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Parenting in the Digital Era: Emotional Intelligence and Family Dynamics

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Abstract

Digital media has quickly revolutionized how parents and children communicate, have fun, learn, and solve problems on a regular basis. Most young children use cellphones and tablets on a regular basis, their early digital involvement brings new challenges to parent-child relationships and parental roles. This paper explores parenting in digital era, how can a parent work from 'conventional' parenting methods. In addition, most literature revolutionalize the concept of Artificial Intelligence to be Emotional Artificial Intelligence. Therefore, the paper also explores Emotional Intelligence and evaluate parenting in digital era and implication, the role of youths' social involvement, communication, self-disclosure, and trust in parent-child relationships from a bidirectional perspective.

Keywords: Digital technology, parenting, emotional intelligence

Introduction

Children's interactions with digital technologies are becoming increasingly diverse, with an increasing number. "Digital natives" being born and growing up in surroundings where new digital technologies are widely available. With the increase in touchscreen devices, these digital native or 'touch generations' occurs from infancy. According to Benedetto and Ingrassia (2020) children as young as 2–4 years old can play or watch movies on touchscreen devices such as tablets or smartphones, and many parents encourage their children to do so in boring social circumstances (e.g., in the pediatrician's waiting room or at a restaurant). According to the most current assessment on the global spread of the Internet among young people one out of every three users is a youngster or teenager (under 18) (as cited in Benedetto & Ingrassia, 2020).

In general, children, especially younger children, use digital gadgets in their homes for intense and prolonged activities. Parents, like their children, are heavily exposed to media experiences in many aspects of their lives. Family members' communication, enjoyment, knowledge acquisition, and problem-solving methods have all changed dramatically as a result of digital technologies. Parents are also the first mediators of their children's digital experiences: they must integrate their use into daily routines (play, entertainment, learning, meals, etc.) while advocating constructive and safe uses. Parental efforts and strategies for comprehending, supporting, and managing children's activities in digital environments are referred to as

"digital parenting." The major ways that can allow parents to "mediate" their children's activities with digital technology have been highlighted in a growing body of research on digital parenting. Parental mediation might be regarded a vital factor in fostering interactions between children and new media, according to Vygotsky's theory of child development and his idea of Zone of Proximal Development. This zone is a transitional zone between what a youngster can do on his or her own and what he or she can do with the help of others. However, unlike real-life experiences, activities that take place in virtual worlds on the internet have the potential to invert the connection between the competent person (adult) and the learner (the child). Children today have an early, almost "intuitive" orientation to digital technologies, allowing them to become active agents in their parents' lives in some circumstances. Many shared experiences can be child-initiated when children's knowledge and digital competence (e.g., functions/benefits of a new app) exceeds that of parents, and children can also conduct some forms of support and digital teaching to parents. This reverse socialization appears to be a unique aspect of digital activities, posing significant concerns for parents. All instances in which youngsters have a greater comprehension or advanced skills than adults are referred to as reverse socialization. This generational divide is more pronounced in low-income households or parents with limited resources and access to digital technology. However, many parents have gained sufficient knowledge and technological abilities to share digital experiences with their children in recent years, they recognize the benefits of the internet and attempt to comprehend its complexities.

Parents are particularly concerned about the "pervasiveness" (or ubiquitousness) of mobile devices in daily activities, and they fear that effective guiding and control will be compromised. Parents' perspectives before (2010 Eu Kids Online Survey; [12]) and after (Net Children Go Mobile; [3]) the diffusion of mobile devices have been contrasted in studies with large samples of young digital users (9–16 years old) in various European countries as cited in Benedetto & Ingrassia, 2020. Many parents report that they know less about their children's online activity after four years and that it is more difficult to closely supervise their children's usage (e.g., time spent connected). Parents are increasingly aware of the dangers of using the internet, and they prefer to talk to their children about Internet security (e.g., do not leave personal data online or block unknown people) rather than restricting or preventing Internet use. Parents can either encourage or limit their children's use of digital gadgets.

Parental Belief

Most parent has personal beliefs, or convictions, about the use of media by children, such as its utility or harm, or the appropriate age for children to use it. Beliefs are the cognitive component of attitudes, directing people's actions and decisions. When parents raise their children, they act and make decisions for them based on their own perceptions of what is desirable or positive for the development of their child. Although parents are not always aware of their ideas, they have an impact on parent-child interactions as well as the child's ability to learn, experience new things, and build digital skills. On the contrary, Auxier et al, (2020) study based on United States, found that 68% of parents say they at least sometimes feel distracted by their phone when spending time with their kids. Therefore, Parental views, along with characteristics such as parent's history and education, socioeconomic level, and culture, are significant parts of parenting and the family microsystem. Parents have different perspectives on modern technologies: they can be used as a source of

entertainment/relaxation or as a learning tool; on the other hand, for some people, PCs, tablets, and smartphones can be harmful to children's health (such as sleep problems, obesity, and other social risks; social risks (such as contact with strangers or social isolation, or because they interfere with parent-child activities and time spent together. Similarly, two-thirds of parents say parenting is harder today than 20 years ago, with technologies like social media and smartphones (Auxier, Anderson, Perrin,& Turner, 2020). Therefore, parents have different perspectives on modern technologies: they can be used as a source of entertainment/relaxation or as a learning tool; on the other hand, for some people, PCs, tablets, and smartphones can be harmful to children's health (such as sleep problems, obesity, and other social risks; social risks (such as contact with strangers or social isolation, or because they interfere with parent-child activities and time spent together.

According to a qualitative study conducted by intechopen (2020), parents are more pessimistic (70.55 percent) than optimistic (29.45 percent) about their children's Internet use: for example, parents are concerned about their children spending too much time online, interfering with face-to-face conversations, or that their children lack the skills and maturity to deal with some content appropriate for older children (such as violence, sex, or drug-related contents). Other concerns include negative effects on learning and academic performance (e.g., reduced attention span), physical development (e.g., prolonged sedentary activities), social skills and peer interactions (e.g., fewer opportunities to "learn to play together"), and child well-being (e.g., fewer opportunities to "learn to play together") (i.e., using smartphone to overcome boredom). Surprisingly, many parents are concerned about losing control of their children's online activities. Positive beliefs, on the other hand, address the positive benefits of digital technologies on children's amusement, communication, and learning, as well as access to knowledge and skill enhancement (such as brain functioning, self-regulation, autonomy, critical attitude, etc.).

Other researchers looked at parents' impressions of the good or negative influence of social media on open family communication. Teenagers are the most active consumers of social media, but adults are also frequent users. On the one hand, parents utilize social media to communicate; on the other, they are concerned that they will have a detrimental impact on family connections, such as the phubbing issue. The authors discovered that parents' perceptions are a mediator between collective family efficacy and communication openness: "It is not only the actual impact of social media on family systems that matters, but also parents' perceptions about it and how much they feel able to manage it," they write.

Although parental opinions may impact the degree to which parents allow or restrict their children's media consumption, beliefs should not be considered the "cause" of children behavior. Positive attitudes, co-using approach, communication, or suggestions to enhance their child's appropriate use of the Internet are associated with favorable attitudes, co-using approach, communication, or suggestions to enhance their child's appropriate use of the Internet, according to research. When parents believe that smartphones are useful tools (i.e., they promote a child's intelligence and knowledge), they are more likely to let their preschool children use them (e.g., at a restaurant), and the children become regular users, spending at least 2 hours per day on smartphone activities [29]. Parents who assign negative impacts to digital media, on the other hand, prefer to restrict activities for their children. As a result, parental beliefs have no direct influence on a child's behavior;

rather, they are mediated by parental actions and other intervening factors such as parental education or interaction with a mobile device.

The study on parent's attitude and experiences related to Digital technology states that parenting is harder than it was 20 years ago because use of technology and power of social media changed the moral values. Cannot discipline children and parents' face more judgement and parents have a constant worry on bully, cyberbullying and online predators. While the study did not ignore the accessible information on parenting technology gave. With sophisticated technology, parents can track their children and have many things to keep their children occupied and progress at faster rate (Pew Research center, 2020).

Parental media competence

Mixed perception towards children getting into digital technology depend on the self-efficacy or a parent's perception of competence in their own digital abilities and in regulating their children's technology use. Parental self-efficacy has been linked to active parental practices in a number of studies: when parents are confident in their Internet skills, they are more likely to be involved in or monitor their children's media activities. Shin recently distinguished general self-efficacy (the belief in one's ability to be a good parent; from two self-efficacy domains assessing parental beliefs more specifically related to digital tasks: parental "media competency" in using media technology (such as sending/receiving email with a smartphone) and "perceived control over mediation strategies" (the degree to which a parent believes they can guide or modify their children's smartphone behaviors). Parents who are confident in their digital skills are more likely to interfere (i.e., with rules and reinforcement schemes) with their children. Parental self-efficacy has an impact on parental attitudes toward technology and how they discuss it with their children. Furthermore, parental perceptions of influence in technology management dropped with preadolescents, who are often perceived as more self-reliant and resistant to parental supervision than younger children. These findings highlight the necessity of recognizing the impact of kid traits on digital parenting.

Parenting Approaches

It is said that there are two primary schools of though regarding parenting- modern and traditional parenting. Both of these have their positive and downsides. Traditional parenting is inflexible and rigid and their focus in to raise responsible, functional adults with good manners, proper education, and ethic. While modern parenting is flexible and there is focus is to nurture, involve and allow children to express their individuality freely. Stuart (n.d.) states that modern parenting might seem easier but it is also a lot easier to fall into permissive parenting if children are given too much freedom. As for traditional parenting, there are great ways to teach children responsibility and that action has consequences. However, it would help if parents remember that children are unique and may benefit to be flexible and less rigid.

Most studies on parental involvement in children's media activities relied on traditional parenting approaches as a theoretical foundation. Parenting styles, according to Darling and Steinberg, are described as the context in which parents nurture and socialize their children, as opposed to practices, which are the specific acts based on the child's behavior (e.g., scolding when the child uses the smartphone during mealtime). Responsiveness/warmth (involvement, acceptance, and affect that the parent expresses toward the child's

needs) and demandingness/control (rules, control, and maturity expectations for the child's socialization) are two main dimensions of the parent's behaviors, and their natural variations along a continuum, describe the styles. Parenting styles are determined by a combination of several variables: authoritative parenting (high warmth and control, e.g., parents listen to the child's wishes but set clear limits on the child's behavior); laissez-faire parenting (low warmth and control, e.g., parents listen to the child's wishes but set clear limits on the child's behavior); laissez-faire parenting. Studies that used modern communication channels to apply these "traditional" parenting methods to children's behavior failed to provide convincing results.

A description of specific media-related practices is more relevant in empirical studies for studying the link between parental behaviors and child outcomes than "generic" parenting styles (e.g., time spent online). These Internet parenting methods are more closely linked to children's actual use of digital technology; for example, reduced parental control was associated with increased time spent on the Internet by school-aged children. Individual qualities of parents, like as gender, education, views, or prior encounters with digital devices, appear to influence parenting style features. Mothers, for example, are more controlling but also warmer than fathers, according to Valcke et al, both qualities associated with an authoritative approach. In other studies, younger fathers and those who use the Internet with their teenagers more regularly had higher levels of control.

Other relevant determinants are parental education and experiences with digital technologies: better educated parents are more involved and in charge, maybe because higher instructional levels also correspond to greater parental Internet proficiency . The earliest studies looked at how parents influenced their children's use of the Internet at home, but more recently, other researchers have looked at how parents' digital parenting styles affect their children's use of mobile devices (tablet and smartphone). Konok et al. as cited in Benedetto and Ingrassia (2020) discovered that children (3–7 years old) who spend more time on their devices every day have parents who are more permissive (e.g., they talk with their children about device applications but are not demanding), more authoritative (e.g., they set time limits but do not block use because they expect the child to regulate himself), and less authoritarian (i.e., the parent restricts and prohibits mobile use). Surprisingly, these parenting styles are linked to parental beliefs about the benefits and drawbacks of early media use: parents with a more permissive or authoritative digital style declared more positive (i.e., skill improvement, entertainment, and early learning of digital skills) than negative (i.e., reduced attention span).

Children's attributes, such as age, self-esteem, emotion regulation, or behavioral difficulties, can influence digital parenting techniques, mediating the link between parenting and real behavior with digital devices. Styles change and adapt with the age of the child: domineering parents in infancy become more tolerant with older children. Overall, these findings reappraise the idea that there is a linear, cause-effect relationship between parenting and digital behavior outcomes in children, but bidirectional and transactional parent-child impacts should also be examined.

Parental Mediation

In addition to parenting approaches, several researchers have used parental mediation as a lens through which to investigate parental influences on children's digital behaviour. Parental mediation is defined as "the various strategies by which parents attempt to manage and govern their children's media encounters" (IGI Global, 2021). Parental mediation tactics were first suggested as a potential element influencing children's use of television and videogames in empirical investigations. The following digital technology studies were motivated by these studies, which looked into how parents can effectively prevent excessive exposure or improve their children's self-regulated behaviour. In fact, the literature distinguishes between two major mediation approaches: enabling (or informative) mediation and restrictive mediation. These strategies are only loosely related to those used by parents who use "traditional" media: for example, co-viewing is a mediation strategy commonly used with television, but it is difficult to apply to portable media (especially smartphones and tablets), which children frequently use alone.

Parental mediation tactics may alter with their child's age and digital skills, although longitudinal research is lacking in the literature. The efficacy of restrictive strategies (i.e., time rules or negative consequences for overuse) in reducing screen time decreases with older children. Parents generally expect greater autonomy and self-regulation skills from adolescents, and the influence of some parental strategies decreases over time. The effects of a restrictive approach, in particular, are uncertain from a developmental standpoint. Restrictive methods (such as limiting media access) have been shown to be successful with younger children but not with older children. Adolescents may regard parental control/limitations as a violation of their needs (e.g., self-determination, privacy, peer interactions, etc.) and respond by becoming more rebellious.

Parents, after all, want their children to learn self-control, critical thinking, and understanding of the benefits and pitfalls of digital technologies. Many studies have found that parental active mediation—for example, discussing cyberbullying, sexting, and online scams with children—is more successful than restrictive mediation at reducing risks. Conversely, the efficacy of restricted mediation must be seen in context, since both positive and negative relationships with online hazards have been shown in the literature. "While restrictive mediation can be effective in reducing children's exposure to online risks, it has numerous side-effects, because it restricts children's opportunities to develop digital literacy and build resilience, and it discourages children's agency within the child-parent relationship," Mascheroni et al. as cited in Purnama et al (2021). Enabling mediation, on the other hand, refers to a combination of mediation methods (such as co-use, active mediation of internet safety, monitoring, and technical controls such as parental controls) aimed at empowering children and enabling their active participation in online activities.

Emotional Intelligence (EI)

Therefore, EI can one aspect in digital parenting that would benefit the duo. The ability to sense, use, comprehend, manage, and handle emotions is commonly referred to as emotional intelligence (EI). People with high emotional intelligence are able to notice their own and others' emotions, use emotional information to drive their thoughts and conduct, distinguish between different feelings and name them appropriately, and alter emotions to fit their surroundings. Although the concept was coined in 1964,[2] it was popularized by

science journalist Daniel Goleman's best-selling book Emotional Intelligence in 1995. EI, according to Goleman, is an assortment of talents and attributes that promote leadership effectiveness. This concept is being trendy in not just the leadership but can be inculcated in parenting. Although no direct correlations have been shown, studies have demonstrated that those with high EI have better mental health, work performance, and leadership skills. Empathy is often related with EI because it requires a person to connect their own personal experiences with those of others. Individuals aiming to become more effective leaders have been looking for ways to enhance EI since it became prominent in the last few decades.

Daniel Goleman worked as a psychologist and worked as journalist in New York Times (NYT). He states that EI is a guide to making sense of the senselessness. His book on EI is a good reference to understand ourselves better, manage our own emotions, and use empathy to better understand the feelings and emotions of the people around us. The five elements of EI, namely: self-awareness, managing emotions, motivating oneself, recognizing emotions in others and handling relationships trumps IQ in the modern world.

Self- awareness: Socrates said "Know thyself" so that it develops keener understanding of one's own nature and being aware of what is happening rather than being immersed in it. People are usually engulfed in the emotions that they are swamped in their emotions and helpless to escape them. These types of people tend to accept their moods and do not attempt to change. Being aware of it can understand their traits and they are autonomous and aware of their own boundaries with good health and positive outlook.

Managing emotions: A sense of self-mastery, of being able to withstand the emotional storms that fortune brings rather than being 'passions slave', has been praised as a virtue forever. The goal is balance, not emotional suppression: every feeling has value and significance. A life without passion would be a dull wasteland of neutrality, cut off and isolated from the richness of life itself. What is wanted it appropriate emotion, feeling proportionate to circumstance. In deed reaction that underlies worry is the vigilance for potential anger, which has been essential for survival over the course of evolution. When fear triggers the emotional brain, part of the resulting anxiety fixates attention on the threat at hand, forcing the mind to obsess about how to handle it and ignore everything else for the time-being. Worry is in essence, a rehearsal of what might go wrong and how to deal with it. The task of worrying is to come up with positive solutions for life's perils, by anticipating dangers before they arise the difficulty is with chronic repetitive worries, The kind that recycle on and on and never get any nearer a positive solution.

Motivate Oneself:The competitive pursuit is the ability to pursue an arduous practice routine consistently. Two aspect is involved, such as delay gratification and maintain hope and optimism. Delay Gratification: Goleman illustrates the famous marshmallow test that shows the long-lasting benefits of delaying gratification. Those who had resisted temptation at 4, where now as adolescents, more socially competent, personally effective, self-assertive and better able to cope with the frustrations of life. They were less likely to go to pieces, freeze, or regress under stress, or become rattled and disorganized under pressure, embraced challenges and pursued them instead of giving up in the face of difficulties. They were self-reliant and confident, trustworthy and dependable. Maintain Hope and Optimism: from the perspective of emotional intelligence, having hope means that one will not give in to overwhelming anxiety. A defeatist aptitude or depression in the face of difficult challenges or setbacks.

Recognizing Emotions in Others: Empathy builds on self-awareness, the more open we are to our own emotions, the more skilled we will be in reading feelings. People's emotions are rarely put into words, far more often they are expressed through other cues. The key to intuiting another's feelings is in the ability to read non-verbal channels – their tone of voice, gesture, facial expression and the like. Just as the mode of the rational mind is words, the mode of emotions is nonverbal. When a person's words disagree with what is conveyed via his tone of voice, gesture or non verbal channel, the emotional truth is in how he says something rather than what he says.

Handling relationships: Handling emotions in someone is the fine art of relationships. It requires the ripeness of two other emotional skills, self management and empathy. With this base, the people skills ripen. These are the social competencies that make for effectiveness in dealing with others. Deficits here lead to ineptness in the social world or repeated interpersonal disasters. These social abilities allow one to shape an encounter, to mobilize and inspire others, to thrive in intimate relationships, to persuade and influence and to put others at ease. We send emotional signals in every encounter, and those signals affect those we are with. The more clever we are socially, the better we control the signals we send. Emotional intelligence includes managing this exchange 'popular and charming' are terms we use for people whom we like to be with because their emotional skills make us feel good. People who are able to help others soothe their feelings have an especially valued social commodity. They are the souls others turn to when in greatest emotional need. We are all part of each other's tool kit for emotional charge, for better or for worse.

Similarly, in 21st century it is recommended that parents need to recognize both resiliency and self-regulation are learned behaviors. According to therapist Capaldi (2019) self-regulation is a process, not a product, and it develops as soon as parents recognize it's important for their child to learn, but the process needs to constantly be revisited and adjusted. The process needs to begin early in a child's life and, unfortunately, it's not automatic. Effective or ineffective self-regulation will follow a child or adolescent throughout their lives and can keep people from meeting their life goals. Early development of emotional regulation teaches a child to control and adjust their emotional temperatures and behaviors when exposed to circumstances that challenge them, cause conflict, or provide opportunities.

Emotional Artificial Intelligence

Magapu and Vaddiparty (2019) recommends to have an Emotional Artificial Intelligence (EAI) that can impact to close the barriers between human and machine. In our case, it might help in digital parenting. They say that EAI can help in fields such as medical, consultation, education in providing equal opportunities. The implementation of Emotional Intelligence in Artificial intelligence can give better solutions and scope to the advancement of technology and its role in all fields. It can ignite the scope of technology by more efficient methods and accurate ways of development. It can upbring and evolve into a better source of input and output for solving everyday problems. By adding emotions into an intelligent agent, it can reduce the risk of social issues and help to understand the human psychology better as well as provide accurate analysis from time to time.

"The development of full Artificial Intelligence could spell the end of the human race."- Stephen Hawking.

"There is no reason and no way that a human mind can keep up with an artificial intelligent machine by 2035." – Gray Scott

The concept of EAI is the emotional deduction, which can predict the behavioral analysis of an individual and knowing how to react upon it. The emotional bias is built to stabilize people who are dealing emotional problems. To get better solution and push the advancement of Artificial Intelligence of technology in all fields, should advance Emotional intelligence recognition.

Society has made drastic improvements and yet to make more improvements as Emotional Artificial Intelligence is playing an important part in the many occupation fields that people work in. AEI helps cover the basic underlying problems and accessibility around the world. It helps to provide equal outcomes and opportunities for the remotes areas in the world. With its' given intelligence it has the potential to revolutionize the current entities and show a new way of existence. Today's potential of Emotional Artificial Intelligence shows an increase in efficiency by replication of itself helping in various fields such as healthcare: classified cancers, consultation: using virtual assistance to provide easy interactions and suggestions of various emotional states, and business: Increased efficiency by having virtual chatbots to know customer feedback, quality assurance, and helping the automobile industry to add security features to know the emotional state of travelling.

What is the role of Parents in digital era?

There is study conducted in children use of technology and the results are fairly mixed. Physical activity, reading, and human interaction will always play an important role in child's development. But personal computing should not replace or be detrimental to these experiences but in the right environment it can bring educational experiences to young children and help them develop their skills and broaden their horizons. According to UK safer internet center (n.d.) it can enhance hand-eye coordination in growing children and can access to a wealth of information. As computer has anything children wants, it drives a child's desire to research and improve language skills and adept at finding information they want. Interactive websites and games can help children to learn to solve problems. It is stated that when computers are used correctly, in moderation and coupled with and not to the detriment of other activities, the use of technology can be beneficial to child's development. But with a caveat that uncontrolled usages or overuse can cause problems.

Therefore, Benedetto and Ingrassia (2020) advice for effective parental mediation of children's internet activity by avoid using digital devices until the child is 18–24 months old, except for video chatting in the presence of a parent; do not allow the child (18–24 months old) to use the devices alone or for more than 1 hour per day; do not press for early use; the child will spontaneously approach the media when ready. Assist the youngster in applying what he or she has learned on the gadget to the actual world; understand that direct

encounters, manipulation, and unstructured play are critical for a child's brain growth as well as social, cognitive, and linguistic development from infancy; remove fast-paced programs, those with too many distracting aspects, or violent content that the youngster is unable to comprehend from the kid's eyes; an hour before bedtime, avoid utilizing devices to quiet the baby; continually supervise the media material to which the child is exposed. Finally, experts (pediatricians and psychologists) are urging the media device industry to take a more scientifically based and ethical approach, such as installing apps (such as connection stop or automatic shutdown during the night hours) that can protect very young children from the dangers of overuse.

Conclusion

Today's world is heavily digital, and it provides people of all ages with options for socialization, entertainment, learning, employment, and knowledge that were previously unimaginable. The COVID-19 epidemic was affecting more than 130 countries throughout the world and the lockdown and limits at home swiftly affected children's and parents' daily activities, moving many formerly carried out outdoor activities to the screen of their devices (school lessons, play with peers, etc.). Although it is yet too early to tell what effect the epidemic will have on children's physical and mental health, doctors and researchers are paying close attention. Certainly, during COVID-19, family screen time expanded exponentially: in some ways, this was a comfort for the parents, because their children were able to finish their schoolwork and maintain touch with their peers via the Internet. Furthermore, youngsters were able to avoid boredom by playing computer games or visiting websites dedicated to music, creativity, and other topics. On the other hand, the increased internet activities have reawakened parents' anxieties about their children's safety. Furthermore, youngsters were able to avoid boredom by playing computer games or visiting websites devoted to music, creativity, and other topics. The intense internet activities, on the other hand, have reignited parents' anxieties about their children's safety. On the other hand, increased sedentary and physical inactivity, prolonged use at night, sleep disorders, isolation, and teenagers' escape into the digital world have reawakened parents' concerns about the well-known risks, such as increased sedentary and physical inactivity, prolonged use at night, sleep disorders, isolation, and escape into the digital world by teenagers. However, researcher across the world is found to be concern with human impact and aware of humanity, that concepts like Emotional Artificial Intelligence might be seen in technologies that we will use hereafter. This would not only enhance its efficiency but also be effective in its use. For now, technologies have made the job of man easier but concern is always on humanity. With EAI, it would be optimistic to see a balanced EI and AI in human world.

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