



EMOTIONAL QUOTIENT (EQ): IMPORTANCE FOR WOMEN AND CHILD WELFARE

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Abstract: Emotional Quotient (EQ), also known as Emotional Intelligence (EI), has become a vital psychological concept that significantly affects personal well-being, relationships, and social interactions. In the areas of child and women welfare, EQ plays a crucial role in fostering resilience, improving decision-making abilities, regulating emotions, developing leadership skills, and promoting social empowerment. This review explores the foundational concepts of EQ, important theoretical frameworks, and its impact on child development and women's welfare. It draws on established models from researchers like Peter Salovey and John D. Mayer, as well as the work of Daniel Goleman, to summarize the literature on how emotional skills enhance mental health, educational success, protection against abuse, leadership abilities, and socio-economic empowerment. The review also addresses intervention strategies and policy implications. The findings suggest that enhancing EQ at the individual, family, and community levels can greatly improve welfare outcomes for both children and women.

Keywords: Emotional Quotient, Emotional Intelligence, Child Welfare, Women Empowerment, Mental Health, Social Development

I. INTRODUCTION

Emotional Quotient (EQ) is defined as the ability to recognize, understand, manage, and regulate emotions in oneself and others. In contrast to Intelligence Quotient (IQ), which assesses cognitive skills, EQ emphasizes emotional and social abilities that play a crucial role in achieving personal and professional success.

The term emotional intelligence was first introduced by Peter Salovey and John D. Mayer in 1990, and it gained significant attention when Daniel Goleman highlighted its importance in his book, *Emotional Intelligence* (1995). He argued that emotional skills can often be more critical than academic intelligence in achieving success in life.

In terms of child and women's welfare, emotional intelligence holds particular significance. Children need emotional support for healthy psychological growth, while women frequently face intricate emotional, social, and economic obstacles. Enhancing EQ can serve as a valuable protective and empowering resource in these areas

II. CONCEPTUAL FRAMEWORK AND THEORETICAL MODELS OF EQ

2.1 Ability Model

The Ability Model of Emotional Intelligence, introduced by Peter Salovey and John D. Mayer, defines emotional intelligence as the capacity to effectively perceive, understand, manage, and utilize emotions in various thoughts and behaviours (Salovey & Mayer, 1990).

This model identifies four primary abilities:

- Recognizing emotions
- Using emotions to aid thinking
- Comprehending emotions
- Regulating emotions.

2.2 Mixed Model

The Mixed Model integrates emotional capabilities with personality traits and social skills.

2.2.1 Goleman Model

Daniel Goleman's model highlights emotional competencies crucial for achieving personal and professional success (Goleman, 1995). He identified five core components of emotional intelligence:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills.

This model is extensively utilized in leadership research, educational contexts, and community enhancement initiatives.

2.2.2 Bar-On Model

Reuven Bar-On's model views emotional intelligence as a collection of emotional and social skills that affect an individual's ability to manage stress and meet environmental challenges (Bar-On, 1997). Key aspects include emotional self-awareness, interpersonal skills, stress management, adaptability, and overall mood.

Collectively, these models provide a comprehensive understanding of emotional intelligence and emphasize that emotional competencies can be developed through education, social interaction, and targeted interventions. This theoretical framework is particularly relevant to women and child welfare, where emotional awareness, empathy, and interpersonal skills play a crucial role in promoting psychological well-being and strengthening social support systems.

Therefore, these models serve as a conceptual foundation for examining the role of emotional intelligence in addressing the psychological and social needs of women and children within welfare contexts

III. THE ROLE OF EMOTIONAL INTELLIGENCE IN CHILD WELFARE

3.1 Emotional Development and Mental Health

Children with enhanced emotional intelligence exhibit:

- Improved emotional regulation
- Decreased aggression
- Lower levels of anxiety and depression
- Greater resilience

Emotional intelligence (EQ) assists children in recognizing and expressing their emotions appropriately, leading to fewer behavioural issues (Denham, 2006; Brackett, Rivers, & Salovey, 2011).

3.2 Academic Performance

Studies show that emotionally intelligent children:

- Show better focus
- Demonstrate enhanced behaviour in the classroom
- Develop healthier relationships with peers

Schools that implement Social and Emotional Learning (SEL) programs see improved academic outcomes and classroom behaviour (Durlak et al., 2011).

3.3 Protection from Abuse and Exploitation

Children with strong emotional awareness are:

- More adept at identifying unsafe situations
- More willing to express their distress
- More resilient in difficult circumstances

Education centred around emotional intelligence fosters self-esteem and assertiveness, which are vital aspects of child protection and psychological resilience (Goleman, 1995; Bar-On, 2006).

3.4 Social Competence

A high level of emotional intelligence fosters:

- Empathy
- Conflict resolution skills
- Collaborative behaviour

These competencies contribute to effective community integration and help reduce bullying and peer conflict (Denham, 2006; Brackett et al., 2011).

IV. THE ROLE OF EMOTIONAL INTELLIGENCE IN WOMEN'S WELFARE

4.1 Emotional Resilience and Mental Well-Being

Women frequently encounter various stressors such as gender discrimination, household responsibilities, workplace pressures, and societal expectations.

A high emotional quotient (EQ) aids in:

- Managing stress
- Maintaining emotional balance
- Developing positive coping mechanisms

These emotional competencies help reduce vulnerability to anxiety and depression and contribute to better psychological well-being (Goleman, 1995; Bar-On, 2006).

4.2 Empowerment and Decision-Making

Women with high emotional intelligence often exhibit:

- Increased self-confidence
- Enhanced communication abilities
- Assertiveness in both personal and professional environments

These qualities directly foster empowerment and independence and enable women to participate more effectively in decision-making processes (Mayer, Salovey, & Caruso, 2004).

4.3 Leadership and Economic Involvement

Research indicates that emotional intelligence improves leadership capabilities. Women leaders with strong EQ:

- Foster collaborative workplaces
- Effectively mediate conflicts
- Cultivate trust

Such competencies enhance women's participation and representation in governance, business, and community leadership roles (Goleman, Boyatzis, & McKee, 2002).

4.4 Prevention of Domestic Violence

Emotional intelligence plays a crucial role in:

- Recognizing emotional abuse
- Promoting assertive communication
- Encouraging help-seeking behaviours

Programs that focus on emotional literacy help women identify unhealthy relationship patterns and strengthen their ability to seek support and protection (Bar-On, 2006).

V. STRATEGIES AND APPROACHES TO IMPROVE EQ

5.1 School-Based Initiatives

- Implementation of Social and Emotional Learning (SEL) curricula
- Education on life skills

- Training in mindfulness practices

Research shows that school-based SEL programs significantly improve emotional regulation, social behaviour, and academic performance among children (Durlak et al., 2011; Brackett, Rivers, & Salovey, 2011).

5.2 Community-Based Interventions

- Workshops for parents
- Self-help groups for women
- Counselling services

Community-level emotional education initiatives strengthen family relationships, improve communication skills, and promote psychological well-being among women and children (Bar-On, 2006).

5.3 Policy-Level Strategies

It is essential for governments and NGOs to:

- Incorporate emotional education into social welfare policies
- Provide training for social workers in emotional intelligence concepts
- Support counselling services that consider gender issues

Integrating emotional intelligence into welfare policies can enhance the effectiveness of social development programs and support sustainable community wellbeing (Goleman, 1995).

VI. IMPLEMENTATION CHALLENGES

- Cultural barriers to expressing emotions
- Shortage of qualified professionals
- Insufficient integration within formal educational frameworks
- Challenges in assessing EQ across varied populations

Overcoming these challenges requires collaboration among educators, psychologists, social workers, and policymakers to develop inclusive and culturally sensitive emotional intelligence programs.

VII. CONCLUSION

Emotional Quotient (EQ) plays a vital role in promoting the welfare of both children and women. It contributes to emotional stability, resilience, leadership qualities, and protection against exploitation. By integrating emotional intelligence into educational systems, community programs, and social welfare policies, long-term improvements in psychological and social well-being can be achieved.

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