

# Original Article: Relationship between Emotional Intelligence and Social Causes of Job Development in Working Children and Normal Children

Farideh Mohammadkhani Orouji

Department of Psychology, Abarkouh Branch, Islamic Azad University, Abarkouh, Iran



**Citation:** Mohammadkhani Orouji F. Relationship between Emotional Intelligence and Social Causes of Job Development in Working Children and Normal Children. *Int. J. Adv. Stu. Hum. Soc. Sci.* 2021; 10(1):1-6

[10.22034/ijashss.2021.268820.1034](https://doi.org/10.22034/ijashss.2021.268820.1034)



## Article info:

Received: 15 October 2020

Accepted: 18 February 2021

Available Online: 18 March 2021

Checked for Plagiarism:

Dr. Sami Sajjadifar

Peer Reviewers Approved by:

Dr. Amir Samimi

Editor who Approved Publication:

Professor Dr. Ahmad Alipour

## Keywords:

Work and normal vodka, Qualitative information, Questionnaire, Emotional intelligence, Social causes.

## ABSTRACT

This study investigated the relationship between emotional intelligence and social causes of job development in working children and normal children. The problem of solving child poverty and solving the problems of street children is an issue that will be resolved with the full cooperation of international governmental and non-governmental organizations along with close and joint cooperation with child rights activists. To pay for their own education or that of their siblings, they are forced to adopt street working and sometimes illegal work. The background of emotional intelligence can be traced to Kessler when explaining the non-cognitive aspects of general intelligence. In this study, a series of preliminary studies were conducted and after identifying the research variables, the research design was presented. To measure the variables, data were collected through a questionnaire. The questionnaire consisted of 10 specialized questions. To measure the variables in this research, a five-point Likert scale questionnaire was set. In this regard, in order to convert qualitative information into quantitative information, each of the options was given numbers in order of one to five, and the scores of importance were multiplied by their frequency.

## Introduction

Working children refers to children under the age of 3 who work on the streets or in workshops and also have a sense of belonging to the family. According to available statistics, 1.5 million children are trafficked annually. 6,000 children are forcibly recruited by the military and forced to serve in the face of military tensions. More than

5,000 children are involved in illegal activities worldwide. Forced labor is under pressure [1-4]. Importance and necessity of the class gaps, increasing numbers of abusive, orphaned and single-parent families, population growth, cultural poverty, migration, unemployment, social insecurity, marginalization, persistent family conflicts, addiction, and false occupations all contribute to the spread of corruption. Due to economic poverty, families are forced to work on

\*Corresponding Author: Farideh Mohammadkhani Orouji (F.mohammadkhani.or1983@gmail.com)

the streets. They are 5 to 18 years old. Out of a total of 2 million workshops in Tehran province, employers pay insurance premiums only for 500,000 workshops [5-8]. This statement shows that there are 1.5 million workshops in Tehran province alone that the Ministry of Labor does not supervise and control, so most of the working children and adolescents are not covered by any insurance [9-11]. Unfortunately, despite its commitment to international treaties, there is still no child protection agency operating in the country. If these children cannot be fully supported [12-14]. Not so long ago, they were among the criminals of the society, or in other words, among the tax collectors, and it is better that the money that is considered in the future to fight crime be spent today on literacy and other social support for these children. It is important to prevent the spread and promotion of street work in a society and also to lead children to more education and useful entertainment or training in specialties and techniques so that can get a good job in the future. The phenomenon of street children reed is one of the most harmful social problems that has existed around the world for a long time and has increased in our country in recent years for various reasons. The phenomenon of street children is one of the most harmful social problems that has existed around the world for a long time and has increased in our country in recent years for various reasons. In our country, this phenomenon has emerged with its dual characteristics, longevity, extent and the need to pay attention to it [15-17].

Wechsler (2019) writes on page 103 of his 1943 report on intelligence. It has been tried to show that in addition to intelligence factors, there are specific non-intelligence factors that can determine intelligent behavior. We cannot measure general intelligence unless they contain tests and criteria for measuring non-intelligence factors. In his work, Wechsler also refers to the sensory signaling efforts to measure the non-cognitive life of intelligence [18-21]. The result of Dahl's efforts is reflected in the Wild land Social Development Scale. Pierre (1984) also believed that emotional thinking is part of rational thinking that contributes to this type of thinking, or more generally, intelligence. Other psychologists such as Mayer (1993) and Salowi (2019) have also focused their research on emotional intelligence

aspects. Before 1990, Pine (1968) first used the term emotional intelligence and wrote: One of the reasons for which many researchers are currently studying emotional intelligence. It is true that people with high emotional intelligence are more effective in some aspects than other people in society [22-25]. By looking at various definitions of emotional intelligence, two general theoretical lines can be found in this field. The basic view defines emotional intelligence as a type of intelligence that includes emotion and emotion. The next perspective is the mixed perspective that combines emotional intelligence with other abilities and personality traits such as motivation [26-28].

### Ability perspective (information processing)

The term emotional intelligence was first coined in 1990 by Meyer and Saloway (2020) as a form of social intelligence. Their basic model of emotional intelligence includes three areas of ability [29-31].

1. Evaluation and expression of emotion: Evaluating and expressing one's emotion is divided into two components, verbal and non-verbal, and evaluating and expressing the emotion of others is characterized by non-verbal components and empathy
2. Regulation of emotion in oneself and others' emotion regulation in itself means the experience of controlling and evaluating the action and creating the self. Emotion regulation in others means effective interaction with other people, for example, calming helpless emotions in others [32].

In 1997, Mayer and Saloway proposed a modified model of emotional intelligence that emphasized the cognitive components of intelligent and emotional development. This model examines emotional intelligence operationally in both cognitive and emotional systems. The aptitude detection system has the ability to process information at all times by entering information, and quickly manipulating symbols and referring them with specialized knowledge. Both systems are monotonous and fully thought out. The model consists of four branches, each of which basically measures a class of abilities and shows an orderly hierarchy [33-35].

### First branch

This branch deals with perception and evaluation and expression of emotion, which includes the perception of emotion. In the emotional cognitive cycle, this branch includes recognizing and entering information. Emotional intelligence cannot begin without the first branch. If an unpleasant feeling comes to the person every time, the person diverts his attention from it because he has paid attention to the feelings and has learned them. Emotional perception expresses attention to the decoding of emotional messages that lies in the four states of sound and works of art. For example, one person understands the mood of laughter and many other things about the emotions and feelings of others, but another person does not understand these emotions and moods. These abilities are the basis and information processing skills related to emotions and moods. People who evaluate and express their emotions quickly and accurately are better able to respond to their environment. People who are more skilled in this work and are better able to respond to their social environment can provide a suitable social support framework for build yourself [36].

### Second branch: Emotional facilitation of thinking

This area pertains to the ability to prioritize and apply personal thinking based on emotions in relation to objects, events and other people, the ability to create or imitate clear and active emotions to facilitate judgment, recognition and memory of emotions, the ability to use emotional states, and to facilitate the problem involves openness and creativity, for example, it facilitates a sense of creativity [37]. This branch uses emotion to reinforce cognitive processes. Excitement facilitates two cognitive systems. Known emotions are when one thinks I am sad, and variable cognitions, when one thinks in a state of unhappiness that I am not good. Emotional facilitation focuses on thinking and how emotional data enters the cognitive system and cognitive variables to aid thinking. A person who understands emotions and their meanings and how to combine and improve them has the ability to understand the fundamental truths of human nature in relationships [38]. It is interpersonal. Emotional states and their effects can lead people

to different goals. For example, a positive mood is more likely to produce a positive mood, while a negative mood has a negative consequence. These two different styles of information processing are productive for two different types of problem-solving tasks, respectively, and this change and differences in our cognitive system make us pay attention to the directions around us from different perspectives. Such differences are quite obvious, and the expression of doubt and optimism encourages one to see multiple points and thus to imagine a problem in depth. People with emotional intelligence are able to control and direct the qualities of arousal. The student stimulates himself to study by recalling the negative consequences of failure or creating a state of fear. And in this way, it leads to strengthening the confidence of perseverance and perseverance in doing the task [39].

### Third branch: Application of emotional knowledge

It includes the ability to understand and how to relate different emotions; the ability to perceive the causes and consequences of emotions; the ability to change complex emotions such as different emotions and conflicting emotional states; the ability to understand and predict between emotions such as transition from anger to satisfaction or from anger to shame; the ability to label emotions and recognize relationships between emotions. To further explain, this branch is related to the basic knowledge of the emotional cognitive system. People with emotional intelligence are well able to recognize the terms used to describe emotions in a set of familiar words and a group of emotional phrases arranged in a class of indefinite words [40].

### Fourth branch: Intelligent emotion regulation

It concerns emotional promotion and intelligent growth that have the ability to delay emotions, whether pleasant or unpleasant.

### The ability to regulate emotion in oneself and others by modifying negative emotions and increasing pleasant emotions

It relates to pleasure without suppressing or exaggerating the information that these emotions

convey. Emotion regulation skills lead to maintaining mood and field strategies such as avoiding unpleasant activities or engaging in rewarding activities. People who are not able to regulate emotion are more likely to experience emotion and are in a weak mood.

### **Mixed perspective of emotional intelligence, social emotional personality**

One of the theorists of the above model is Gelman (1995), who included the concept of emotional intelligence in this area. In his book *Emotional Intelligence at Work* in 1995, Gelman divided the five components into 25 intermittent emotional faculties, which constitute the political consciousness of the order of the employees, the self-confidence, the consciousness, and the motivation to advance the use of passion and optimism.

In answer to this question, Mayer (2020) presented a model of classification of personality components as systems of the main part of personality. In this model, personality is divided into four main parts and each part includes sub-components that can be used to understand where the different parts of emotional intelligence are located in the cognitive system according to Gelman (1995). These four sections are the energy grid, the cognitive factory, the role player, the alert manager:

1. Energy network includes individual motivations and emotions that smooth the way of doing things in general. This system of participation clearly shows the lowest levels of motivation and emotion of the personality system. A subset of that motivation is the need to progress, the need for strength, the levels of motivation, endurance, the joy of understanding emotional-style depression, and the desire for excitement and emotional stability.
2. Warehouse. Personal information: Feelings and thoughts about yourself and the world around you and acting on that information. Its sub-branches also include verbal intelligence and emotional intelligence, cognitive styles, optimism, pessimism, ability to progress and spatial intelligence.
3. Designing important social activities such as leadership and receiving information from others is empathy and positive influence on others. This

system is related to extroverted and introverted styles and the ability to play a role.

4. The center of self-awareness is the foundation of self-awareness and control. This part of the personality oversees the creative thinking and performance above the personality that is needed. It involves the awareness of the upper and lower willpower of consciousness and ignorance. Let us now examine the perseverance and eagerness of our optimism and pessimism and our political consciousness and control, which, according to some researchers, form aspects of emotional intelligence.

There is stability, endurance and enthusiasm in the energy network that helps guide the person in the face of obstacles. Optimism is a way of predicting the environment that is placed in the second system, the cognition factory. Political consciousness is related to the part of the game that plays a role. Self-control is placed in the characteristic of the conscious manager. The perseverance of optimism and political consciousness and self-control seem to have little to do with the emotions of intelligence. In other words, they rarely form a whole. Therefore, the difference between the ability perspective and the emotional intelligence perspective is very fundamental. The mixed perspective studies multiple aspects of personality that are related to the new concept of emotional intelligence, for example the California Psychological Questionnaire (SPI) is a combination of items that seem similar to some of today's mixed emotional intelligence tests, such as self-acceptance.

### **Empathy and sociability, tolerance of self-control flexibility**

In response to such cases, it has been suggested that emotional intelligence is not a new concept. Scales of different emotional intelligence traits may be similar to those of specialized research but with a different name. The precise connection between such different perspectives has made it easier to represent the character and to understand the cause of the significant overlap of old and new conflicts.

### **Conclusion**

In working with street children, various methods of individual and group counseling, family



therapy, supportive therapy, crisis intervention, assertiveness training, self-monitoring and self-control can be used. In recent years, therapeutic techniques such as music therapy, art therapy, play therapy, dance therapy and psychodrama are used alongside traditional verbal therapies. Rhythmic body therapy for children who cannot express their emotions verbally, adolescents who hide their most painful memories, and older children who are so lonely, depressed and confused that they cannot talk about traumatic life experiences talking to others can be helpful. Physical activity therapy enhances the connection between body, mind and soul, promotes flexibility, balance, self-confidence and self-esteem, and creates a sense of harmony, control and mastery for the child. Play is one of the basic needs of children. Play therapy is done in different ways: Adler play therapy, cognitive-behavioral, etc. Teaching life skills creates an opportunity for children to be able to develop a number of psychosocial skills and help them in life Make healthy decisions and behaviors on a daily basis. Life skills meetings and activities for street children are selected from a wide range of fields to form a short collection depending on the needs of these children. Life skills training also helps children learn social skills and encourages them to help each other on and off center. These sessions benefit from a variety of active learning methods, such as role-playing, group discussion, games and other activities.

## References

- [1] S. M. Sajjadi, S. Ansari, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 369.
- [2] M.R. Rahnama, A. Bidkhori, A. Kharazmi, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 383.
- [3] M. Gareche, S.M. Hosseini, M. Taheri, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 223.
- [4] A. Olah Erfani, M. Almasi, H. Reshadatjoo, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 241.
- [5] M. taghi Mahmoudi, M. Azar, R. Bahrami, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 255.
- [6] S. Chehrazad, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 266.
- [7] B. Luna, J. A. Sweeney, *Annals of the New York Academy of Sciences*, 1021 (2004) 296.
- [8] P. K. Macinejewski, H. G. Prigerson, Mazure, *British Journal of Psychiatry*, 176 (2000) 373.
- [9] L. Marais, C. Sharp, M. Pappin, M. Lenka, J. Cloete, D. Skinner, J. Serekoane, *Health Place*, 24 (2013) 23.
- [10] S. N. Jelodarloo, E. Nazari, Z. Hatami, K. Nouri, S. Nazari, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 158.
- [11] F. G. Moeller, E. S. Barratt, D. M. Dougherty, J. M. Schmitz, A. C. Swann, *American Journal of Psychiatry*, 11 (2001) 1783.
- [12] S. Musisi, E. Kinyanda, N. Nakasujja, J. Nakigudde, *Afr Health Sci.*, 7 (2007) 202-13.
- [13] M. Pour Kiani, M. Pourjafari Jozam, M. Pourjafari Jozam, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 150.
- [14] M. Alikhani J. Khodayari, M. Dehnavi, J. Verij kazemi, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 165.
- [15] J. P. Newman, C. S. Widom, S. Nathan, *Journal of Personality and Sociological Psychology*, 48 (1985) 1316.
- [16] S. Ketabi, A. Sadeghi, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 1.
- [17] S. Salehi-Kordabadi, S. Karimi, M. Qorbani-Azar, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 21.
- [18] M. R. Rahnama, M. Ajza Shokouhi, A. Heydari, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 37.
- [19] Y. Kamyabi, M. Salahinejad, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 50.
- [20] H. Jenaabadi, B. Ruzrokh, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 63.
- [21] H. Myrseth, S. Pallesen, a. Molde, H. Johnsen, , B.H., I.M. Lorvik, *Personality and Individual Differences*, 47 (2009) 933.
- [22] S. Rahimipour, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 72.
- [23] K. Hashemi Fard, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 9 (2020) 84.
- [24] G. Zaeri, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 310.
- [25] M. Shafae, H.A. Bahramzadeh, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 321.
- [26] B. Sahranavard, R. Hajhosseini, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 332.
- [27] S. Abdollahyar, A. Masihpoor, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 350.
- [28] M. Fathi Rkabdary, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 362.
- [29] Nordahl, H .M hans , M. Nyseater, *Journal of behavior therapy and experimental psychiatry*, 36 (2005) 254.
- [30] H. G. Moniri, N. Dohniyatkar, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 148.
- [31] Z. Hatami, S. N. Jelodarloo, E. EmamgholizadehTakle, E. Nazari, A. Hatami, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 168.
- [32] S. P. Whiteside, D. R. Lynam, *Personality and Individual Differences*, 30 (2001) 669.
- [33] H. P. Wolff, *Journal of applied developmental psychology*, 26 (2005) 477.
- [34] E. Nazari, A. Derakhshan, K. Nouri, S. Nazari, S. Naseramini Jelodarloo, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 178.

- [35] A Zermatten, M. Vander Linden, *J Nerv Ment Dis*, 193 (2005) 647.
- [36] M. Haghgooei, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 274.
- [37] H. R. Taboli, M. Samie'e Darooneh, A. Ehsani, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 282.
- [38] G. A. Mohammad Hassani, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 289.
- [39] M. Goudarzi, S. Mossallami Aghili, Z. Mokhtary Tajeek, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 301.
- [40] M. Bakhtyari, *Int. J. Adv. Stu. Hum. Soc. Sci.*, 8 (2019) 126.