive parental interaction supports young children's sociometric status (refers to it how much a child is liked and noticed by the peers). (Cohn, Paterson & Christopoulos, 1991 & Putalaz 1987), furthermore those parents' children who receive a positive emotional and behavioural model, become more preferred playmates by other peers. Since, children copy their parents (parents are models for them), parents' attitude, manner and the way how they handle emotions and social interactions affects their small children.

Parents have considerable role in emotional intelligence development in their children's life. As I mentioned earlier, children are unique, so the methods that can be applied in development area might be different by each child. Nevertheless, there are certain methods that work in each situation. Creativity from the parents' side can assist advantageously in these situations.

Based on the comprehended sources, I can divide parental support in emotional development into four subcategories:

1. Understanding the child's perspective and showing empathy
2. Allowing expression
3. Listening to the child's feeling
4. Teaching problem solving

1. Understanding the child's perspective and showing empathy

Early childhood is the time of big experiences. Children discover the world around, so they get to know more and more about themselves. They begin to feel joy, anger, disappointment, etc., that sometimes can flood them. In such a situation, they need to be understood and they need to feel that the parents are on their side.

Understanding with empathy is a tool that leads to success. When the emotional flood has calmed down, parents have the way to the child's feeling, because the child feels to be understood, therefore safe as well. Furthermore, emotional security forms a base for several other emotional developmental skills. (Laible & Thompson 1998)

Even if parents are not able to do anything about the child's upset situation, they need to empathize. Just being understood helps children to handle troubling emotions.

It is important to emphasize that empathizing does not mean that parents agree or they support the current situation, just that they see the situation from the child's side, too. Children feel if their situation and current feelings are acknowledged. It helps to get over the situation

quicker and being able to handle a similar situation better in the future.

The feelings, that a child experiences in a particular situation, are real emotions for him or her. Therefore, parents need to show understanding and love towards the child instead of pushing their emotions down.

Active listening and motivation are key words while helping the child. The undivided attention of parents and their motivating words open new gates for children. Motivation is an important aspect, it has been linked to achievements (Gottfired 1990) and goals (Elliot and Dweck 1988), hence it is significant to find the way how the child can be motivated in order to achieve the desired outcome.

Understanding contains supports, empathy, motivation and readiness for help as well. Therefore, parents can help to highlight the good things in challenging situation.

For example, if it is rainy and the child cannot play outside and he or she is disappointed because of it, the mother can say that she is sorry about it, because it is a disappointment for the child, but how good it is to spend some time inside and play a game together.

Pointing out for solution, is a proper method to teach children that although the situation can be emotionally overwhelming, but there are alternatives to choose from.

All in all, positive reactions, like comforting, understanding give a message that emotions are manageable and useful. (Gottman 1997)

2. Allowing the expression of feelings

It is natural that children experience emotions. They can be stronger or milder feelings, in early childhood they often flood children. It is essential that children experience them and they learn to handle and control them.

It is indispensable to know that teaching control over emotions does not mean to push them down and not let them to be expressed. Adults who dismiss emotions, often punish children for showing emotions or just simply ignore their feelings (Denham & Zoller 1994). Such a reaction causes harm in children's development. Parents can assist in finding a healthy way for expression of emotions, instead of letting them to be stuck inside the child.

Children are often scared of their strong emotions overwhelming them, so they try to fend them off until they feel safe enough to experience and express them. Emotions are stored in the body, so repressed feelings can lead to extreme tantrums.

When parents create a safe atmosphere, they do not only heal children's psyches and bodies, but help them trust their own emotional process so that they can handle their own emotions

as they get older, without tantrums or repression.

If parents push down the emotions of the child, children get more upset, because of a double reason: their emotions are neglected and the parental reaction is appropriate. (Eisenberg 1998) Children are watching their parents and their reactions more than we would think.

Anger management

There is a special field that I would like to highlight, it is the anger management. Every human experience anger, it is true for children as well. Anger is often considered by parents as an unacceptable feeling. It is important to emphasize that anger is such a natural feeling like any other emotion. Nobody can avoid getting angry, therefore, children need to be taught how to handle anger.

Already Aristotle noticed a wisdom that he put into the following words:

"Anyone can get angry, that is easy, but to do this to the right person, to the right extent, at the right time, with the right motive, and in the right way, that is not for everyone, nor is it easy." (Aristotle, The Nichomachean Ethics, Book II, 1109a27)

Yes, Aristotle was right, managing our emotions is not easy, especially if it is about anger.

Yet, this skill is critical for managing life. Therefore, children need to be taught how to handle their anger.

Anger is called as a basic emotion because it can be expressed in many ways. (Campos 1983.) Some children cry or shout, other children have an intensive tantrum. Young children usually experience anger when they are blocked from achieving an important goal. (Lewis, Allesandri and Sullivan, 1990) Children are learning independence already in early childhood, therefore they try to manage several issue on their own. It can be a disappointment that easily leads to anger. The two most common causes of anger in preschool children are conflicts over possessions and physical assault (Fabes and Eisenberg, 1992), but of course there can be several other reasons as well.

Even infants can feel anger, because it does not require a higher-level cognitive skill to feel it. (Campos, Barrett, Lamb, Goldsmith and Stenberg 1983 & Karraker, Lake and Parry 1994)

Anger is normal, but it is often recognized as an unpleasant and stressful emotion (Ballard, Cummings and Larkin 1993).

Of course, if a child experiences too often and extremely strong tantrums, parents need to search for professional help, because they might be some other reasons behind it (for example.: ADHD, feeling neglected, etc.).

Younger children express anger more frequently than older children, hence, so it is essential to highlight this in early childhood. Boys express anger by mildly aggressive methods. Girls, on

the other hand, use more often active resistance. (Fabes and Eisenberg 1992; Zeman and Garber 1996; Zeman and Shipman 1996). These differences can be explained through that boys and girls are socialized differently (Davis 1995). But what is common that both boys and girls experience anger in early childhood, therefore, they need to learn to handle it.

Dr. Rita Pécsi emphasizes that feelings like anger needs to be allowed to express and not to be pushed down. Pushed down anger leads to several psychological and physical problems. Repressed feelings do not fade away, as feelings do, that have been freely expressed. Furthermore, if emotions are repressed by parents, it gives a message to children that some feelings are shameful or unacceptable. It confuses the child and develops a shame feeling.

The problem is not that the child experiences anger as emotion, it is a feeling that comes when someone feels something to be in danger or feels to be hurt.

The child needs to be allowed to express his or her feelings. But here comes an essential point, the reaction for the anger needs to be controlled.

Handling anger is a learned reaction, that mostly children learn in their homes from their parents. Because it is learned, parents can show an attitude in it, how they handle anger and they can teach their children to be in control when anger comes. Children get their identities from their parents (girls from mother and boys from father), therefore they try to act based on that what they have seen from them.

Children often react with aggression if they experience anger. While anger is a natural feeling, but aggression is an inadequate behaviour, reaction for the feeling. This reaction needs to be controlled, children need to learn self-regulation and anger handling in early childhood. Several parents are afraid if a child shows anger. They often identify it with aggression, although these two things are different.

The definition of anger: "*a strong feeling of displeasure and usually of antagonism*" (Merriam Webster Dictionary)

The definition of aggression: "*spoken or physical behavior that is threatening or involves harm to someone or something*" (Cambridge Dictionary)

As I said earlier, anger is a feeling like joy or peace, every child will experience it sooner or later, so parents need to be prepared how to handle it. Children are able to handle anger in other ways than through aggression. For example, they can start to cry or pull themselves away from the situation.

Children demonstrate aggression for other reasons than anger as well. They can be aggressive because they want attention or they want to have a certain toy. It is essential to check the

situation what is the reason of aggression and according to that parents can help to find a solution.

Aggression is never and accepted way to express anger. The child needs to be thought what are the proper ways to express anger and sadness. Parents can give example and help the child to understand the consequences of aggressive behavior (noticing the child's age in the discussion). For example:

“You’re so mad your brother broke your toy! I understand, but it’s never okay to hit, even when you’re very angry and sad. Tell your brother in words how you feel.”

Showing empathy and understanding is essential in this situation as well. For example, parents, can ask questions or give comfort like these examples show:

“You feel surely sad, because your toy is broken.”

“You must feel disappointed that it rains.”

“It is difficult for you to leave the playground and go home, but it is the time to have dinner now.”

“You seem worried about the field trip today. I used to get nervous on field trips too, in kindergarten. Want to tell me about it?”

All in all, parental acceptance helps children to accept their own emotions, that helps that he or she is better to regulate own emotions.

The acceptance teaches the child that emotional life is normal and not dangerous, is not shameful, and it is manageable. They learn that they are not alone and that even the less pleasant parts of themselves are acceptable.

3. Listening to the child's feelings

Active listening is a powerful tool in parent's hands in order to help children to handle their emotions. Children like to share their emotions with their parents, because they trust them. Furthermore, children are more cooperative with their parents after they could express their feelings and have noticed that parents pay attention.

Listening is the most fundamental component of interpersonal communication skills. Active listening means to pay attention on the child and show in an active way that parents follow them. Posture, words, eye contact, smile, mimic are all parts of active listening. Once the

child has finished the speaking, parents can show empathy and understanding and pointing out for possible solutions if necessary.

There are some examples:

“You seem so unhappy right now. Everybody gets upset sometimes... I’m right here. Tell me about it.”

“You are so sad and mad you just want to scream and yell and cry. Everybody feels that way sometimes. I’m right here listening and see all those big feelings. You can show me how mad and sad you are.

“You are so mad you’re yelling at me to go away. I’ll move back a little. But these feelings hurt and scare you, and I won’t leave you alone with these upsetting feelings. I’m right here and you’re safe. You can be as sad and mad as you want, and when you’re ready, I am right here to hug you.”

4. Teaching problem solving

Emotions are messages, reactions for certain issues and situations. These emotions can be positive or negative. If they are negative, children need to get some guidelines how they can act to solve them, they need to have a tool what is a proper problem solving.

When children are overwhelmed with the emotions, they need to be thought to breathe through them, tolerate them without a need to act on them instantly. Once they are calm, the problem solving can start.

Once children feel that their emotions are understood and accepted, their feelings lose their charge and opens an atmosphere that is ready for problem solving. Depending on the age and abilities of the children, solutions may be offered by parents.

If children are older, it is important to give enough space to them to think by themselves, that they can have the confidence that they are able to solve problems alone. If they cannot think of any possible solutions, parents could make some suggestions for them to choose from. Then the mother or the father can explain what happens by the different choices, what kind of consequences they have.

When parents notice a negative pattern developing and they recognize that the child has powerful emotions that cannot be handled, they can step into the situation with a proper solution for the current stress: play. How can it help and why this encourages emotional intelligence?

All children experience big feelings on a daily basis. They often feel powerless and pushed, angry, sad, frightened, or jealous. Emotionally healthy kids process these feelings with play, which is how little ones learn. Helping a child to “play” out his or her inner conflicts and emotions, helps them to solve the difficulties and move on to the next stage of developmental challenge.

Children are not able to put their complex emotional conflicts into words, it is even for adults challenging. But they can play them out symbolically and solve them.

Parents' EQ

All the above-mentioned points are important factors in emotional development that parents can promote in their children. The problem emerges if parents themselves do not have the desired level of EQ. Also, parents need to be taught how important EQ is generally in life and how much it can determine the entire life if a child receives emotional intelligence education or not.

There was a study in the USA how emotional intelligence courses can affect parents attitude and thinking way.

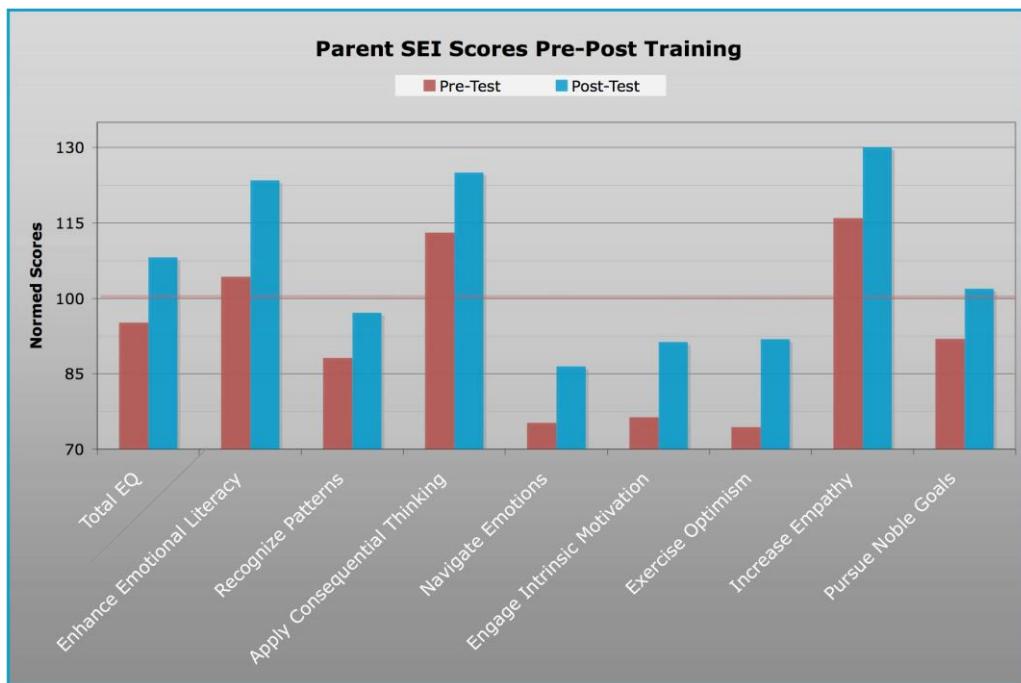
A study was guided by Sue McNamar in which she had an interview and estimated the emotional-social intelligence of parents, then had a four weeks program of parent education where the “EQ for Families” program was used. (Freedman and Jensen 2005)

After it she had a followed-up where she post-interviewed the parents and estimated their emotional-social skills again. Also, the parents kept a diary about their performances. The results were appreciable.

The scores of parents increased notably and based on their diaries and on their second interviews, the communication and the cooperation in the family became much more positive. (Figure 4) As conclusion the study states that the four weeks teaching raised the parents' emotional intelligence skills on a high level.

After four workshops teaching parents emotional intelligence skills went significantly higher, says the study as conclusion. (Freedman and Jensen 2005) (Figure 4)

Figure 4



(McNamara, S. (2006) "Emotional Intelligence, The Generation Game: Learn the Rules so children will too!")

Parents' impact into the emotional development of their children is significant, but their own EQ level determines on a meaningful level how well, they can assist in EQ development of their children.

As a long-term aim, it can be mentioned, if we raise emotionally intelligent children, they will become emotionally intelligent parents who can give forward their children the life important EQ skills.

6.4 The impact of early childhood education institutions

Kindergarten professionals have an influence on children's life and their emotional well-being. Many children spend a big part of the days in some nursery, therefore the behaviour of the professionals can make a difference in the child's development.

If the kindergarten is a safe and peaceful place for the child, the adults are doing their responsibilities, their emotional development will increase, especially in social fields. Relationships with adults (parents, educators, etc.) predict future success how the child can get personal connection to other peers. (Howes 2000) Since, the educators have such an influence for children's development, it is important to take a closer look how kindergarten teachers can assist to achieve higher EQ level in children.

It is essential that kindergarten teachers are familiar with the importance of emotional intelligence in early childhood. There are several psychological factors that are indispensable during the first years of the life.

Early childhood educators need high emotional intelligence to cope with the daily challenges and to serve as positive role models for the children in their care. Therefore, this profession is demanding, there are several expectations towards the kindergarten teachers and other early childhood professionals. They themselves need to have a certain level of emotional intelligence in order to be able to teach them to children.

During these early years, children are interacting with more peers and adults. (Erikson 1950, Psychosocial development) This increases that they desire to explore others and they start to broaden their understanding of the world. Children at this age are developing the ability to identify their feelings and what they cause to them. They are also learning how to manage their emotions and behave appropriately among other peers and adults.

Kindergarten is a proper milieu for children to develop in these factors. They can experience to be an individual in a community, in their small society, to learn to cope with peers and communicate with adults as well.

As I have mentioned earlier, the primer source to learn and develop is family, but in time, this circle is extended, other factors enter the child's life, like kindergartens. In order to achieve the best outcome, parents and the educators need to work hand in hand in the development of the child.

There are such emotional development supporting activities that build the so called "together feeling", the social entity. Kindergarten teachers can use several intelligence promoting games, like role games or different group activities.

It is important to begin to see how teachers can make a difference in children's lives by providing them activities or certain problem solving situation (for instance role play) that stimulates their emotional and social skills, so they can build resilience. (Six Seconds 2007) I am going to introduce some of these activities.

Interactions

Children need to experience that social interactions are important elements of everyday life. Kindergartens are the proper places to develop social competence in early childhood. By interacting with peers and adults, children learn several social skills that are indispensable for the adulthood.

If a child cannot get along with other children because of the lack of social skills, organized

playing situations can help to improve in this field. It is important to involve only two or three children so the child can practice better how to relate to others. (Colbert, n.d., Making a Difference: Building Emotional Intelligence for a Lifetime)

Kindergartens are especially adequate places to teach children how to share things with others. Several situations can be created when children experience the positive feeling of giving and sharing objects (like a doll, pencil, etc.) with other peers.

Speaking about sharing is not enough to teach children the essence of it, they need to experience themselves how does it feel to give or share something. (Uzsalyné Pécsi 2013) For instance a taking turn activity is a proper method to teach this skill in early childhood.

Activities

Planning emotional-social skills developing activities is an important component of the development. It is important that the activities need to meet the developmental level of children. Providing them opportunities to make decisions and solve problems is an important point as well.

For instance, the kindergarten teacher can encourage children to choose an activity freely. The choice is free, but the responsibility for the choice needs to be carried by the child. Choosing gives the feeling of autonomy and independence (self-awareness develops) and on the other hand they learn that choices have consequences. A good choice leads to enjoyment of the certain activity, it gives a fulfilment feeling. On the other hand, if the child had a negative choice, will learn to cope with the result. In such a situation, the educator can offer help to the child how to handle disappointment or eventual anger and frustration. This helps to calm down and see the possible solutions and outcomes (Colbert, n.d., Making a Difference: Building Emotional Intelligence for a Lifetime)

When planning activities for a group, it is important to vary different levels of skills. What might be relatively easy for one child, can be challenging for another.

If a child feels frustrated during an activity, the educator can focus more on the certain child and help him or her by dividing the activity into smaller, more simple segments, so the child can experience success and through it will be motivated. Positive feedback is indispensable in order to be motivated and feel success. Encouraging children to feel proud of what they have accomplished is an important element in building their self-image.

Sometimes children are not aware of the success that they have just achieved, therefore, educators need to help them to understand their achievements by highlighting the positive out-

come that they have achieved. (Colbert, n.d., Making a Difference: Building Emotional Intelligence for a Lifetime) A well-done task and the compliment for it, gives a positive example for other children, too.

When children managed a certain level of activity, the educators can provide a more challenging one where children have the possibility to solve new problems and develop.

Ruler method in early childhood

Kindergarten teachers report that more than 30% of children are stepping into primary school education without the necessary social and emotional skills, although several teachers say that EQ would be more important to be successful in school than only cognitive skills. (Denise Daniel, n.d. Emotional Intelligence in Early Childhood)

More and more programs begin to promote EQ development in kindergartens and primary schools, because professionals have noticed the positive outcome of EQ in different parts of life.

Daniel Goleman supported schools to offer educational programs in “social and emotional learning” (SEL). After about 10 years, Goleman had the following report: *“Scientifically, a case can be made that helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behaviour but in measurable academic achievement”*. (Goleman 2005)

An excellent method has been prepared to promote EQ development. Preschool RULER method is an approach for developing emotional intelligence in early childhood and in the key adults in children’s life, like parents and early childhood educators. (Rivers, Tominey, O’Bryon, Brackett 2013, 19)

This method has been originally prepared for primary school age children, but after seeing the significant results of it, it has been applied among kindergarten age children as well. Especially because of the above explained special potency for emotional-social development in early childhood.

RULER is the acronym for describing the five emotional intelligence skills. These skills are:

- recognizing emotions in oneself and in others
- understanding the causes and consequences of emotions
- labelling emotions using a sophisticated vocabulary

- expressing emotions in socially appropriate ways
- regulating emotions in a manner that is conscious, controlled, and oriented toward a personal or social goal (Mayer and Salovey 1997 & Brackett 2012 & Rivers 2014).

The skills, that form the acronym RULER, are the central elements of the model that aims to teach and develop emotional and social intelligence skills in childhood. (Hagelskamp et al. 2013; Rivers et al. 2013).

RULER emerged from the theoretical background of emotional intelligence which states that developing emotional skills lays the foundation for positive interactions with others, building healthy and balanced relationships, preventing problematic behaviors and achieving academic success (Mayer and Salovey 1997; Salovey and Mayer 1990).

RULER integrates the teaching of emotional-social skills into the academic curriculum and provides opportunities for children and all adult (school leaders, teachers, staff and family members) to learn and then apply these skills in daily interactions.

This method integrates the teaching of emotional skills into regular practice including the classroom (kindergarten, school), professional development for adults and interactions between children and adults.

RULER formed so called “anchor tools” (Mood Meter, Blueprint and Meta-Moment). These tools create a common understanding (a shared language) for talking about and using emotions to create a positive environment for learning. The mutual understanding supports a further and more effective development.

There is a significant need for Preschool RULER in early childhood education. The society is getting more aware that early childhood education in emotional-social skills is critical for the future success. Unfortunately, not all early childhood education programmes are equipped to meet the social, emotional, and academic needs of children. (Pianta 2009). Hence, promoting Preschool RULER is an important aspect for the development of early childhood education.

It has been noticed that kindergarten teachers do not have effective strategies for helping children develop their emotional “home-kindergarten partnerships”. RULER aims to include the children’s family into their program, furthermore tries to create a home-kindergarten relationship (through activities, newsletters, discussion), where parents and educators can work hand in hand. Children have the greatest opportunity to practice and develop key emotional skills when there is a proper coo-work between school and home. (Albright, Weissberg & Dusenbury 2011)

Educators also sent home activities that promote interactions about emotional skills. Parents shared that children brought home what they learned at kindergarten, and reported that children were sharing their feelings using RULER language, pointing out feelings of family members and suggesting ideas how to regulate certain emotions.

In order to raise children who are successful in their lives emotional and social education needs to be provided. By incorporating EQ into current educational programs, we can support children's better outcome not only in the presence, but for the future as well. (Six Seconds 2007)

6.5 „Me” as a part of the society

As it was discussed earlier, the primary source for children to experience social life, is their families. By time, the circle is getting wider and children meet more and more people, they will see themselves as a part of a bigger group, the so-called society.

Therefore, they need to learn basic social rules to know how to get along with other people. These social skills, that belong to emotional intelligence, are indispensable skills in every child's life. If a child does not know certain social behaviour customs or cannot read and analyse social situations and people, can find himself or herself easily outside of the group of children.

Society is a *conditio sine qua non* in determining ourselves. That so called "me" (who I am) can be understood and determined through interactions with others, a child can learn about himself/herself while being in interaction with other people. (D.O.Hebb 1975) To put it into other words social intelligence skills may be directed inward, so social intelligence can include the ability to understand and manage oneself. (Salovey & Mayer 1990)

Social interactions play a central role in early childhood. Personality can be understood through it, furthermore, solving a social problem is a central personality process, it helps to fit the individual into the society. All in all, social intelligence is the frame for understanding personality. (Cantor & Kihlstrom 1985) It is important element of building a self-image in early childhood.

The concept of social intelligence has a long history among intelligence researcher professionals. Thorndike defined it in a proper way what shows what a significant role it has especially in early childhood: "*the ability to understand men and women, boys and girls - to act wisely in human relations.*" (Thorndike 1920, 227-235)

As soon as children meet people, the socialization process starts and they learn about people, they experience the diversity of the society.

So, based on his definition, social intelligence is the ability to perceive one's own and others' internal states, motives, behaviors and to act toward them optimally on the basis of that information.

Social development refers to child's ability to make and maintain relationships. The child cooperates with others during early childhood and begins to develop conflict resolution skills. Through group games they learn to understand the concept of playing fairly and to notice the other peers.

Friendships and relationships with other children become more important to children as they grow, although parents have still a central role in their lives. Children who learn positive friendship skills can develop better relationships with others, which benefits their mental health and wellbeing.

This developmental stage does not mean that children do not want to be alone and play alone, but always with other peers. Every child like to do things own their one more or less, but each of them needs friends to whom they can relate.

“The single best childhood predictor of adult adaptation is not IQ, not school grades and not class-room behaviour but rather the adequacy with which the child gets along with other children.” (Hartup 1992) This sentence from Hartup gives a proper summary why relationships with other peers plays an important role in social skills development.

Children are constantly attempting to understand their own and others' behaviour and emotions play a role in this understanding interpersonal information that can lead and influence interactions. (Conduct Problems Research Group 2002)

In the above-mentioned chapters I have introduced some practical methods how the different kinds of skills can be developed. All the group activities (games) are proper tools to develop the social skills of children. Children need organized and unorganized activities, they need to be allowed to find out activities themselves, because it increases the self-confidence and the creativity, but the presence of adults has also a key role in early childhood. For instance, when children attend a group competition, they learn several skills through it:

- together we are stronger, we can go further
- helping each other is good and beneficial
- it is good to be a part of a group
- the feeling of “we” instead of only I

During the development of social intelligence children face several questions (Shure 1990) :

-When there is a disagreement what can be done? (alternative solutions)

-How can I make a successful solution? (means-end thinking)

-Which solution will work best? (consequential thinking)

I find it absolutely important to mention an inevitable factor of the 21st century that has negative affect on children's emotional, social and also physical development already in early childhood. It is the so-called virtual world, the video games.

It is obvious that IT has gained an important role in our society, children cannot avoid meeting the phenomenon of IT.

Several kindergartens have already computers for small children for use. It is debated whether it is good or not, I do not intend to go into details, it is not the topic of my thesis. But I find important to mention that children are in danger if there is no control in this field in their lives. The balance is absolutely important like in everything else.

I would like to highlight one aspect now. In early childhood, children go through a massive development. They have important tasks to take care of, like building self-awareness, learn self-expression, etc. They need to learn about themselves and same time about the society as well. Children who understand emotions are more prosocial to their peers. (Denham 1986) As I mentioned above, early childhood development is a complex process that build a net from several developmental phases.

Summarized, it is essential to not let children to spend too big part of their childhood in a virtual world, instead of playing with other peers and build social interactions.

Elisabeth Plattner as a representative of individual psychology, highlights the importance of the community feeling in early childhood. She says that children need is the feeling of connectedness same way as nutrition or fresh air in order to develop in a healthy way. (Plattner 1995, 392) As individual psychologist, she emphasizes the importance of the relationship between the individuum and the society.

Young children must learn to analyse social situations, they need to put social goals and determine effective ways to solve differences that can emerge between them and their peers. These prepare them for problem solving in their adulthood as well. The skill that they learn in the early childhood forms a base for further improvement.

7 EQ and academic achievement

We tend to believe that successful people are gifted from birth, however it has been noted that over time, natural talent emerges in some people and does not in others. If children receive emotional intelligence development in early childhood, it can positively affect them to open their talents.

“As it develops, academic talent was not a good predictor of on-the-job productivity” (Kelley & Caplan 1993)

In this segment, I aim to highlight the future affect and impact of the development of emotional intelligence in early childhood. I aim to prove that emotional intelligence development in the first years has a lifelong affect in human's life. A child who received emotional-social education will gain a significant profit for example in relationship management or in academic achievements.

As I mentioned above, EQ determines highly the success of children, a self-aware child with several other emotional-social skills moves more comfortable in the academic world as well.

Promoting social and emotional learning among children leads to reduced violence and aggression, better academic results, and improved learning environment. These have a determining impact on their adult life in the future. Therefore, it is advantageous to take an outlook what kind of consequences can have emotional intelligence, that has been based in early childhood, in the future.

Students who attend the so called social and emotional learning (SEL) program have notably better attendance results, their classroom behaviour and their academic performance (grades) are better, furthermore they like school more. They have generally less discipline problems. (Shriver & Weissberg 2005)

SEL programs improve:

- Personal and social competencies
- Decreased antisocial behaviour and aggression
- Less serious discipline problems
- Increased acceptance among peers
- Better school attendance
- Higher grade point averages
- Higher academic achievement scores

(Durlak & Weissberg 2005; as cited in Cherniss, Extein, Goleman, Weissberg 2006, 239-245)

Goleman's report (2005) states that, scientifically it can be said that the improvement of children's self-awareness (self-control), confidence and empathy has an advantageous impact for their behaviour and measurable academic achievements.

Goleman describes in his book “Emotional Intelligence” (1995) the so called SEL program (Social Emotional Learning). His initiate supported emotional intelligence development widely.

Also New York Times editorial reviewed key research findings in this field and said: “...social and emotional learning programs significantly improve students’ academic performance.” (The New York Times, “No emotion left behind” 2005)

Emotional intelligence affects the future academic achievements, so the future employment possibilities as well. Goleman states:

„They found emotional intelligence, not technical expertise or book learning, to be what mattered most for excellence. IQ takes the second position to emotional intelligence in determining out-standing job performance.” (Goleman 1998, 5)

All in all, it can be stated that emotional intelligence and academic achievements have a close relationship.

As statistical example, I am going to introduce two studies that have proved the indispensable role of EQ in academic achievements.

STUDY 1

(Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond & Hogan 2004, “Academic achievement in high school, does emotional intelligence matter?” Personality and Individual Differences, 37, 1321-1330)

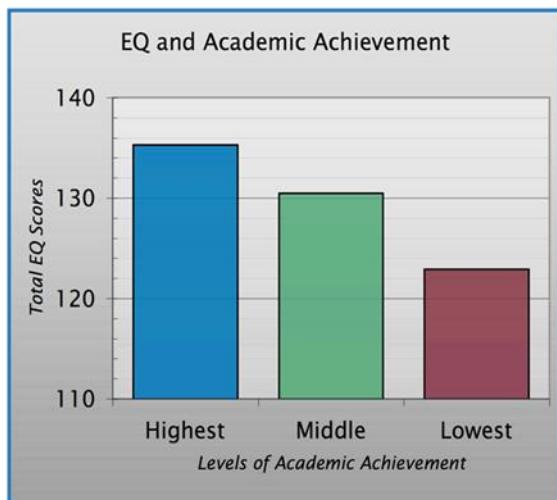
In a 2004 a study has been made with the presence of 667 high school students. The study was the following. James Parker and his team gave students an emotional intelligence assignment and compared the result of it (scores) to the grades that they received at the end of the year.

The students who participated in the study were asked to complete an EQ task between the first and second semesters of the academic year. At the end of the year, each EQ task was matched with the final grades average of the students. After it, students were divided into three groups based on their grades.

- highest achievement (80 % and above)
- lowest achievement (20 % and below)
- middle (between 80% and 20 %)

The study had the following result. Students in the highest achievement group had greater interpersonal competency, adaptability, furthermore, they had better stress management than students in the other groups. The students in the middle percentile group had significantly higher scores than the students in the 20% group for interpersonal competency, adaptability, and stress management. As the graph shows (Figure 5), EQ and academic achievements are strongly related to each other.

Figure 5



Students with the highest grades have the highest EQ as well.

(Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond & Hogan 2004, "Academic achievement in high school, does emotional intelligence matter?" *Personality and Individual Differences*, 37,1321-1330)

STUDY 2

(Freedman 2003, "Key Lessons from 35 Years of Social-Emotional Education: How Self-Science Builds Self-Awareness, Positive Relationships, and Healthy Decision-Making." *Perspectives in Education* 21(4),69-80)

The study was made of the Self-Science SEL curriculum, 311 students were included (13 classrooms). Teachers proved that the program has been remarkably effective in improving both relationship management in classrooms among peers and academic performance.

100% of the teachers reported that Self-Science increases cooperation and improves classroom relationships.

92% agreed that the program helped to:

- increase student's ability to focus and to pay attention
- improve teacher/ student relationships

77-85% of the teachers agreed that it worked to:

- improve student's learning
- increase collaborative work
- enhance positive verbal expressions and comments
- decrease negative verbal manifestations between students (more respect)

Social environment's effect on academic achievements

(Jensen & Freedman 2006)

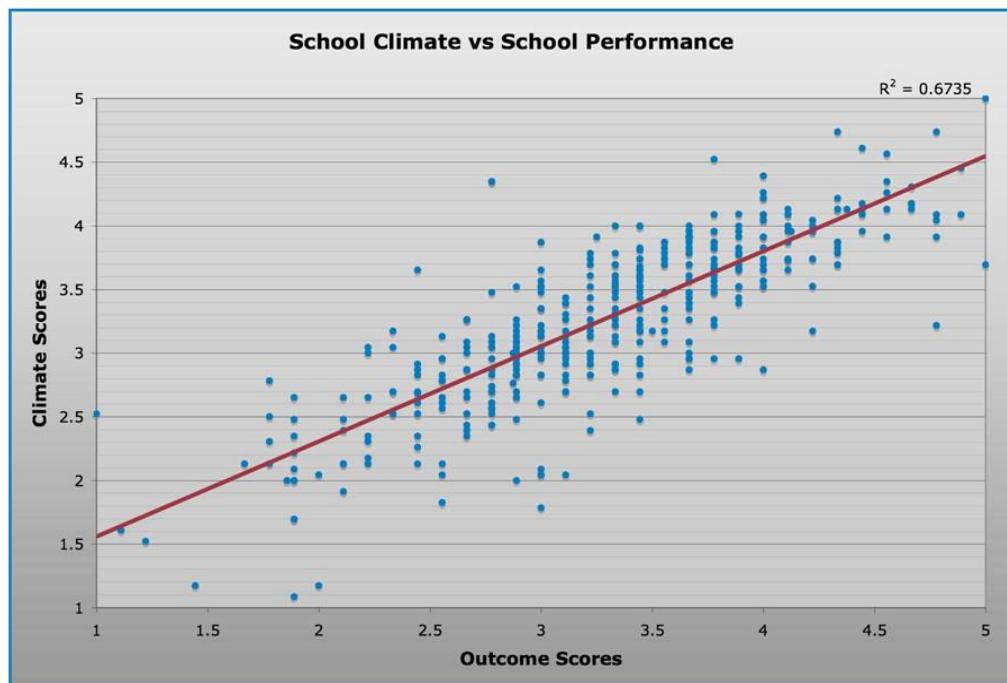
Social environment has an influence on children's performance. If a child feels emotionally and socially well and feels to belong to a respectful environment, he or she can focus more on the academic work.

This statement can be applied in the connection with kindergartens as well. Therefore, if young children have learned social and emotional skills in their early childhood, they will be able to apply it in school life, too. Several skills that are significant for success are possible to learn in early childhood. Of course, in time these skills develop even more, but if they do not get established in early childhood, the basic will be missing for the later development and so for success.

Kindergartens' and school's environment have significant effect on children's performance. Academic achievement can be improved by providing an adequate social climate to the children.

Regression analysis states that 62.36% of the variation in school performance is highly predictable by the climate (Figure 6). This graph shows the relationship between the climate and the performance in the school. (454 students, teachers, and parents are demonstrated).

Figure 6



People with higher emotional intelligence have higher score on “Success Factors” including relationship, health, quality of life, and effectiveness.

(Freedman, Ghini & Fieldeldey-van Dijk 2006)

As a conclusion, it can be stated that emotional intelligence is strongly linked to academic achievements. (Six Seconds 2007) High EQ seems to be a relevant factor for children to manage the challenges and pressures that would frustrate them otherwise. As the above demonstrated studies declare, emotional intelligence has several benefits for children, studies state that children with higher EQ have better school attendance, higher academic achievements, better self-control and relationship management.

Developing emotional intelligence in early childhood has clearly a significant input for the entire life, so for academic success as well.

8 EQ and prevention, Investing into early childhood development (EQ)

The above-mentioned sections explained what is EQ and why is it relevant in early childhood and what kind of affect it has for the entire life. All in all, the importance of EQ and its possible development has been introduced.

In this part, I would like to highlight the prevention function of emotional intelligence and the social, economic advantages of investing into early childhood development.

Because of its wide-ranging impact, emotional intelligence prevention and intervention programming can be one of the most significant investments into children’s education that has a key role for securing young children’s future. (Six Seconds 2007)

How EQ can be applied as prevention? As I mentioned earlier, early childhood development is a complex phenomenon, it means that the whole process needs to be handled as unit. The physical and psychological development factors influence each other and as it has been demonstrated, they are often preconditions of a further development.

Children need to face already in early childhood social and emotional problems. These can be milder or stronger challenges. There are several types of challenges that can emerge in early childhood, difficulties can appear for example in families, in early childhood educational institutions or in the other part of children’s lives as well.

Every child needs effective early childhood support, nutrition, physical and psychological development. Children at risk need even more support. They come from families who lack education, their EQ is lower than it would be needed to raise children, they lack the social and

economic resources to provide the early emotional and physical developmental stimulation that is helpful and needed for success in school and in the entire life.

„In those first six years, neural pathways are generated constantly – connections between cells in the brain. More experience equals more connections. It is a critical period. Children lose capacities because they are not stimulated.” (Mary Moran, Child Fund’s early childhood development specialist.) Moran highlights the importance of the early development in children’s life, there are developmental possibilities that are available only in early childhood.

Therefore, several at-risk children miss the emotional-social developmental improvement that is the foundation for future success. (Six Seconds 2007) They are left without the tool of emotional development; their personalities will not be built up, they will not be prepared for the life that is waiting for them.

An early interaction in order to prevent a disadvantageous situation has several positive sides. If families are not able to provide the needed factors for a balanced development, early childhood education can interact. They can provide such programs in kindergartens that support the healthy emotional development for young children in order to gain an identity and self-awareness to be able to handle the family difficulties and the other challenges in life. Furthermore, programs can be provided for the parents as well that helps them to learn life important EQ skills.

As it is a known fact, prevention is far better than treating an already existing problem. Early interaction saves the child from several negative experiences, eventually traumas, furthermore, it costs less to the society.

UNICEF states that investing into early childhood development has the following advantages. (UNICEF 2001, 50-55)

- It supports not only survival of children, but the optimal development as well
- It builds the social capital of the nation
- It prevents drain on societies’ resources (for every one dollar invested into early childhood development, seven dollars return from cost savings in the future)
- It stimulates children’s desire and ability to learn (increasing school readiness and more effective education)
- It supports parents to join the labor force (by establishing kindergartens and nurseries), so it leads to economic growth
- It helps to break intergenerational cycles of poverty
- It modifies and reduces gender-related inequalities
- It has significant prevention function (early recognition of disability or developmental delay)

- It makes early intervention possible (family support)
- It helps to build community networks (social intelligence)

Not only educators, psychology and child protection organizations acknowledge the importance of early childhood education, but economics as well. James J. Heckman (Henry Schultz Distinguished Service Professor of Economics at the University of Chicago and Nobel Memorial Prize winner in economics and an expert in the economics of human development) says:

“The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to five for disadvantaged children and their families.” (James J. Heckman, Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy 7. 12. 2012.)

Professor Heckman's significant work in a co-work of several other professionals (economists, statisticians, psychologists and neuroscientists) states that early childhood development has an explicit impact on economic, health and social outcomes for the entire society. (Heckman 2012)

Inadequate early childhood environment (raising and education) lead to deficit in skills and abilities, both cognitive and intellectual. This deficit does not appear only in the individual's life, but it affects the society as well, hence it has a meaningful cost.

The professor says that early childhood education should foster cognitive skills along with so-called character skills (emotional intelligence skills) like motivation or self-control. If children are raised according to this method, they will become productive in their lives and for the society as well.

Prof. Heckman has noticed that in a child not only cognitive skills need to be developed, but with his words character skills as well. He says that the investment needs to be in the “whole child.”

According to him effective early childhood education programs develop and stimulate skills that are in connection with the character, like attentiveness, self-control, anger management and teamwork. In his opinion cognition and character drive education leads to career and life success, he adds to his sentence that character development is often the most important factor. It is a meaningful statement.

Children cannot be handled separated from their families, so it is significant to provide the needed developmental means not only to the children, but to their families as well. Straight investment in the child's early development and same time investment in family environments is significant for success. Heckman states that an adequate early childhood education from birth to age five, together with parent-coaching has proven to have a meaningful effect. (Heckman 2012)

Prevention means also that children receive protection instead of experiencing negative happenings. Based on several studies, researchers have found that protective factors have deeper impact on children's lives than "*specific risk factors or stressful life events*" (Benard 2004, 8). If children can overcome risks, they will have "resilience." This is a significant point.

Aggression in family has a massive effect on young children's development.

Many children who aggressively express anger they take this model from their families. These children can be direct victims of aggression or they might notice what is known as background anger. (Cummings 1987)

Children react to high levels of anger with increased stress, fear, and aggression (Hennessy, Rapideau, Cummings & Cicchetti 1994) which keeps them from the so-called understanding anger-arousing situations (Denham, Zoller & Couchoud 1994). Children from such background learned to use aggression when they meet with some kind of anger-provoking situation in school (Huesmann 1988). Aggression leads to several behaviors, emotional and physical problems as well, hence, these children at-risk needs to be helped.

Emotional intelligence can be the tool that helps them to learn that anger and bad feelings can be handled in other way than aggression. As I have mentioned above self-expression and self-awareness plays a central role in early childhood, these skills will be learned in the first years of life. If a child receives the tool how to handle stress and anger in early childhood, will be prevented to get into deeper problems later.

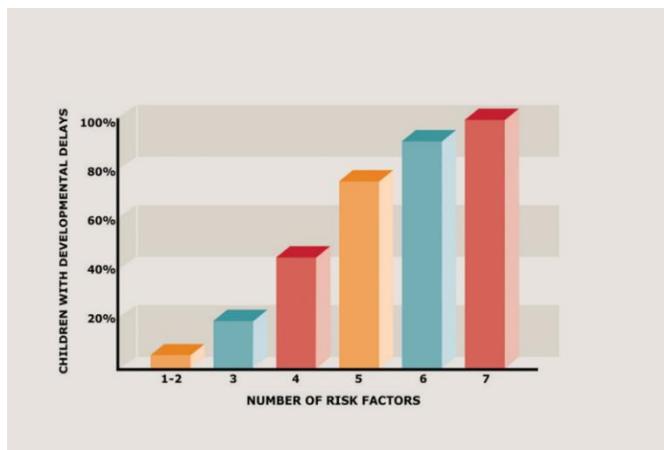
A study among four-year old children has been proved that higher EQ decreases aggressive behaviour. (Arsenio, Cooperman & Lover 2000, 438-448)

Preschool age children's social relationships were observed, how they behave in certain situations and how they are handled by their peers. After it, their emotional intelligence was tested.

Children with higher emotional knowledge were better accepted by other children, furthermore, they had less aggressive interactions with others. It can be stated, that there is a clear connection between high EQ and less aggressive behaviour.

Research has noticed the central role of EQ in decreasing aggression, anti-social behaviour and discipline problems, while it supports school performance and attendance, furthermore it increases satisfaction in several parts of life. (Cherniss, Extein, Goleman & Weissberg 2006, 239-245) These significant findings led to the conclusion that was already said in 1997: "*direct intervention in the psychological determinants of learning promise the most effective avenues of reform*". (Wang, Haertel & Walberg 1997)

Figure 7



The figure (Figure 7) shows how developmental delay can lead to risk factors in early childhood. Therefore, prevention and investing into it is a significant step in order to decrease the risk factors in early childhood. (Source: Barth et al. 2008)

9. Results and conclusion

Emotional intelligence is a range of skills that helps to understand emotions in ourselves and in others as well, furthermore it gives the capacity to use emotions in order to lead thinking and actions (Salovey & Mayer 1990). Emotions play a central role in life, they influence our attention, relationship management, learning, memory, furthermore, they affect our physical and mental health (Salovey & Mayer 1990).

In the current world, where children often feel disconnected from family and peers, where rapid social change is the norm, where media aims to achieve young children and demonstrate them abnormal behaviour, educators recognized the demanding and serious need for developing social and emotional intelligence. (Freedman, 2007, World Health Organization)

Development of social and emotional intelligence is a key aspect in early childhood. It is proved theoretically and practically that promoting emotional intelligence in early childhood is critical for ensuring the success for building a healthy self-image, creating and maintaining

social relationships and for laying down the foundation for academic success. (Rivers, Tominey, O'Bryon & Brackett 2013)

Children with higher EQ are able to pay attention better, they tend to show more empathic, are more effective and successful in school, their social relationships and interactions are more positive (Raver, Garner & Smith-Donald 2007; Eggum et al. 2011). Their behaviours are better regulated, furthermore their academic achievements are significantly higher. (Rivers 2012).

The best opportunity to shape emotional intelligence skills is in early childhood. (Denise Daniels, n.d.) The primary source for socialization and developing emotional intelligence is children's homes, their family, parents and eventual siblings.

In time, this circle enlarges and children starts to develop their EQ skills in a larger group, in the society. Parents, kindergarten educators can affect if EQ development happens or not. They can stimulate children's skills to develop.

There are several programs and activities that support the development of emotional intelligence in young children and in related adults (parents and early childhood educators), like Preschool RULER method.

Including parents and early childhood educators into EQ development program has led to significant success in development of social-emotional skills directly in the adults' personalities and indirectly in young children's development.

Additionally, research has illustrated how EQ can decrease antisocial behaviour and aggression and discipline problems of children while increasing personal and social competency, satisfaction and academic achievement. (Cherniss, Extein, Goleman, Weissberg 2006)

Developing emotional intelligence enables children to manage emotions effectively and avoid negative behaviour outcomes. EQ's prevention function is a central aspect by promoting EQ development.

As a conclusion, I can state that the reserach questions of my literature review have been answered. The comprehended and introduced studies have been illustrated the importance of emotional intelligence and its main factors in early childhood. Furthermore, I have taken a look for the future outcome how in early childhood developed EQ can have an impact later in adulthood.

As a suggestion, I would say that EQ development needs to be an indispensable element in early childhood. If EQ gets incorporated into our current educational programs, we can promote that children have higher achievements in the present and their future success is secured as well. Through receiving emotional-social skills, they will find the way how they

can thrive.

I could not agree more with Daniel Goleman, who says that he hopes that soon comes the time when there will be no need to mention EQ, because it will be a matter of fact in our society, it will be melted together with all the other factors in human development and handled as a natural and well-known part of life.

But until that time, parents and early childhood educators need to put effort into EQ development in early childhood. Economy and sociology states that investing into early childhood pays back to the entire society, hence, it is a central aspect to improve this field.

It is never too early to give children the tools of emotional intelligence that is the foundation to build a successful life. I would like to close my literature review with the words of Judith Colbert (Early Childhood News, n.d.):

„When you give children skills and strategies for controlling their emotions, solving problems and relating to others in positive ways, you give them tools that will serve them well for the rest of their lives.”

References

- Anderson M., Intelligence. MS Encarta online encyclopedia, 2006.
- Arsenio, W.F., Cooperman, S., & Lover, A. (2000). "Affective predictors of pre-schoolers' aggression and acceptance: Direct and indirect effects. *Developmental Psychology, 36* (4), 438-448.
- Aveyard Helen, Doing a Literature Review in Health and Social Care, 2010, 5-6
- Barnett, M. (1987). Empathy and related responses in children. In N. Eisenberg and J. Strayer (Eds.), *Empathy and Its Development*. New York: Cambridge University Press.
- Benard, B. (2004, 8). Resiliency: What we have learned. San Francisco: WestEd. Sample chapters available at www.wested.org.
- Binet A. and Simon T. Methodes nouvelles pour le diagnostic du niveau intellectuel des anormaux. *L'Année Psychologique, 1905, 11;* 191-244
- Binet, Alfred, 1857-1911; Simon, Théodore, 1873-; Drummond, William Blackley, Mentally defective children (Published 1914)
- Bingham V. W. Aptitudes and aptitude testing. Harper & Brothers, New York, 1937.
- Centre on the Developing Child, Five Numbers to Remember About Early Childhood Development, 2009
<http://developingchild.harvard.edu/resources/five-numbers-to-remember-about-early-childhood-development/>
Accessed: 13.12.2016.
- Centre on the Developing Child, Harvard University, Resilience, n. d.
<http://developingchild.harvard.edu/science/key-concepts/resilience/>
Accessed: 17.12.2016.
- Cherniss, C., Extein, M., Goleman, D., Weissberg, R.P. (2006). "Emotional intelligence: What does the research really indicate?" *Educational Psychologist, 41*(4), 239-245.
- Chesebrough Elda, King Patricia, Bloom Martin, Gullotta P. Thomas, A Blueprint for the Promotion of Pro-Social Behaviour in Early Childhood, n. d., 16-27.

Child Fund International, Wanting the Best: Parents' Role in Early Childhood Development, n.d.

https://www.childfund.org/articles/Parents-in-early-childhooddevelopment/?no_redirect=true

Accessed: 08.03.2017.

Colbert, J., Making a Difference: Building Emotional Intelligence for a Lifetime

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=466

Accessed: 15.12.2016.

Coughlan, Michael, Cronin, Patricia & Ryan, Frances, Doing a Literature Review in Nursing, Health and Social Care, Sage Publication, 2013

Cosser, Sandra, Enhancing the Language Development of Young Children, Early Childhood News

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=119

Accessed: 02.03.2017.

Crosser, Sandra, When Children Draw, Early Childhood News

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=130

Accessed: 01.03.2017.

Daniels, Denise, Emotional intelligence in early childhood

<http://www.denisedanielsparenting.com/parenting/emotional-intelligence-in-early-childhood/>

Accessed: 03.03.2017.

Denham A. Susanne, Zinsser Katherine, Bailey S. Craig, Emotional Intelligence in the First Five Years of Life. Bailey, BS George Mason University, USA, September 2011.

Durlak & Weissberg, R.P. (2005) as cited in Cherniss, C., Extein, M., Goleman, D., Weissberg, R.P. (2006). "Emo-tional intelligence: What does the research really indicate?" Educational Psychologist, 41 (4), 239-245

Driscoll, A. & Nagel N. G. Importance of Early Childhood Education: Family Involvement, 8.12. 2010.

<https://www.education.com/reference/article/research-family-involvement-early/>

Accessed: 15.11.2016.

Eisenberg, N. (1986). Altruistic Emotion, Cognition, and Behavior. Hillsdale, NJ: Erlbaum.

Eisenberg, N. (1989). Empathy and sympathy. In W. Damon (Ed.), Child Development Today and Tomorrow. San Francisco

Eisenberg, N. (1995). Prosocial development: A multifaceted model. In W. Kurtines & J. Gewirtz (Eds.), Moral Development. Boston

Elkind, David, Erik Erikson's Eight Ages of Man, no data

https://www.pdx.edu/sites/www.pdx.edu.ceed/files/sscbt_EriksonsEightAgesofMan.pdf

Fabes, R.; Eisenberg, N.; & Miller, P. (1990). Maternal correlates of children's vicarious emotional responsiveness. *Developmental Psychology, 26*, 639-648.

Feuer Mária, A gyermekrajzok fejlődéstana, Akadémiai Kiadó, Budapest, 2000, 9

Firestone, Lisa, Why We Need to Teach Kids Emotional Intelligence, The Most Important Thing We Can Teach Our Children, 16.03.2016.

<https://www.psychologytoday.com/blog/compassion-matters/201603/why-we-need-teach-kids-emotional-intelligence>

Accessed: 16.02.2017

Fleming, S. James, Erikson's Psychosocial Developmental Stages, 2004

<http://swppr.org/textbook/ch%209%20erikson.pdf>

Freedman, J., Ghini, M., & Fieldeldey-van Dijk, C. (2006). "White Paper: Emotional Intelligence and Performance

www.6seconds.org/sei

Accessed: 05.01.2017.

Freedman, J. (2003). "Key Lessons from 35 Years of Social-Emotional Education: How Self-Science Builds Self-Awareness, Positive Relationships, and Healthy Decision-Making." *Perspectives in Education 21(4)*:69-80.

Freedman, J. & Jensen, A. (2005). EQ for Families: Family Education Workshops on Emotional Intelligence, Six Seconds.

Gable Sara, Nature, Nurture and Early Brain Development.03.05.2008
http://www.classbrain.com/cb_pta/missouri_pdfs/kidsbrains.pdf
Accessed: 06.11.2016.

Gardner H. Frames of Mind: Theory of multiple intelligences. Fontana Press, 1993.

Gebhardt, Mirjam, Falsch erzogen,14.07.2015, Zeit Online
http://www.zeit.de/2005/29/Kinder_komma__Kinder
Accessed: 13.11.2016.

Goleman Daniel, Emotional Intelligence, Why It Can Matter More Than IQ, 1995, 35, 161

Goleman Daniel, Working with Emotional Intelligence, 1998, 3, 5

Goleman, D. 2005. Emotion-al intelligence: Why it can matter more than IQ. 10th Anniversary Edition. New York: Bantam Books, pg. 80-82

Goleman, Daniel
<http://www.danielgoleman.info/topics/emotional-intelligence/>
Accessed: 19.12.2016.

Gottfredson L. S., Mainstream science on intelligence: An editorial with 52 signatories, history, and bibliography. Intelligence, 24(1):13-23, 1997

Gottfredson L. S., Mainstream science on intelligence: An editorial with 52 signatories, history, and bibliography. Intelligence, 24(1):13-23, 1997.

Gregory R. L.. The Oxford Companion to the Mind. Oxford University Press, Oxford, UK, 1998.

Hebb O Donald, A pszichológia alapkérdései (Textbook of psychology), Trivium Kiadó, 1975, 186-189.

Heckman J. James, Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy
<https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/>
Accessed: 16.03.2017.

Hegyi Ildikó dr, Jaj, te gyerek! -Nevelési helyzetek az óvodában, Okker Kiadó, Budapest. 2000
 Hergenhahn, B. R., An Introduction to the History of Psychology 2009, 313-314

Hiil, Cindy, Stages of Early Childhood Brain Development, 12.2015
<http://www.livestrong.com/article/270590-stages-of-early-childhood-brain-development/>
 Accessed: 02.11.2016.

Hoffman, M.L. (1987). The contribution of empathy to justice and moral judgment. In N. Eisenberg and J. Strayer, Empathy and Its Development. New York, Cambridge University Press.

Hujala, Eeva, The development of early childhood education as an academic discipline in Finland, Nordic early childhood education research, 2008, 17-23.

Jensen, A. & Freedman, J. (2006). Assessment of School Climate. San Francisco: Six Seconds. Regression analysis from Freedman, J. & Fieldeldey-van Dijk, C. "White Paper: School Climate and School Success," Six Seconds (in press).

Kestenbaum, R.; Farber, E.; & Strofe, L. (1989). In N. Eisenberg, (Ed.), New Directions for Child Development: Vol 44. Empathy and Related Emotional Responses, (pp. 51-64), San Francisco: Jossey-Bass.

Kihlstrom and Cantor, Social Intelligence: The Cognitive Basis of Personality, in Review of Personality and Social Psychology, 15-33, 1985.

Legg Shane, Hutter Marcus, A Collection of Definition of Intelligence, 15.06.2007: 2-12

Maccoby, E.E., The role of parents in the socialization of children, 1992.
https://is.muni.cz/el/1423/podzim2015/PSY530/um/59280812/Maccoby_1992_The_Role_of_Parents_in_the_Socialization_of_Children_-An_Historical_Overview.pdf
 Accessed: 27.02.2017.

Mayer, John D., Salovey, Peter, Caruso David R., Emotional Intelligence, New Ability or Eclectic Traits?, American Psychologist, September 2008, 503-517

Mayer D. John, Salovey Peter, Caruso R. David & Lillia Cherkasskiy, Emotional Intelligence 11.02.2011.
http://ei.yale.edu/wp-content/uploads/2013/09/pub312_Elchapter2011final.pdf

McLeod, Saul, Erik Erikson, 2008

<https://www.simplypsychology.org/Erik-Erikson.html>

Accessed: 03.11.2016.

Meleg, Csilla, 2010, PTE-ÁJK (University of Pécs), Sociology lectures

Mérei Ferenc, Binét Ágnes, Gyermeklélektan; Medicina Rt, Budapest, 1998

Nathanson, Lori, Rivers, E. Susan, Flynn, M Lisa, Brackett, A Marc, Creating Emotionally Intelligent Schools With RULER, Yale Center for Emotional Intelligence, USA

<http://ei.yale.edu/wp-content/uploads/2016/09/Emotion-Review-2016-Nathanson-1754073916650495.pdf>

Accessed: 12.02.2017

Neisser, U., Boodoo, G., Bouchard T. J., Boykin, A. W. Jr., Brody, N., Ceci S. J., Halpern, D.F., Loehlin J. C., Perloff, R., Sternberg, R. J. & Urbina, S.. Intelligence: Knowns and unknowns. *American Psychologist*, 51(2), 77-101, 96.

Online Etymology Dictionary

<http://www.etymonline.com/index.php?term=intelligence>

Accessed: 25.11.2016

Oswalt, Angela, Early Childhood Emotional and Social Development: Reflective Empathy, 16.01.2008

<https://www.mentalhelp.net/articles/early-childhood-emotional-and-social-development-reflective-empathy/>

Accessed: 03.01.2017

Oswalt, Angela, Emotional and Social Development in Early Childhood, Emergence Health Network, n. d.

http://info.emergencehealthnetwork.org/poc/view_doc.php?type=doc&id=16149&cn=474

Accessed: 25.02.2017

Parker, J.D.A., Creque, R.E., Barnhart, D.L., Harris, J.I., Majeski, S.A., Wood, L.M., Bond, B.J., & Hogan, M.J. (2004). "Academic achievement in high school, does emotional intelligence matter?" *Personality and Individual Differences*, 37, 1321-1330.

Pattern Elisabeth, Die ersten Lebensjahre, Verlag Urachhaus Johannes Mayer GmbH, Stuttgart

Phonix, Sandra, Children and brain development: What we know about how children learn, 2012

https://penobscotbaypress.com/news/2012/oct/1/children-and-brain-development-what-we-know-about/#.WP9DhaL-s_

Accessed: 14.11.2016

Rivers Susan E., Tominey Shauna L., O'Bryon Elisabeth C. & Brackett Marc A., Developing emotional skills in early childhood settings Preschool Ruler, The Psychology of Education Review, No.2 Autumn, 2013, 19-25

Ross Cambell dr., Dünöngő ifjak, Harmet Kiadó. 2000.

Salovey, P., Sluyter, J. D., Emotional development and emotional intelligence, New York, 1997.

http://ei.yale.edu/wp-content/uploads/2014/02/pub219_Mayer_Salovey_1997.pdf

Accessed: 04.11.2016

Six Seconds, Emotional Intelligence Network, 25.09.2007

http://www.6seconds.org/pdf/case_for_EQ_school.pdf

Accessed: 22.02.2017

Staub, E. (1995). The roots of prosocial and antisocial behavior in persons and groups: Environmental influence, personality, culture, and socialization. In W. Kurtines & J. Gewirtz (Eds.), Moral Development. Boston

The New York Times, "No emotion left behind", 16. August 2005.

Thorndike E.L., Intelligence and Its Uses, Harper's Magazine, 1920, 227-235

Tominey, S. L., O'Bryon, C. E., Rivers, S. E., & Shapses, S., Teaching emotional intelligence in early childhood, March 2017.

<http://www.naeyc.org/yc/emotional-intelligence-early-childhood>

Accessed: 09.02.2017.

Tóth, László dr., Debreceni Egyetem, Pedagógiai - Pszichológiai Tanszék ,Intelligencia, tehetség, 2009.

UNESCO, Early Childhood Development: The key to a full and productive life, 2001, 10-13

UNESCO, Early Childhood Care and Education

<http://en.unesco.org/themes/early-childhood-care-and-education>,

Accessed: 14.03.2017

UNICEF, Early Childhood Development, The key to a full and productive life, n.d., 10-12

<https://www.unicef.org/dprk/ecd.pdf>

Accessed: 18.02.2017

Uzsalyné Pécsi, Rita (June 2016), A sikeres nevelés kulcsa: az érzelmi intelligencia nevelése

<https://www.youtube.com/watch?v=EMWXO7dJKo8>

Accessed: 04.03.2017.

Uzsalyné Pécsi, Rita, Fejleszthető-e az érzelmi intelligencia - Opensky

<https://www.youtube.com/watch?v=MbMQHZWiifw>

Accessed: 02.03.2017.

Uzsalyné Pécsi, R., Szabadegyetem XV. Érzelmi intelligencia a házasságban és a párokcsalátokban, University of Szeged

<https://www.youtube.com/watch?v=2KVo1iuuNoA>

Accessed: 08.01.2017

Uzsalyné Pécsi, Rita, A nevelés az élet szolgálata 1. (Az érzelmi intelligencia fejlesztése),

Kulcs a muzsikához Kiadó, 2010, 5-18

Uzsalyné Pécsi, Rita, A nevelés az élet szolgálata 2. (A kisiskoláskor), Kulcs a muzsikához Kiadó, 2011.

Uzsalyné Pécsi, Rita, A nevelés az élet szolgálata 3. (Bizalom, fegyelmezés, tekintély), Kulcs a muzsikához Kiadó, 2013

Vekerdy, Tamás, Az óvoda és az első iskolai évek - a pszichológus szemével, Saxum Kiadó

Wang, M.C., Haertel, G.D., & Walberg, H.J. (1997). Learning influences. In H.J. Walberg & G.D. Haertel (Eds.) Psychology and Educational Practice (p.199-211). Berkeley, CA: McCatchan (210).

World Health Organization

“Health and Health Behavior Among Young People,” or The Monitoring the Future Survey (monitoringthefuture.org), cited in Freedman, J. (2007). “Special advice for dads” in At the Heart of Leadership: How to Get Results with Emotional Intelligence. San Francisco: Six Seconds

Appendix

Figure 1

C.A. Nelson (2000). Credit: Center on the Developing Child

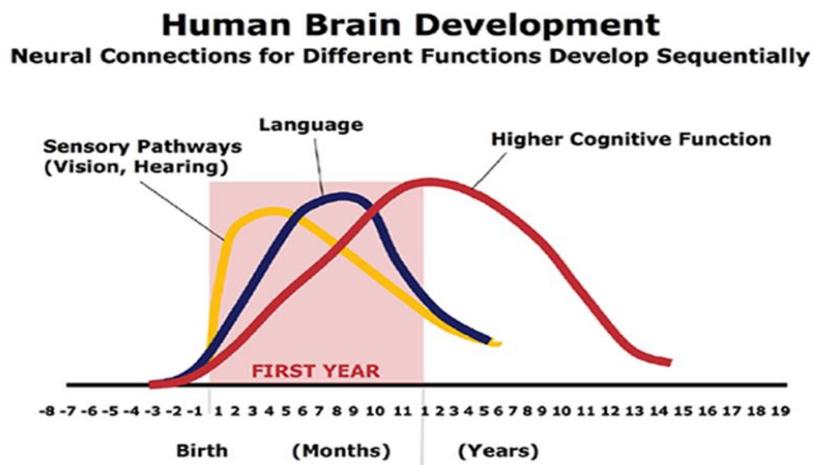


Figure 2

Radley et al (2004); Bock et al (2005). Credit: Center on the Developing Child

Persistent Stress Changes Brain Architecture

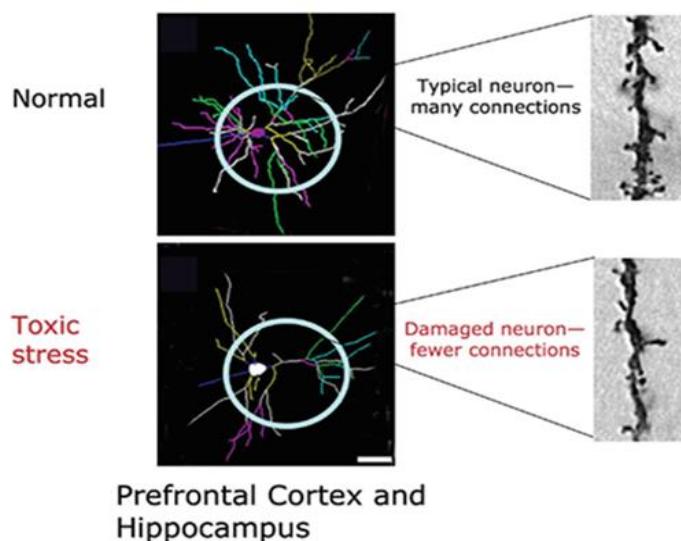


Figure 3

Conel, JL. *The postnatal development of the human cerebral cortex*. Cambridge, Mass: Harvard University Press, 1959.

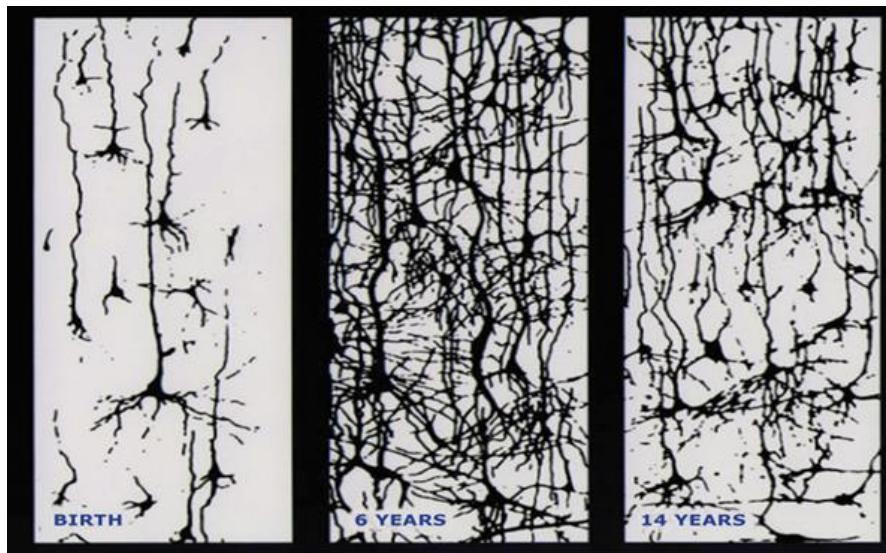


Figure 4

McNamara, S. (2006) "Emotional Intelligence, The Generation Game: Learn the Rules so children will too!"

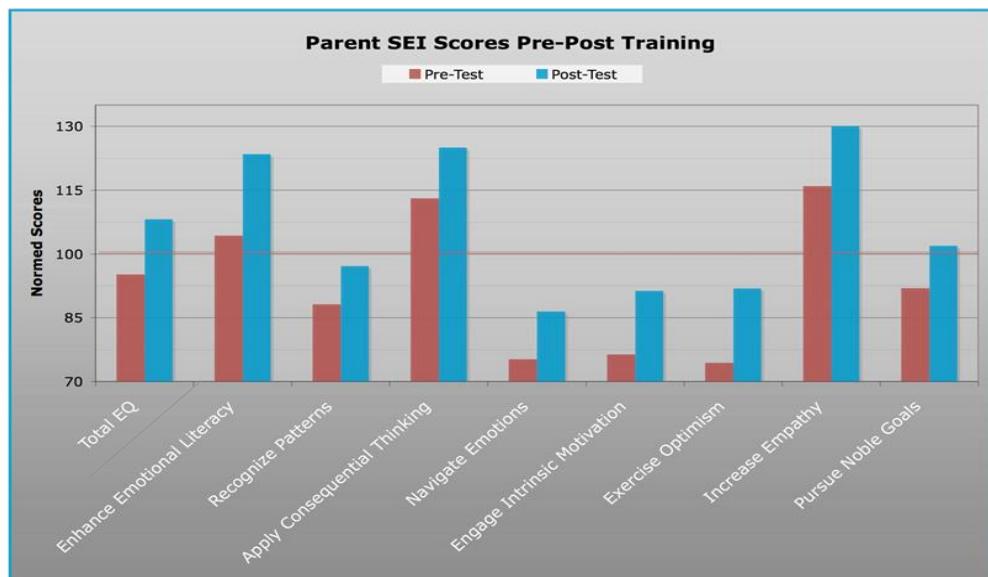


Figure 5

Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond & Hogan 2004, "Academic achievement in high school, does emotional intelligence matter?" *Personality and Individual Differences*, 37, 1321-1330

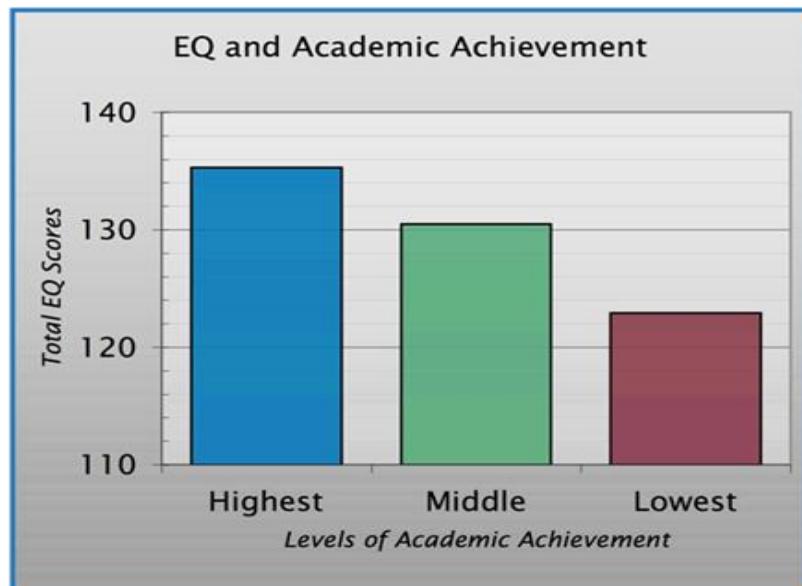


Figure 6

People with higher emotional intelligence have higher score on "Success Factors" including relationship, health, quality of life, and effectiveness.

Freedman, Ghini & Fieldeldey-van Dijk 2006

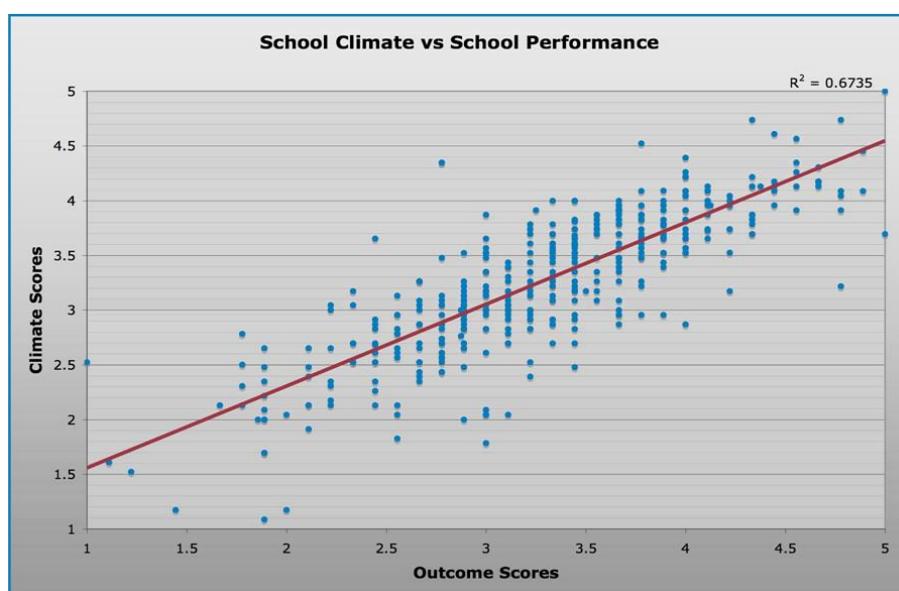


Figure 7
Barth et al. 2008

