the adaptation process. In the reported research, the majority of the respondents had a normal to high level of emotional intelligence and their children presented average to excellent adjustment. Parents’ emotional intelligence had a significant positive relationship with social adjustment of their children. Emotional intelligence and social adjustment of children at the age of 3–4 were found to be significantly correlated ($p=0.40$) at the 5 per cent level of significance.

This study is only a stepping stone in the field of emotional intelligence. This aspect requires much more exploration as there is a deficiency of research in the area, especially in Poland. Undoubtedly, there is an urge to examine in detail the relationship between socio-emotional competences and adaptation processes at different stages of development.

The importance of the reported findings resides not in the statistical confirmation of the correlation, whose meaning is actually weakened by a small sample. Rather, the importance lies in educational implications – seeking for broader contexts of inter- and intrapersonal adaptation. Certainly, such results converge on common principles concerning key adaptation competences. In conclusion, hitherto obtained data may prove beneficial for educators, parents, counselors, etc., while preparing children for the beginning of a formal education.

References


