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UPBRINGING AS A SOCIAL FACTOR DETERMINING EMOTIONAL INTELLIGENCE IN SOCIALLY VULNERABLE ADOLESCENTS

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Abstract

In the process of upbringing, the development of competencies related to emotional intelligence is one of the most important factors. The ability to perceive, understand and manage our own and others' feelings helps us to take into account both our own and other people's emotional states and have a positive impact on them. The development of an adolescent into a successful personality depends equally on well-developed cognitive abilities and a high level of emotional development. Despite the fact that genetic factors have the most significant influence on personality development, the above-mentioned skills are primarily formed in the family, surrounded by parents. This issue is especially important for families that have socially vulnerable status. Based on the above, the present study aims to empirically study the influence of parental attitudes, behavioral styles and parenting methods on the development of emotional intelligence in socially vulnerable adolescents. As a result of the study and analysis of relevant scientific literature, the following hypothesis was formulated - the level of emotional intelligence is related to the parenting style. According to the literature, parenting style as a social factor influences the development of emotional intelligence. The object of the research is the process of developing emotional intelligence in adolescents with social status. The subject of the research is the process of influencing the emotional intelligence of the parenting style used with adolescents. Accordingly, the goal of the study is to empirically test this hypothesis and to empirically study the influence of parental attitudes, behavioral styles and parenting methods on the development of emotional intelligence in adolescents. Quantitative methods were selected for the study, which involves fixing predetermined study variables and measuring them quantitatively. The study was conducted in educational institutions of Georgia. 100 socially vulnerable adolescents participated in the study. The following instruments were used in the study: The "Emotional Intelligence" test developed by S. Belyaev. The "Parental Behavior and Child Attitude Test" by E. Shafer. The study discusses in detail scientific findings based on research from recent decades and modern theories about emotional intelligence. Within the concept of emotional intelligence, important aspects of the psychology of emotion are discussed, as well as those competencies and personal characteristics related to emotions that determine a person's success. This section of the paper also presents an analysis of empirical studies related to emotional intelligence and parenting style. The study has both theoretical and practical value. The theoretical value of the paper is its contribution to the verification of existing theoretical assumptions and constructs about parental behavior and related phenomena. Analysis of empirical data obtained on the phenomenon of emotional intelligence, its predictors and the characteristics and mechanisms of the manifestation of this phenomenon in adolescents. The practical value is primarily expressed in the fact that, in the complex psychological development process of adolescence, revealing the mechanisms of the process of positive transformation of

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adolescents will help practicing psychologists, teachers, parents and all those interested in this issue in planning and implementing effective interventions, developing relevant recommendations and creating the necessary training modules in this direction. Based on the research conducted, appropriate recommendations are presented.

Keywords
Emotional intelligence, parenting style, socially vulnerable, adolescent, family.

1. Introduction

The world we live in is rapidly changing and dynamic and this process presents new generations with numerous challenges. Parents strive to raise their children to be successful individuals and prepare them for life in a world that is becoming increasingly difficult every year. Because adolescents need to be able to maximize their potential and develop into fulfilled individuals.

The majority of parents consider academic achievements to be the only necessary condition for their child's success. Parents believe that the only way to achieve future success is for their children to get high academic grades and acquire the necessary knowledge for their future profession. To achieve these goals, they spare no effort, no strength and energy, try to educate their children in the best general education institutions, have the best teachers in the field and take them to additional classes. However, this is not enough, because in order for adolescents to succeed and realize themselves, they need not only cognitive and intellectual development, but also caring for the social and emotional development of the teenager, for which a high emotional development coefficient is responsible because in today's world, becoming a successful person depends equally on both mental and emotional development. In other words, a high level of both mental and emotional development is extremely important for becoming a successful person. According to some opinions in psychological literature, the latter is greatly influenced by the parents' environment and upbringing style.

Educators, psychologists and sociologists agree that the family is the primary environment where a teenager's emotional and personal development and formation takes place, which is largely dependent on the parenting style of the parent. The present study also addresses parenting style as one of the most important social factors that determine the emotional intelligence of a socially vulnerable teenager.

In simple terms, emotional intelligence is the ability to understand and manage one's own and other people's emotions. Accordingly, it can be said that a high level of emotional intelligence is responsible for the ability to understand both one's own and other people's emotions and feelings. This ability is considered one of the main abilities of a person in the modern era, which is important at all stages of age development and has a particularly great burden during adolescence.

For effective professional activity, expertise in a relevant field and high academic intelligence are often not enough. Something more important is needed, which is related to a person's emotions and feelings - what is called “emotional intelligence”.

2. Age-related characteristics of adolescent development

2.1. Physical development of adolescents

Human life is divided into three major eras, the first of which is associated with childhood and adolescence, which in turn is associated with essential transformations and

from a psychological point of view, embodies the ascending processes of development. This period in an individual's development begins at the moment of conception and according to the most common view, ends at the age of 18-19.

During the transitional age, all organs and tissues in a teenager's body are in a constant process of growth, similar to the period when a baby is in the womb.

However, unlike infancy, a teenager in transition observes the events taking place during this period not only with joy and interest but also with fear.

Growth spurts in adolescents are often manifested by uneven development of bones and muscles. The hands and feet grow first, followed by the limbs. As height increases, muscle mass increases. From the age of 12, muscles become noticeably stronger and firmer, but in the transitional age, only the thickness-diameter of muscle fibers increases. Accordingly, the structure of the muscles changes slightly. Muscle development is accompanied by an awareness of one's own strength and in many cases, an overestimation. This leads to an exaggerated perception of one's own capabilities, which sometimes causes quite a lot of discomfort.

2.2. Mental development of a teenager

It is important to consider the determining factors of mental development. What determines the formation of the general mental structure and individual psychological characteristics, which makes each individual similar on the one hand and different from everyone else on the other.

The environment is recognized as one of the determining factors of mental development, considering the role that environmental factors, including upbringing, play in shaping various aspects of a child's psyche. Objective reality is formed as an environment in relation to an active subject who strives to satisfy certain needs. A teenager is motivated to be active due to needs and those components from objective reality enter his activity environment, with which he has the opportunity to interact, in accordance with the needs and the level of development of the forces necessary for activity. An environment organized in this way is called an age-appropriate environment because it is unique to each age and corresponds to the level of development of the child's strengths.

From around the age of 11-12, a teenager, under the influence of a number of factors related to biological and mental maturation, comes into contact with aspects of the self that were either completely unnoticed by him/her or did not play a significant role in his life. This means that the adolescent's age environment has once again changed significantly and they have entered a new period of development, called the transitional age, which lasts from about 11 to 15 years for girls and 12-16 years for boys.

This is a completely specific stage in a person's psycho-physical development, a period when they gradually leave childhood behind and move into adulthood.

2.3. Personal development of a teenager

Personal development is a process that continues throughout life. It allows a person to assess their own skills, set goals and strive to maximize their potential. A teenager's personal transformation finds expression primarily in relationships with people around them, which become quite difficult and tense during this period. The teenager realizes that he/she is no longer a child and tries to behave in a way that is radically different from a child. At the same time, he/she is forced to take into account the fact that

he/she is not yet an adult and a developed person. Accordingly, it is difficult for a teenager to find a form of behavior that would be most appropriate for his age. Therefore, a teenager often allows himself/herself to act in ways that are characteristic only of adults. Such cases are often followed by a remark from the caregiver or in the worst case, ridicule. This fact confirms that very often even caregivers fail to establish relationships with adolescents that are appropriate for the age of their children. If adults only see that, they are no longer children. Educators only see that their growth and development are still ongoing and accordingly demand childlike obedience from them. This mutual misunderstanding is the main psychological basis of the parenting conflicts that are so common during adolescence.

Adolescents should be given independence within the limits appropriate to their age and socially acceptable. The greatest resistance during this period is faced by educators who do not understand that childhood is over and attempt to return the adolescent to a regime of passive listening and obedience. Often when this doesn't work, educators resort to various punitive measures, when perhaps well-thought-out advice could be much more beneficial.

3. Adolescent's Relationship with Parents

The family plays an important role in the process of forming identity and self-esteem. In families where parents cope well with their roles and responsibilities, children experience a safe, calm and friendly environment. In such a case, the teenager feels that the parent accepts him/her as he/she is. In addition, parents help the teenager develop into an independent and full-fledged person.

F. Rice identified seven family characteristics for the successful development of a child:

a) Showing care and attention to a child contributes to the successful socialization of the adolescent, the development of empathy, goodwill, good academic achievements, self-esteem and a high moral standard.

b) A parent's ability to listen, understand, and express support for their child helps the adolescent develop empathy, while the lack of emotional contact leads to indifference in the parent-child relationship. A kind attitude towards your child makes your relationship with him or her even more trusting and harmonious.

c) Love, comfort and a positive atmosphere in the family positively affect the emotional closeness of the child and the parent. In such a family, mutual understanding and empathy prevail. In the case of a negative atmosphere, the child is cold-hearted, withdrawn and hostile.

d) Trust-distrust in the child is conditioned by the parent's fears and anxieties. The parent develops a feeling that the child will not be able to help and protect himself. The less confident the parent is, the more fears and feelings he has about his child.

e) It is extremely important for parents to foster a sense of belonging to their child as an adult and independent person. Independence is directly related to individualization and individualism is very important during adolescence.

f) Parental authoritarianism has a negative impact on children. It is important for parents to be patient, understanding and accommodating. To be able to listen to their child and share their point of view.

4. Emotional Intelligence

The concept of emotional intelligence gained popularity in the United States after the publication of Daniel Goleman's book, “Emotional Intelligence: Why It Can Matter More Than IQ”. The work laid the foundation for scientific research on emotional intelligence. Goleman notes that emotional intelligence is not an innate talent, but rather a learned competency, the development and production of which continues throughout life and it is precisely on the effectiveness of learning these components that a person's personal, academic and professional success depends.

Emotional intelligence is understood as a complex construct consisting of three types of abilities:

1. Identifying and expressing emotions;
2. Regulating emotions;
3. Using emotional information in thinking and acting.

Each type of skill consists of a number of components. In turn, the ability to identify and express emotions is divided into two components, one focused on one's own emotions and the other on the emotions of others.

The first component includes verbal and nonverbal subcomponents, while the second includes nonverbal perception and empathy subcomponents.

Emotion regulation consists of two components: regulation of one's own emotions and the emotions of others.

The third type of skills, related to the use of emotions in thinking and acting, includes components of flexible planning, creative thinking, redirected attention and motivation.

The closest to the concept of emotional intelligence was Howard Gardner (1943), who described intrapersonal and interpersonal intelligence within the framework of his theory of multiple intelligences. The qualities he described in this concept are directly related to emotional intelligence.

The first and most famous model of emotional intelligence was developed by Salovey and Mayer (1997). It was these authors who introduced the term “emotional intelligence”. Emotional intelligence was understood as a complex construct consisting of three types of abilities: 1) Identifying and expressing emotions; 2) Regulating emotions and 3) Using emotional information in thinking and acting. Each type of skill consists of a number of components. The ability to identify and express emotions is divided into two components, one of which is directed at one's own emotions and the other at the emotions of others. The first component includes verbal and nonverbal subcomponents, while the second includes nonverbal perception and empathy subcomponents. Emotion regulation consists of two components: regulation of one's own emotions and regulation of others' emotions. The third type of skills is related to the use of emotions in thinking and action and includes components of flexible planning, creative thinking, redirected attention and motivation.

5. Results

According to the study, a very low rate was identified in 68% of socially vulnerable adolescents. A low rate was identified in 15%. An average rate was identified in 14%. A high rate was identified in 2% and a very high rate was identified in only 1%.

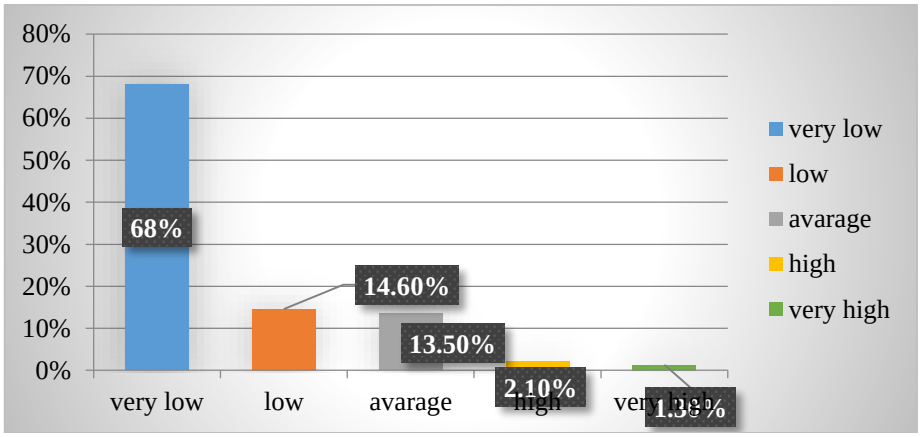


Diagram 1. General emotional intelligence among socially vulnerable adolescents
Source: Compiled by the author based on research results

5.1. Parenting style

The E. Schafer test was selected for the study that allowed to identify 5 parenting styles: positive interest (POZ), directiveness (DIR), hostility (HOS), autonomy (AUT) and non-conformity (NED).

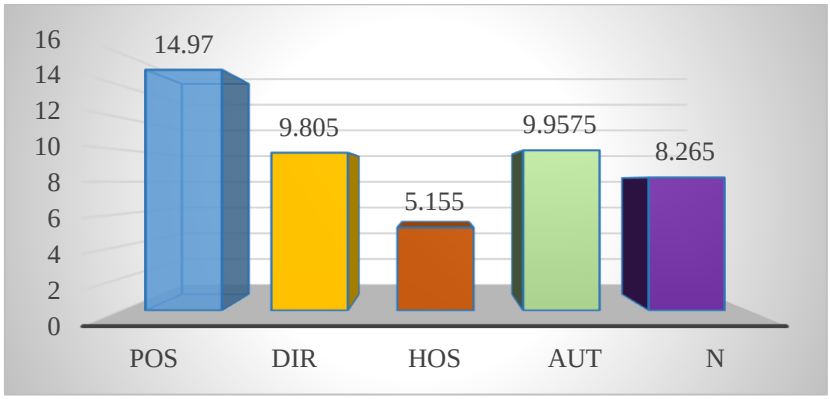


Diagram 2. Evaluation of mothers' parenting style by socially vulnerable adolescents
Source: Compiled by the author based on research results

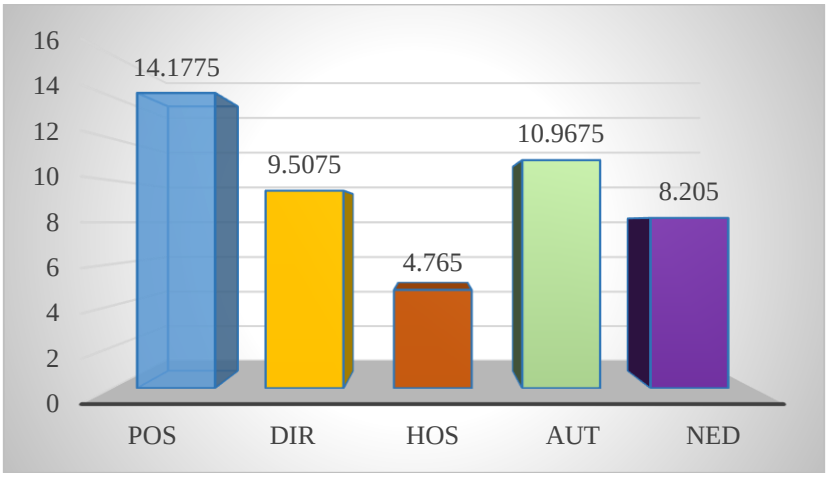


Diagram 3. Evaluation of fathers' parenting style by socially vulnerable adolescents
Source: Compiled by the author based on research results

According to the data obtained based on the conducted empirical research, it turned out that, according to adolescents' assessments, the most prominent parenting style among mothers is the positive parenting style.

Parenting style towards fathers - the research showed that, similar to mother's parenting style, positive interest in fathers is most prominent.

5.2. Correlation analysis between emotional intelligence and parenting style

Correlation analysis of the data obtained as a result of our research showed the following picture: the correlation is positive between general emotional intelligence and the directive, hostile, autonomous and inconsistent parenting styles demonstrated by the mother, this demonstrates the fact that the more the mother exhibits the above-listed parenting styles, the higher the adolescent's general emotional intelligence.

In general, the lowest rate was confirmed for hostile parenting styles, according to the assessments of both girls and boys. This means that parents do not express hostility towards their children and accept them unconditionally. In such a case, the relationship between parents and children is aimed at openness, goodwill and mutual understanding.

According to correlation analysis, a statistically significant relationship was confirmed between the directive parenting style implemented by the mother and father and both personal emotional intelligence and communicative emotional intelligence. This means that the more a parent uses a directive parenting style, the higher the personal and communicative intelligence of both boys and girls.

6. Conclusion

Based on the empirical analysis of the research, the following conclusions can be drawn: according to the general data on the assessment of parental styles identified by socially vulnerable adolescents, the highest indicator is the positive parenting style, which means that security, love, care and affiliation are consistently provided in the relationship with parents. In addition, psychological acceptance on the part of parents is based primarily on trust.

According to the data, the directive parenting style is in second place, although it lags far behind the data for the positive parenting style. In such cases, parents are characterized by strict control over their children, although their directiveness does not exceed the norm, which indicates the parents' acceptance of their child.

The lowest rating was revealed for the hostile parenting style, which means that the parent unconditionally accepts the child and does not express hostility towards the child. The relationship is focused on openness and goodwill.

According to the general data of the study, 55% of respondents are characterized by very low personal emotional intelligence, 22% by low, 18% by average, 3% by high and 2% by very high.

Factor analysis revealed that the directive parenting style has the greatest weight - significance in the relationship between the variables included in the study.

7. Recommendations

Based on the analysis of the research, recommendations were developed that will help practicing psychologists, teachers, parents and all those interested in this issue in planning and implementing effective interventions.

It is advisable that during the upbringing process, parents ensure safety, love and care for children of both sexes, which guarantees that the psychological acceptance of both the mother and the father will be based primarily on trust.

In order for adolescents to develop high emotional intelligence, it is important for parents to have control over their children, although it should not exceed the limits of the norm, which indicates the parents' acceptance of their child.

This parenting style will allow parents to raise children who will have the ability to understand and manage other people, which is a key prerequisite for creating a positive environment.

The least parents should express is their desire for an "ideal child". Parents should not be overly demanding of their children and should not show emotional indifference to the child. This type of behavior is considered unhealthy by parents because the child is always in a state of expectation and anxiety, lest their behavior be negatively evaluated and rejected by the parent.

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