RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND COPING AMONG CHILDREN IN THE U.S.

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BACKGROUND ON EMOTIONAL INTELLIGENCE

- Link between EI & social intelligence (SI) and their ability to influence each other
  (Schutte et al., 1998; Sharma, 2008)

- **Leading scholars in Emotional Intelligence (EI) literature**
  - Salovey, Mayer, Caruso, Brackett, Bar-On, Wong, Law, Goleman, Schutte

- **Components of EI** (Law et al., 2004; Bar-On, 2006; Schutte et al., 1998)
  - Perceive, Recognize, Identify, Appraise, Understand, Express, Regulate, Use, Manage in order to facilitate thinking and performance

- **Scales / Measures**
  - WLEIS, Bar-On EQI, TEIQue, MEIS, Schutte EIS, SREIS

- Literature reviewed is primarily international (Europe, Asia, Africa, Middle East); lack of studies performed on American subjects

Mood Meter - Marc Brackett, PhD

BACKGROUND ON COPING

- **Leading scholars** in coping literature
  - Lazarus, Laborde
- **Strategies** (from the BreifCope in Boyer et al., 2017)
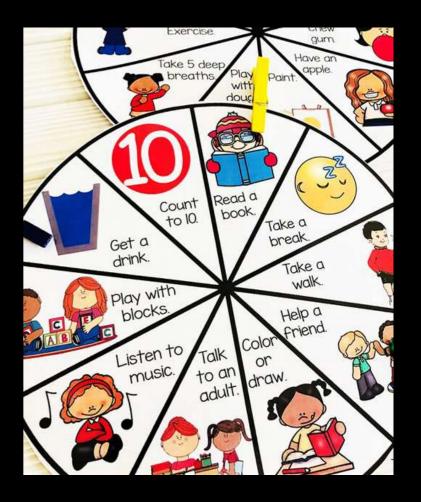 - Self-distraction, denial, substance use, emotional support, behavioral disengagement, venting, positive reframing, acceptance, religion, self-blame
- **Styles / Types**
  - Problem-focused vs. emotion-focused
  - Active vs. passive coping
- **Scales / Measures**
  - Coping Effectiveness Scale, Children's Coping Strategies Checklist, Coping Inventory for Stressful Situations, BriefCope

PURPOSES

1) Discuss preliminary findings and themes from
    this review of available literature that explores EI
    and coping in children up to 18 years old

2) Raise SW practitioner awareness about the
    importance of cultivating the skills associated
    with EI & coping in children

- Help SWers understand the role of EI & coping on
  development, and the long-term impacts these
  constructs can have on well-being

METHODOLOGY

- Qualitative content analysis
  - **Databases used**: West Chester University Libraries, Ebscohost, Taylor & Francis Group, Elsevier via ScienceDirect, Open Athens, Sage Journals
  - **Keywords used**: emotional intelligence, coping, children, adolescence, United States, culture
  - Exploratory systematic review on the relationship between emotional intelligence and coping in children in the United States

PRELIMINARY FINDINGS (6 MAJOR THEMES)

❖ Athletes

- EI: positively correlated with more physical sport activity (Amado-Alonso et al., 2019)
  - Better intra- and interpersonal capabilities
- EI: facilitated more adaptive coping (Cowden, 2016)
- Relationship between EI & coping mediated by…
  - Mental toughness (Cowden, 2016)
    - Related to increased problem-focused coping

❖ Mental Health (MH)

- EI as protective factor for internet addiction (Sun et al., 2019)
- EI & MH affect each other (Nogaj, 2020)
- EI has moderating effect on relationship between MH & stress (Huang et al., 2017)

PRELIMINARY FINDINGS (CONT.)

❖ **Gender**

- Higher EI in girls (Yang & Wang, 2016; Amado-Alonso et al., 2019)

❖ **Risk: Interpersonal Threats**

- Cybervictimization (less use of EI skills as this increases) (Rey et al., 2018)
  - Deficits in EI are linked to higher victimization (especially in girls with deficits in emotion regulation)
- Child abuse as risk for maladaptive coping and smart phone addiction (Sun et al., 2019)

PRELIMINARY FINDINGS (CONT.)

❖ Cultural Differences

(Yang & Wang, 2016)

European-American Children

- Larger **variety** of coping strategies
- Higher knowledge of self-conscious emotions led to less **distraction** coping strategies (finding not present for Chinese immigrant children)

Chinese Immigrant Children

- More knowledge of self-conscious emotions such as...
  - fear (social-shaming)
  - pride (competence & popularity)

(Mousavi & Juhari, 2019)

	Authoritative Parenting	Authoritarian Parenting
Western Cultures (Individualism)	Higher likelihood of developing EI	Lower likelihood of developing EI
Arab & Asian Cultures (Collectivism)	Lower likelihood of developing EI	Higher likelihood of developing EI

PRELIMINARY FINDINGS (CONT.)

❖ **Psychological Distress**

(Chan, 2005)

- High **self-related EI** made it less likely for students to engage in avoidant coping
- High **other-related EI** made it more likely for students to use social coping

(Huang et al., 2017)

- Developed EI is associated with **less psychological symptoms**

Avoidant Coping

Social Coping

IMPLICATIONS FOR SOCIAL WORK PRACTICE

BENEFITS & SUCCESSES WHICH CORRELATE WITH EI & COPING	
Emotional Intelligence	**Coping**
• Incremental predictive power on **life satisfaction** (Law et. al, 2014) • Positive links with **life satisfaction** (Huang et al., 2017) • Capacity to affect **quality of life** in self and others (Boyer, 2017) • EI & MH affect one another. This suggests EI affects **success in life** (Nogaj, 2020)	• Style can have short-term effects on how one resolves **stressful events**, and long-term effects on their **mental health** and **adjustment** outcomes (Sun et al., 2019) • Problem-focused coping is adaptive, effective for **stress management** & **decreases risk of physical health problems** (Sheffler et al., 2019)

The sooner SWers **understand** how important it is for children to develop EI & coping skills early on, the **better equipped they will be to make positive contributions to children's future successes.**
(Morrison, 2007)

SWers who are trained in these skills may be more able to help children with…
- Management of self and emotions
- Handling interpersonal interactions and relationships
- Increasing capacity for emotional awareness, flexibility & tolerance

(Morrison, 2007)

RECOMMENDATIONS

- Implement EI **training and skill-building** in higher education curricula (BSW, MSW, DSW)
  - Build **awareness** of EI through **practice** and be required to **demonstrate competence**

- Initiate more research on this topic and population **based within the U.S.**

- Consider **sociocultural background** of children who participate in future studies
  - Race, SES, Geographic Location

NEXT STEPS FOR THIS META-ANALYSIS

- Explore gender differences further

- Examine specialized childhood populations
  - Transgender, homeschooled, Autism spectrum

- Investigate effects of COVID-19 pandemic on children, their EI and coping style(s)

- Assess capacity for parental influence on these constructs

- Consider nonviolent communication and empathy as they relate to cultivating EI

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