

Emotional Intelligence in divorced couples and unmarried couples in disagreement about child custody

Thesis

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Declaration

I hereby declare that I wrote this thesis individually based on literature and resources states in reference section.

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Abstract

This study is focused on measuring emotional intelligence in divorced couples and unmarried couples in disagreement about child custody. Emotional intelligence was measured by MSCEIT. Study is exploratory. Research was conducted on 74 people (37 men and 37 women). Two main areas were measured, such as, gender difference in emotional intelligence from divorced couples and unmarried couples in disagreement about child custody, difference in emotional intelligence between sample group and general population. One sample t-test and independent sample t-test for unequal variances were used to test data in SPSS version 24.

According to gender difference results, women showed significantly higher emotional intelligence in perception of emotions, facilitation of emotions and emotional intelligence based on experience. Women also scored higher in overall emotional intelligence. However, it was not significantly higher. Those results met study expectations. Surprisingly, men showed higher results in strategic emotional intelligence, understanding emotions and managing emotions. However, scores were not significantly higher.

According to difference in emotional intelligence between sample group and general population, it was found that sample group scored significantly lower in understanding emotions, managing emotions and strategic emotional intelligence compared to general population. In all three dimensions, men and women had significantly lower results. Furthermore, overall emotional intelligence score was also significantly lower, however, only men scored significantly lower compared to general population. Surprisingly, sample group scored significantly higher in perception of emotions, however, only women scored significantly higher. Finally, divorced couples and unmarried couples in disagreement about child custody showed higher results in emotional intelligence based on experience and lower results in facilitation of emotions. But, it was not significant.

1. Introduction

Emotional intelligence has been new research area in psychology, which is still developing. It has not only application into personal life, however, it has been widely used in business area and human resource management. According to Mayer and Salovey, emotional intelligence is the ability to recognize emotions, being able to use them appropriately in social situations, understand what emotions mean and how they are influencing and changing or being able to manage those emotions, evoke or suppress them. It is not only ability to work with those emotions in ourselves, but also in others (1993). Based on that, they created test MSCEIT, which was used in this study. MSCEIT measures complete emotional intelligence that is divided into subparts, such as, understanding emotions, managing emotions, perception of emotions, facilitation of emotions, emotional intelligence based on experience, strategic emotional intelligence and overall emotional intelligence.

At the recent time, there has been increasing trend in marriage divorce. In the Czech Republic, there is decreased trend in divorces. To be more precise, 45% of marriages finish by divorce, which is lower, than it was in previous years. However, number of divorces was around 50% in previous 10 years (Český Statistický Úřad, 2017). In comparison with other states, Czech Republic was on the 8th place in divorce rate. The highest divorce rate was in Russian Federation, Denmark, Lithuania, United States, Latvia, Sweden, Luxemburg and Czech Republic (descending from the highest rate). The lowest rate of divorce was found in Chile, Ireland, Malta and Mexico. Those statistics comes from 2014 (Organization for Economic Co-operation and Development, 2016). It should be mentioned that around 50% of marriages finish by divorce. Divorce percentage is much higher than it was in the first half of twentieth century. It is probably based on changing social values. In the past, it was unacceptable to divorce because it would be shame for the whole family. We could also

mention that couples had the same problems as they have faced in this period, but at the recent time, divorce is more acceptable, when marriage does not work.

This particular study is not focused on divorce rate, however, it will focus on the reasons of that. To be more precise, if there is any correlation between divorce and lower emotional intelligence or imbalance of emotional intelligence between partners.

In order to find out if emotional intelligence can predict marriage stability it should be listed what reasons lead to divorce. According to Scott et al., lack of commitment, infidelity and conflict were found as the reasons for divorce. Also, domestic violence and substance abuse were found as predictors of divorce. Finally, person usually blamed partner more often than himself (2013). According to study of Hawkins, Willoughby and Doherty, communication and growing apart (self-interest, not sharing same goals) were found as the biggest reasons for divorce (2012). Another study by Barikani, Ebrahim and Navid showed that divorced partners mostly believed that choosing wrong partner, family and relatives interference were the main reasons for divorce. Also, lack of emotional needs and family dependency showed big role for divorce (2012). Furthermore, growing apart, arguments, unfaithfulness and lack of appreciation were found as closely related to divorce (Gravningen et al., 2017). There are hundreds of studies on the reasons of divorce. It can be seen that there are many factors, which were found as strong predication for marital dissatisfaction and divorce. However, some of the factors were showed more than once. In several studies, there were listed that communication and arguments are factors that can be related to divorce. According to previously mentioned studies, communication can be connected with not understanding emotions and lack of appreciation. Also, if person is not able to identify emotions in partner he will hardly choose appropriate behavior and easily offend partner's emotional state that can lead to arguments and misunderstanding. Also, managing emotions during communication can be predictor for arguments (e.g. anger).

Several studies were conducted for identifying emotional intelligence influencing marital satisfaction and divorce. It was found that people who score low in emotional intelligence show less marital satisfaction than people who score high in emotional intelligence (Lavalekar, Kulkarni & Jagtap, 2010). The results are supported by another study of 114 participants, using Bar-On model of emotional intelligence, which shows significantly positive correlation between marital satisfaction and emotional intelligence. Furthermore, study shows that emotional intelligence can be used as a predictor for marital satisfaction (Eslami, Hasanzadeh & Jamshidi, 2014). Around 37% of satisfaction in marriage can be predictable by emotional intelligence (Agha et al., 2012). According to Onyekuru and Ugwu, study also shows that emotional intelligence has significant effect on marital stability. Moreover, it was found that emotional maturity and emotional sensitivity is significantly correlated with marital stability, however, emotional competence was not found as significantly influential. Also, social skills, self-awareness, self-controlling and empathy are strongly related with happiness in marriage (2017). In other words, it was found that ability to understand emotions in others and self has strong impact on marital satisfaction. There could be also difference in economic situation.

Unfortunately, lack of studies provides information directly about emotional intelligence in divorcing or divorced couples. Most studies are focused on giving marital satisfaction questionnaire, however, it only gives us information that participants decide to share and it does not have to show unconscious differences for the specific group of people. What I mean by this is that marital satisfaction does not have to be a hundred percent predictor for divorce of couple and there are almost zero studies that would test emotional intelligence of divorced couples. Unfortunately, there are almost none of studies that would use MSCEIT for marital satisfaction, which could show the results of sub-dimensions, such as, understanding emotions, perception of emotions, managing emotions, facilitation emotions, emotional

intelligence based on experience and strategic emotional intelligence. However, Bracket, Warner and Bosco found that lower emotional intelligence in both partners, measured by MSCEIT, had negative impact on quality of relationship. It is then influenced by higher occurrence of maladaptive and conflict behavior (2005).

One study shows that identification of emotions and communicating emotions were connected to partner marital adjustment (Cordova, Gee & Warren, 2005). Another study was focused on emotional expressiveness. It showed that men's and women's problems, with describing and using emotions, have negative effect on their own marital satisfaction and also on their partner's marital satisfaction (Yelsma & Marrow, 2009). It means that if a person is not able to recognize and use emotions it will probably decrease their satisfaction in marriage. On the other hand, it can also mean that a person has a problem with understanding emotions or identifying cues of emotions. Subsequently, he does not know how to manage those emotions in himself or his partner. This finding can be related not only to perception of emotions and facilitation of emotions, but also, understanding emotions and managing emotions.

Identification and use of emotions are factors that influence effective communication (Jorfi et al., 2014). It was previously mentioned that ineffective communication has significant impact on divorce. It can mean that low ability in identification and use of emotions can influence effective communication in marriage that is not only related with marital satisfaction, but also with divorce probability.

The aim of this particular study is to conduct explorative quantitative research on emotional intelligence in Czech divorced couples and unmarried couples in disagreement about child custody. Furthermore, data from divorced couples will be compared with average population in order to find if there are statistically significant differences. Subsequently, differences between males and females will be compared. All 7 dimensions of emotional intelligence,

such as, managing emotions, perceiving emotions, understanding emotions facilitating emotions, emotional intelligence based on experience, strategic emotional intelligence and overall emotional intelligence will be compared in this study. Based on the fact that there is lack of studies measuring emotional intelligence in divorced couples, this research can be considered as pilot study for future researches focused on emotional intelligence in divorced marriages. Future studies can compare emotional intelligence of divorced couples with control group of stable married couples, which could provide even more detailed and valid results. Also, there are not many studies using MSCEIT for testing emotional intelligence in divorced couples or measuring marital satisfaction. It means that there is not enough evidence about MSCEIT subsystems of emotional intelligence (understanding emotions, identifying emotions, managing emotions, using emotions) and their effect on divorce. Our results can also provide information, which can help couple therapists focus on training of emotional intelligence in order to improve marital satisfaction of their clients.

2. Literature Review

2.1. History of intelligence

Even though this particular work is more focused on emotional intelligence it is appropriate to describe something about history of intelligence. The roots of studying human intelligence can be found in Greek history. Term intellect is considered as a branch of intelligence, which comes from Greek term nous. Nous was afterwards translated into Latin word intellectus. Term intellectus comes from the word intelligere which means “to understand” (Colman, 2008). As we can see, the history of intelligence is calculated in Ancient Greece, which is before Christ. Already that time, our ancestors were aware of the fact that people differ in their abilities of understanding things and life around us. During Ancient Greece, there was a great development of questioning human being, how this world works and why it is so. Several philosophers were focusing on studying wisdom which can be linked to intelligence. Those philosophers were Socrates, Plato, Aristoteles and many more.

Development of studying intelligence can be also found in Medieval and Classical Philosophy, in which especially philosophers were asking several questions, for instance, how people can know things and how people differ in understanding things. To be more precise, intelligence was linked mainly with understanding of nature, in which intelligence was more related to a human soul and divine intellect (Davidson and Herbert, 1992).

However, the first intelligence test was developed over 100 years ago by French psychologist, Alfred Binet, in 1905. Binet with his co-worker Theodor Simon developed Binet-Simon intelligence scale, which was the first scale measuring intelligence. They developed test of intelligence in order to identify student’s mental abilities and differentiate students, who would need additional education. Another development of his intelligence test was done by

Lewis M. Terman, who believed that a person's level of intelligence should be also measured and differentiated, he added intelligent quotient into Binet's scale and new scale called Stanford-Binet Intelligence Scale was finished in 1916 (Siegler, 1992). Intelligent quotient is used to distinguish person's level of intelligence in comparison with other people from population. It means that we can compare level of intelligence between all measured people. Stanford-Binet Intelligence Scale created baseline for intelligence tests, we use these days. We could mention Wechsler Adult Intelligence Scale, which is still widely used. However, it was developed and measures different types of intelligence, such as, verbal comprehension, perceptual reasoning, working memory and processing speed. There is also test used to measure intelligence in children called Wechsler Intelligence Scale for Children. At the recent time, it has been measuring intelligence in children from age of 6 to 16 years old (Climie & Rostad, 2011).

2.2. Definitions of intelligence

In order to understand how emotional intelligence work, we should define what intelligence is. It is because emotional intelligence is only a part of intelligence. In the following paragraphs, I will describe several famous definitions of intelligence.

“Intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture.” (Anastasi, 1992)

“... that facet of mind underlying our capacity to think, to solve novel problems, to reason and to have knowledge of the world.” (Anderson, 2006)

“It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgement, otherwise called good sense, practical sense, initiative, the faculty of adapting ones self to circumstances.” (Binet, 1905)

“ . . . a quality that is intellectual and not emotional or moral: in measuring it we try to rule out the effects of the child’s zeal, interest, industry, and the like. Secondly, it denotes a general capacity, a capacity that enters into everything the child says or does or thinks; any want of ‘intelligence’ will therefore be revealed to some degree in almost all that he attempts;” (Burt, 1957)

Dearborn said: “The capacity to learn or to profit by experience.” (Sternberg, 2000)

Freeman said: “Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility or association, facility and imagination, span of attention, quickness or alertness in response.” (Sternberg, 2000)

“An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.” (Gardner, 1993)

“Intelligence is assimilation to the extent that it incorporates all the given data of experience within its framework . . . There can be no doubt either, that mental life is also accommodation to the environment. Assimilation can never be pure because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter in order to adjust

them to new elements.” (Piaget, 1963)

“... certain set of cognitive capacities that enable an individual to adapt and thrive in any given environment they find themselves in, and those cognitive capacities include things like memory and retrieval, and problem solving and so forth. There’s a cluster of cognitive abilities that lead to successful adaptation to a wide range of environments.” (Simonton, 2003)

Thurstone said: “The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibited instinctive adjustment in the light of imaginably experienced trial and error, and the capacity to realise the modified instinctive adjustment in overt behavior to the advantage of the individual as a social animal.” (Sternberg, 2000)

“... the term intelligence designates a complexly interrelated assemblage of functions, no one of which is completely or accurately known in man ...” (Yerkes & Yerkes, 1929)

“A global concept that involves an individual’s ability to act purposefully, think rationally, and deal effectively with the environment.” (Wechsler, 1958)

To sum up, different psychologists view intelligence distinctively. However, there are similarities, which most of them share. First of all, most psychologists agree that intelligence is ability or capacity. Secondly, majority of psychologists share that intelligence is not unitary capacity, but it is more complex ability which includes composite of functions. There were listed several of functions that intelligence can include, such as, think, solve novel problems,

reason, have knowledge of world, judgment, learn, profit from experience, perceptual recognition, quickness, association, facility and imagination, span of attention, quickness or alertness in response, memory, retrieval, imaginatively experienced trial and error, and the capacity to realize the modified instinctive adjustment in overt behavior to the advantage of the individual as a social animal.

We can conclude that intelligence is very complex ability which can be divided into different types of intelligence (will be described in the following parts). How can we define what can be still considered as intelligence and what does not? Psychologists defined borders about what can be measured and what is considered to be intelligence. However, I think that this area of psychology is still not completely developed. I listed several definitions and I would like to add my personal view on intelligence. Intelligence is an ability to perform, think or act in a way that is not similar for majority of people. Intelligence is closely related to the values of humans. In other words, we can consider a person as intelligent in an ability that we consider as valuable and meaningful which means that ability can be considered as a part of intelligence if a person profit from that or if it has a profit for humankind.

From my perspective, values are very important issue. It is because every person would probably consider different person as intelligent based on his values and preferences. We have different values based on our personality, experience, social influence etc. Also, I believe that values of humankind are developing or changing. It is a reason, why I believe, that the view on intelligence will also change in the future, at least a bit.

2.3. Different types of intelligence

As we discussed in previous section, there can be different types of intelligence. Psychologists still argue between themselves if there is one general intelligence or if we can divide intelligence into different types.

Historically, the first person, who differentiated intelligence into more complex system, was David Wechsler. He released Wechsler-Bellevue Intelligence Scale in 1939. He criticized the work of Alfred Binet and believed that intelligence is more complex system. At the recent time, it has been still used Wechsler Adult Intelligence Scale IV. WAIS is the most used intelligence test in the world. Wechsler criticized Binet's focus mostly on verbal intelligence and included in his test as verbal intelligence scale as performance intelligence. Nowadays, WAIS measures verbal comprehension, working memory, perceptual organization and processing speed. Later in his life, he also started to be aware of other factors connected to intelligence, such as, the ability to perceive and respond to social, moral, and aesthetic values. These abilities are also connected to emotional intelligence (Silva, 2008).

If we talk about different types of intelligence we should mention theory of multiple intelligence, developed by Howard Gardner. According to Gardner, there are 8 distinctive types of intelligence which work independently on themselves. Those different types are: Linguistic, Musical, Logical, Spatial, Bodily, Interpersonal, Intrapersonal and Naturalist Intelligence.

Gardner believed that linguistic intelligence included verbal skills and capacity to use language properly (e.g. verbal persuasion). Musical ability includes capacity to create and understand music (e.g. singing, playing and composing). Logical Intelligence includes mathematical skills, which would involve ability to reason by using mathematics (e.g. using and testing hypotheses, using mathematics to solve problems). Spatial Intelligence includes

imagination (e.g. completing jigsaw puzzle or assemble car). Bodily Intelligence includes sense of balance which could be found, for instance, in dancing or gymnastics. Interpersonal Intelligence includes recognizing others feelings and thoughts and it could be seen in tactful acting. Intrapersonal Intelligence includes recognizing our own feelings and thoughts which could be seen in understanding true motives of feeling for action or understanding complexity of feelings. Naturalist intelligence includes sensitivity to differences and patterns in environment (1983).

Gardner believed that people differ in their abilities. Some can be more skilled in verbal intelligence, some can be more skilled in interpersonal intelligence and so on. However, he also believed that in order to finish some task, a person can use distinctive type of intelligence for finishing it successfully and even to the same extent as someone else using different type of intelligence. For instance, if someone writes an essay he can use his verbal intelligence and do it on his own. However, a person skilled in interpersonal intelligence can ask for advices from friends or teacher and complete essay similarly as a first student even though he can score poorly in verbal intelligence. To conclude, we can use different types of intelligence for successful completion of one task based on our priorities and skills (Gardner, 1983).

Gardner's theory of multiple intelligence is still very often criticized and psychologists prefer classical theory of general intelligence. They argue that there is not enough evidence to support it (Eisner, 2004).

Gardner contradicted classical theory of intelligence and proposed alternative in multiple intelligence theory. He also mentioned two types of intelligence which are closely related to emotional intelligence, such as, interpersonal and intrapersonal. In other words, people who perceive their own emotions and people who perceive others emotions as a part of intelligence.

2.4. Emotions and emotional intelligence

Emotions

In order to discuss emotional intelligence it should be defined what emotions are. There are several definitions. According to Matsumoto and Eckman, emotions are transient, bio-psychological reactions that help people with adaptation and cope with events which have implications for survival and well-being (2009). In the first definition, it is discussed, why emotions are important for humans. Emotions help us to deal with situations in life. Also, it is said that emotions are bio-psychological reactions, which means that they come from bodily sensations and our perception of situation. According to Solomon, emotions are complex experience of consciousness, bodily sensation, and behavior that reflects the personal importance of a thing, an event, or a state of affairs. Solomon also confirms that emotions are closely related to our perception of situation or things. Furthermore, emotions include not only our perception or consciousness, but also bodily sensations and behavior (2017). Another definition comes from Schachter's two factorial theory, in which he describes that emotion is defined based on the interaction between physiological arousal and cognition- Moreover, theory discuss, how we perceive specific situation which triggers the emotion. In other words, our cognition finds out how we interpret situation. For instance, if we interpret it as fear, joy or anger then physiological arousal will come (Schachter & Singer, 1962). In other words, different people can perceive situation distinctively and feel different emotions in the same situation because it is influenced by our perception of situation. Interestingly, there were also theories about what is first: emotion or physiological arousal. James-Lange believed that physiological arousal is first. Based on arousal, we feel specific emotion. Cannon-Bard had

completely opposite theory: first is emotion, which influences specific effect of physiological arousal. Lastly, emotion can be defined as “an episode of interrelated, synchronized changes in the states of all or most of the five organismic subsystems in response to the evaluation of an external or internal stimulus event as relevant to major concerns of the organism” (Scherer, 2001). Those five systems are appraisal, psycho-physiological changes, motor expressions, action tendencies and subjective feelings. It means that emotions are not only about feelings and physiological arousal, but also, it includes perception, body expression and action.

There are also different types of emotion which humans experience. The most famous theory of different types of emotions comes from Paul Ekman. He described something called “basic emotions”. Ekman was doing his study on facial expressions and found that emotions are also expressed in our faces by micro-expressions. Micro-expressions are very quick and it is very difficult to hide them. According to Ekman, micro-expressions are triggered by emotions and we differentiate 7 basic emotions, such as, joy, surprise, contempt, sadness, disgust, anger and fear (Matsumoto & Ekman, 2009). We could probably divide those emotions into two categories: positive and negative. Already Darwin focused on facial expression of emotion and told that emotions are innate for humans. However, theories about different types of emotions have roots longer in the past. According to Descartes, who was French famous philosopher, there are 6 types of emotions, such as, admiration, desired, love, hatred, joy and sadness (Descartes, 1996). It can be seen that already his types of emotions are comparable with emotions from Paul Ekman. However, there are more theories which highlight the existence of more emotions than just those basic emotions. According to Trampe, Quoidbach and Taquet, there are 3 different groups of emotions, such as, connector emotions, provincial emotions and distal emotions. Connector emotions are those emotions that connect with different emotions as positive as negative. Those emotions are: joy, satisfaction, amusement, sadness, anxiety, anger and disgust. Provincial emotions also connects with other emotions,

but only those emotions with the same valence. Those emotions are: love, gratitude, pride, awe, offense, fear and guilt. Distal emotions do not occur with other emotions often. Those emotions are: alertness, embarrassment and contempt (Trampe, Quoidbach & Taquet, 2015). Humans do not have to experience only basic emotions as defined by Ekman. On the other hand, Ekman also confirms the existence of other emotions. We could see that his basic emotions can be used to represent the main category. For instance, joy can represent the main category for satisfaction or amusement. However, we should be aware that humans experience more than just 7 emotions. Their study shows interesting findings that people experienced 2.5 times more often positive emotions, but also they very often experience positive and negative emotions in the same time. Furthermore, participants experienced some emotion in 90% of their time. It means that humans are emotional almost permanently. Feelings are consistent inseparable part of our life.

Emotional Intelligence

From my point of view, emotional intelligence is an ability to recognize, understand emotions and know causes of those emotions in ourselves and others in order to use this knowledge in our behavior, which would go in hand with our values. What I mean by this is that emotional intelligence is about how we understand ourselves and others. Furthermore, it also depends on how we use this knowledge. Firstly, I wanted to write that emotional intelligence should be reflected in behavior towards someone else. It should be ethical and appropriate. However, I believe that person can have high emotional intelligence and behave in a way that harms others. From that reason, I wrote that it should go in hand with his values. According to Salovey and Mayer, emotional intelligence is “the ability to monitor one’s own and others’

feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990). Furthermore, perception and understanding of emotions can improve how individuals interpret internal and social incentives and have impact on how people interact between themselves (Lopes et al., 2005). Emotional intelligence can also be viewed as the ability to perceive and express emotions, use emotions in thinking or reasoning and regulate emotions in ourselves or others (Cherniss, 2010).

To sum up, emotional intelligence is related to how we perceive and understand our and other's emotions and how we can apply this knowledge in everyday life. Moreover, we could state that emotionally intelligent people make decisions about their actions based on their thinking of what they feel and why it is so, but also based on what others feel. This can be confirmed by Daniel Goleman, who stated, "Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence" (Kannaiah & Shanthi, 2015). If you are sensitive to yours and others emotions it gives you the power to behave in desirable way. It also gives you the power to help others and work with your emotions.

2.5. History of emotional intelligence

The concept of emotional intelligence is quite new. At the beginning of 1930s, Thorndike came with the term called social intelligence, which he described as the ability to understand our own and others' motives, states of mind and behavior. He thought that social intelligence can improve quality of relationships (Thorndike & Stein, 1937). Already Thorndike made very similar definition for social intelligence as we know for the definition of emotional intelligence. Even though Wechsler developed intelligence test, which measures cognitive

functions, he was also aware of the existence of non-cognitive intelligence, which is an important part of intelligence (Wechsler, 1943). He mentioned this few years after Thorndike.

In 1975, Howard Gardner introduced theory of multiple intelligence, which developed classical view of intelligence and stated that intelligence can be defined in more than cognitive abilities, such as, visual-spatial, bodily, musical, linguistic, logical etc. (Gardner, 1975). Few years later, he added two concepts into his theory: interpersonal and intrapersonal intelligence, which can be translated as understanding ourselves and others (Gardner, 1983). Interpersonal and intrapersonal intelligence is closely related to the recent definition of emotional intelligence, which states that emotional intelligence is about understanding our own emotions and understanding emotions of others. In 1985, Wayne Payne used term emotional intelligence in his dissertation work. In 1987, Keith Beasley published in magazine article in which he used term emotional quotient, which is considered as a first mention of this term.

In 1990, Salovey and Mayer published article about emotional intelligence and cognition, imagination and personality. They are also authors of emotional intelligence test called MSCEIT, which I used in my study design. However, the main popularization was done by Daniel Goleman, who published a book called: Emotional Intelligence: Why It can Matter More than IQ, in 1995.

At the recent time, emotional intelligence definitions, studies and theories have been developing. There are still many fields which are not researched because it is quite new concept in psychology.

2.6. Emotional Intelligence measurements

In the following paragraphs, I will describe several tests which are used to measure emotional intelligence.

MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)

Test MSCEIT was used in this particular study for measuring emotional intelligence between partners in couples and marriages which went through divorce or couples that were breaking up.

MSCEIT measures 4 main branches: managing emotions, understanding emotions, perceiving emotions and facilitating emotions. It has other 3 dimensions: emotional intelligence based on experience, strategic emotional intelligence and overall emotional intelligence. The whole test takes around 45 minutes to finish.

Perception of emotion is about the ability of identifying emotions in oneself and other people. Furthermore, this test focuses not only on identifying emotions in people, but also, identifying emotions in art, sounds or colors. It also measures how people can differentiate and identify false emotions from real emotions. In other words, it is about sensation to physical expression and thoughts. In this part, participants have to identify emotions from pictures of faces and from landscapes and art.

Use of emotion can be explained as the ability to reason, act, solve problems and communicate based on emotional state. For instance, it includes use of desirable activity or thinking based on artificial use of emotional state in oneself. It means that people, who are good at this, can use particular emotions in order to improve memory, specific thinking style

or become more detail oriented. It is basically about using emotion to focus on specific information about people or oneself. In this part of test, participants, for instance, choose appropriate adjectives for specific emotions (guilt – warm, red, sour).

Understanding emotions is about labelling emotions and being able to know what specific emotion means and in what emotions differentiate in order to be able to identify them. Furthermore, it is also about analyzing and identifying cues which lead to specific emotion. For instance, sadness can be result from specific loss. People, who are good at understanding emotions, are also able to differentiate between more complex emotional states, such as, people can feel both angry and sad. Also, higher skill in understanding emotions requires that a person know that emotion can lead to different emotions or consequences, such as, feeling of anger can lead to sadness and devastation. In the test, it can be presented by task, such as, anticipation and joy are often combine with ... and participants have to choose emotion from a list, which they consider as the most appropriate.

Managing emotions is about how a person can work with emotions of oneself and others. If he can prevent from feeling undesirable emotion, express appropriate emotion or decide, which emotion expression is appropriate from what he feels in particular situation and others (Brackett, Rivers & Salovey, 2011). More detailed description will be given in Methodology section.

Emotional Quotient Inventory (EQ-i)

Emotional Quotient Inventory was created by Bar-On and is considered as the most widely used measure of emotional intelligence. It has 133 tasks. Those tasks are represented by short sentences onto which participant answer how it defines him (very true of me or not true of me). Answers are scaled from 1 to 5. Test measures 15 subscales, such as, Intrapersonal (Self-

Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization); Interpersonal (Empathy, Social Responsibility, and Interpersonal Relationship); Stress Management (Stress Tolerance and Impulse Control); Adaptability (Reality-Testing, Flexibility, and Problem-Solving); and General Mood (Optimism and Happiness). This test is appropriate for people from 17 years old. A person receive emotional quotient in comparison with other people where mean is 100 and standard deviation is 15 as it is used in most known IQ tests (Bar-On, 2006).

ECI, WPQei and EIA

This emotional intelligence test was developed by Boyatzis, Goleman and their colleagues. It is 360 degree test that includes as self-rating, peer-rating and supervisor-rating. ECI has 110 items that measure 4 main dimensions: Self-Awareness, Social Awareness, Self-Management and Social Skills (Conte, 2005). ECI was even improved into ESCI (Emotional Social Competency Inventory) in 2007 by Boyatzis. Eighteen measured competencies, from ECI, were reduced to 12 competencies with higher degree of psychometric standards. Those 12 competencies are: emotional self-awareness, achievement orientation, adaptability, emotional self-control, positive outlook, empathy, organizational awareness, conflict management, coach and mentor, influence, inspirational leadership and teamwork. This particular test is mostly used to measure emotional intelligence in organizations in order to improve social skills and performance of employees (Emotional and Social Competency Inventory, 2011).

Goleman also created another emotional intelligence test called WPQei (Work Profile Questionnaire of Emotional Intelligence). WPQei is self-report measurement, which focuses on 7 competencies and completes emotional intelligence necessary for effective performance. Between 7 competencies are included: innovation, self-awareness, intuition, emotions,

motivation, empathy, and social skills. The whole test comprises 84 items. Participant gets result in rankings between 1 to 10 of total emotional intelligence and for every competency separately (Stys & Brown, 2004).

Based on Goleman's model of emotional intelligence, Bradberry, Greaves and colleagues created EIA (Emotional Intelligence Appraisal), which includes 28 items with 6 point scale. Test can be filled in 7 minutes. As mentioned previously, EIA measures self-awareness, social awareness, self-management and relationship-management. This measurement is in 3 versions: self-report, 360 degree report, EQ of the whole group (Stys & Brown, 2004).

SREIT (Self Report Emotional Intelligence Test)

This particular test was developed by Schutte et al. in 1998. Test consists 62 self-report items, which were mostly developed on work of Mayer and Salovey (MSCEIT). Test is focused on measurement of 4 areas, such as, mood regulation, usage of emotions, social skills and appraisal of emotion (Brackett & Mayer, 2003).

LEAS (Levels of Emotional Intelligence Scale)

LEAS scale was developed by Lane and Schwartz. This particular test is divided into two types: adult test and test for children. It does not measure emotional intelligence but emotional awareness in oneself and others. Furthermore, it focuses on 5 ascending levels of emotional awareness, such as, physical sensations, tendencies to act, single emotions, mix emotions and blends of blends emotions. Levels of Emotional Awareness Scale provides situations in which participant have to describe their own and others emotional responses in order to measure

their emotional awareness. The answers are analyzed based on specific structural hierarchical method (Lane et al., 1990).

GENOS Emotional Intelligence Inventory

GENOS Inventory was developed by Palmer and Con Stough and their study was published in 2001. This emotional intelligence test differentiate from other tests because it does not measure particularly emotional intelligence, however, it measures how often people use behavior, which is considered as emotionally intelligent. GENOS consists 70 multi-rater items of self and others. Test was designed mainly to measure emotionally intelligent behavior in workplace, mainly in branch of human resources. GENOS emotional intelligence model includes 7 areas of emotional intelligence: emotional awareness, emotional awareness of others, emotional expression, emotional reasoning, emotional self-management, emotional management of others and emotional self-control. Based on the fact that GENOS does not measure EI, but it measures behavior which is considered as emotionally intelligent and effective, it shows great results in work performance and weaknesses that can be trained afterwards. Overall testing takes only around 15 minutes (Palmer et al., 2009).

GEC (Group Emotional Competence)

Test of Group Emotional Competence was developed in 1999 by Druskat and Wolff. Test constitutes 57 items and there are defined group norms that are related to emotional intelligence and functioning of the group. Those norms are divided into 3 sections, such as, individual, group and external. Section of individual norms, includes group awareness of members and groups management of members. Group awareness of members can be shown

by understanding feelings, interests, strengths and weaknesses of other members. Group management of members is defined by discussing problems and appreciation of members for good performance. Group section includes group self-awareness and group self-management which is defined by understanding and working with emotions in the whole team. External section includes group social awareness and group management of external relationships, which measures their awareness and management of their group as a part of the whole company and relationships with other teams. GEC was developed also mainly on workplace identification of effective teams and identification of their weaknesses in order to find which skills should be improved (Aluquerque, 2009).

TEIQ (Trait Emotional Intelligence Questionnaire)

Test was developed by Petrides and constitutes 153 items, which measures 15 distinctive facets. There is also a short version called TEIQ-SF which includes only 30 items questionnaire. TEIQ measures 4 main areas: well-being, self-control, emotionality and sociability. Those 4 areas includes facets, such as, self-esteem, trait happiness, trait optimism, regulation of emotions, stress management, low impulsiveness, emotion perception, trait empathy, emotion expression, relationships, assertiveness, emotion management and social awareness. Furthermore, there are two additional facets, such as, adaptability and self-motivation, which are measured by this test, but they are not included in 4 main areas (Siegling et al., 2015).

WEIP (Work Group Emotional Intelligence Profile)

Authors of this particular test were Jordan and his colleagues. There are several versions of WEIP, which have different amount of items. Their first WEIP included 27 items and measured 7 different areas of emotional intelligence. Second version called WEIP-6 showed better reliability and had 30 items which were measuring 5 areas of emotional intelligence. Last short version is called WEIP-S. WEIP-S has only 16 items and measures 4 subscales, such as, awareness of emotions, management of own emotions, awareness of other's emotions and management of other's emotions. This test was also developed mainly for measuring emotional intelligence in teams in a workplace in order to improve work performance (Zafra et al., 2012).

WEIS (Wong's Emotional Intelligence Scale)

Wong's Emotional Intelligence Scale was developed from Wong and his colleagues. Test is consisted from 2 main parts. In the first part, participants are given 20 different scenarios, in which they have to choose one option that mostly identifies their probable reaction. Second part is consisted from 20 ability pairs, in which participants have to choose ability that the most identifies their strengths. WEIS measures 4 areas: expression of emotions in oneself, expression of emotions in others, regulation of emotion in oneself and usage of emotions (Law, Wong & Song, 2004).

2.7. Gender Differences in Emotional Intelligence

At the current time, there is existing belief that women are more skilled in emotional intelligence, however, the question is if this theory was also supported by researches. Several studies were conducted on gender comparison in emotional intelligence. Those studies will be compared in the following paragraphs.

According to a study of 559 participants, it was found that there are significant differences in emotional intelligence between men and women. MSCEIT was used to measure emotional intelligence. They received supportive results for general view that women are emotionally more skilled than men. Women scored significantly better in identifying, understanding, managing and total emotional intelligence. Even though women also scored better in emotional intelligence based on experience and perception of emotions results were not significantly greater than in men. Also, they found that age is significantly related to identify, understand and use emotions. Furthermore, partially it also influences managing emotions. Several studies show that women are better in recognizing and identifying emotions from nonverbal cues, better understand emotions, more sensitive to others' emotions and also show better interpersonal competencies (Berrocal et al., 2012).

Previous findings were confirmed by another study, which showed that women had higher scores in overall emotional intelligence than men. Study was conducted on 184 students, however, Bar-On model was used for measuring emotional intelligence. Findings also show that women had statistically significantly better scores in accepting emotions, listening to emotions, following emotions, sympathizing and empathy. In identification of emotions were not found statistically significant results, but women scored higher than men. Also, women showed significantly higher results in emotional appraisal, however, using emotions and

emotions regulation were not statistically significantly higher in women. But, women scored better in both dimensions compared to men (Woehle, 2015). According to a study of Venkatappa et al., women also showed statistically significantly higher results in EI than men. Study was done on 150 students (2012). On the other hand, there are also opposite views on emotional intelligence differences between Men and Women. Goleman mentioned that both men and women have equally similar overall emotional intelligence, even though they can differ in some sub-dimensions of emotional intelligence (1998). This idea is supported by Keefer et al., they found out in longitudinal study that until 10 years of age girls score really better in emotional intelligence, however, afterwards, emotional intelligence gets equal because of better improvement of EI in males (2013).

To sum up, there are different contradictive views on gender differences in emotional intelligence. Even though, most studies showed that women scores better than men in emotional intelligence there are studies that shows equal results in emotional intelligence. There could probably be several reasons for those results, such as, cultural differences, age differences or group differences. Interestingly, it was also found that women showed better scores in emotional intelligence than men in MSCEIT, however, TEIQue and SREIT test of emotional intelligence showed equal results for both groups. To be more precise, women showed higher results on managing emotions and total Emotional Intelligence (French group) and women showed better results than men in using emotions, perceiving emotions and total emotional intelligence in Pakistan group measured by MSCEIT (Karim, 2011). Results also indicate the possibility that gender difference can be influenced not only by culture, but also it can differentiate based on type of emotional intelligence test. Furthermore, there was not found support for theory that women have higher emotional intelligence than men in a study done on 223 participants, using TEIQue test, who were studying for doctor (pathology, pediatrics and general surgery). Men scored better in emotion and stress management.

Women showed better results in impulse control and relationships (McKinley et al., 2014). These findings can lead us to the idea that emotional intelligence can be probably higher in women for general population, however, distinctive results can be found in specific groups, such as, doctors or similar findings can be found in divorced couples. On the contrary, Ahmad, Bangash and Khan found that men scored better in emotional intelligence test, study of 160 participants, using EQ-I (2009). In other words, there is also study showing not similar EI scores for both gender, but higher EI for men. From previously mentioned reasons, it can be due to type of test, age difference, group specificity or culture difference.

There are dozens of studies on gender differences in emotional intelligence. Only several studies were listed above. However, there are not many studies using MSCEIT which was used in this particular study. According to previously mentioned limitations, type of emotional intelligence test can show different results in gender differences. Unfortunately, I could not find research focused on specific group (divorced or divorcing couples) which would show if there are gender differences in emotional intelligence. In order to conclude findings from this section, it should be mentioned that most studies show higher emotional intelligence in women with comparison to men. On the other hand, there can be biases and influences on results that would show opposite results, such as, cultural differences, age differences, measure conducted on specific group of people and use of distinctive emotional intelligence test. Unfortunately, there was not found study, which would compare gender differences in divorced couples.

2.8. Age Differences in Emotional Intelligence

Recent studies show that with increasing age emotional stability and well-being improve (Mroczek, Spiro & Turiano, 2009). Longitudinal study focused on age differences in emotional intelligence measured on representative population from age of 18 to 95 years old. Study was done 3 times: first time, 5 years later and 10 years later. It was found that aging improves emotional well-being, emotional stability and emotional complexity (Carstensen, 2011). Similar findings were found in a study of Chen, Fang and Peng, who confirmed that aging significantly improves subjective well-being by increased emotional intelligence. Furthermore, they also researched that there is a partially significant relationship between age and life-satisfaction (Chen, Peng & Fang, 2016). This theory was even developed by study of Derksen, Kramer and Katzko, they did study on age differences from age of 19 to 84 years old, 873 participants. It was found that emotional intelligence is increasing until the age 35 – 44 years old then emotional intelligence falls down in following years (2002). In other words, highest emotional intelligence is between age of 35 and 44 years old. According to Krishnan et al., emotional intelligence significantly differ in age of 40-50 years old from 25 to 35 years old and 55 years old and more. In other words, highest emotional intelligence was also found in age of 40 to 50 years old. Furthermore, their study also found that women had higher emotional intelligence than men which confirms gender studies described in previous chapter (2017).

Unfortunately, there are lack of studies focused on age and emotional intelligence in divorced or divorcing couples. Furthermore, similar situation is for studies for age and emotional intelligence in marital satisfaction, which is the reason, why those studies cannot be provided in this particular work. On the other, it could be interesting to see if there is significant influence of age on emotional intelligence in divorced couples.

To conclude, studies show that emotional intelligence is higher in middle-aged people in comparison with young people and older people. It can be said that younger people are not experienced as much as middle-aged group, which could be related to higher emotional intelligence in middle-aged people. In the case of older people, emotional intelligence can be lower based on decreased ability in thinking and higher occurrence of brain disease. On the other hand, it should be mentioned that those listed factors are only theoretical without scientific prove. Furthermore, it was researched that aging improves subjective well-being by increased emotional intelligence. We could hypothesize that increased well-being could be correlated with decreased occurrence of divorces. However, it is also only theory without scientific or study prove. In this case, we would expect that younger and older people have higher problems with marital satisfaction which could lead to divorce. But, we do not have enough studies on this particular focus, such as, age difference in emotional intelligence in divorce or marriage dissatisfied couples.

2.9. Cultural differences and emotional intelligence

This part will be focused on how emotional intelligence differs across cultures. Different cultures have distinctive models of values, structure of society, division of roles and so on. It can mean that also emotional intelligence can be slightly different in Czech people comparing to, for instance, Chinese. Hofstede cultural dimensions theory is based on 6 dimensions that are measured in different cultures and in which was found that cultures can differentiate. Those dimensions are: power distance, uncertainty avoidance, individualism and collectivism, masculinity and femininity, long-term and short-term orientation, indulgence and restraint. Briefly, power distance is focused on the division of power in families, state, business etc. Higher power distance means that there are highly hierarchically divided positions, kids are

taught to obey parents, autocratic government. Uncertainty avoidance is about how people feel comfortable in unstructured, new, unsure situations. Individualism and collectivism is about how people want to work and live. If they feel more comfortable to cooperate with others or if they are more used to work and live independently and alone. Masculinity and femininity is about how roles are divided between men and women. In Masculine countries, men are more competitive, focus on being strong, men are on high positions in companies, men puts work over family, “men do not cry”. Femininity is defined as more equal rights for men and women, for instance, women decide how many children they will have, focus on modesty and care, men and women care about family together, women also in high positions. Long-term orientation is defined by focus on the future. It means that most vital things will happen in the future. Short-term orientation is focused on present or past and is typical by spending and consumption. Indulgence is defined as a society that strives for happiness and enjoying life instead of restraint society that is typically limited by strict social norms (Hofstede, 2011).

Based on the issue that this research was conducted on emotional intelligence in divorced couples that are all Czech, it will be interesting to compare those dimensions for Czech population. Czech people scored relatively high (57) in power distance which means that people accept hierarchical division of society. Furthermore, Czech people scored 58 in individualism which means that Czech republic is mostly individualistic. In other words, people prefer working on themselves and their closest family. In masculinity, Czech people scored 58. It means that they are mostly masculine. There is high focus on competition, conflict is resolved by fights and so on. Czech people scored high in uncertainty avoidance (74), which means that there is high need for security in society. Those people prefer rigid rules even though they do not have to work and they try to avoid uncertainty as much as possible. There was a high score (70) in long-term orientation, which means that people are

used to adapt to new situations and they are very oriented on future. However, there was a low score in indulgence (29), which means that people prefer strict norms. There are tendencies for pessimism and cynicism. Furthermore, Czech people do not view indulgence or life happiness as something acceptable (WHAT ABOUT CZECH REPUBLIC?, n.d.). The reason, why I listed those cultural preferences for Czech population, is that I believe, it can be linked to divorce rate. For instance, Czech people are masculine, however, there is higher occurrence and focus on gender equalities which can provide discrepancies in couples and can be related with higher occurrence of divorces. According to Gunkel, Schlagel and Engle, collectivism, uncertainty avoidance and long-term orientation was found to have a positive effect on different dimensions of emotional intelligence. Their study compared results from 9 states and 2067 participants (2014). In other words, people, who care about future, cooperate and focus on other people and try to avoid uncertainty, should have higher emotional intelligence. Czech people were found high in uncertainty avoidance and long-term orientation, however, they scored low in collectivism. Also, there was a study that compared how emotional intelligence differentiates across cultures. It was found that perception of emotions was very similar in most cultures, however, emotion understanding and regulation of emotions was different cross-culturally. Understanding emotions was found lowest in China. On the other hand, highest scores had U.S., Japan and India. Regulation of emotions was also found lowest in China and Argentina. Highest score for regulation of emotions was found in U.S. (Shao, Doucet & Caruso, 2014).

Unfortunately, lack of cross-cultural studies on emotional intelligence in random sample exist or studies focused on cultural differences of emotional intelligence in divorced couples or dissatisfied marriages. Most cross-cultural studies on emotional intelligence are linked to business area, such as, leadership, motivation and so on. However, those studies could show misleading cultural differences that would not be possible to relate with divorce or marriage

problems. However, there are comparisons between ethnic groups in standardized MSCEIT guide book, such as, Hispanics, Asians, Afro-Americans and White people. There were found only small differences in understanding, managing, facilitation and perception of emotions. In perception of emotions, White population scored slightly better than Afro-Americans and Asians (scored similarly) and only Hispanics scored less, however, scores are very similar. Hispanics had highest scores in facilitation of emotions followed by White people and finally, similarly scored Afro-Americans and Asians. Highest scores in understanding emotions had White and Hispanic people than Afro-Americans than Asians. Highest score in managing emotions had Hispanics followed by White population than Afro-Americans and finally, Asians. Overall emotional intelligence was found highest in White population and Hispanics followed by Afro-Americans and finally, Asians. However, it is important to mention that in all dimensions and overall emotional intelligence were only slight differences (Mayer, Salovey & Caruso, 2012).

To sum up, Czech population is high in power distance, individualism, masculinity, long-term orientation and uncertainty avoidance, but indulgence is not typical for them. Long-term orientation and uncertainty avoidance positively correlate with higher emotional intelligence. It could mean that Czech people could score higher in emotional intelligence. However, there is lack of studies that could support this issue.

2.10. Factors related to divorce

Emotional Intelligence is quite new phenomenon in Psychology. It means that there are not many studies in many dimensions. It is unfortunate that divorced couples is a branch that has only limited amount of studies. Most studies were conducted on marital dissatisfaction linked to emotional intelligence. Those studies use marital dissatisfaction questionnaire and compare results with different dimensions of emotional intelligence. It is helpful to research link between factors influencing marriage satisfaction, which is key factor for avoiding divorce. However, results can be subjective because it depends on participant's point of view. It could be interesting to see results from sample group of divorced people and even more interesting to compare those results with control group and married couples. In this part, there will be described studies researching factors that lead to divorce.

According to study of Zaheri et al., religious, sexual and interpersonal factors are closely related with decision for divorce as communication, interaction and mental health (2016). Those findings are supported by another study which found that communication, low acquaintance before marriage, violence, sexual problems, family intervention are factors that lead to divorce. Study was conducted on 498 participants in Iran (Mostafaei, 2016). Their findings show not only reasons for divorce but also, we can hypothesize that life values changed. Divorce rate is so high that people view it as normal. It can mean that, when a problem occurs in marriage, they see divorce as ideal solution instead of working with problems together.

There are also studies done on factors influencing marital satisfaction. According to study of Tavakol et al., personality type, attachment style, relationship, communication, intimacy, families of couples, forgiveness, religion, emotional intelligence, personal health and sex play role in marriage satisfaction (2017).

Another research done on 157 couples found several factors, such as, sex, income and having biological child significantly related to marriage satisfaction. Furthermore, it was researched that role ambiguity, conflict, communication, unclear boundaries and family support were also significantly influencing marital satisfaction (Kim, 2010).

Ethiopian qualitative study used 240 couples found several factors having significant impact on marriage satisfaction, such as, educational level, number of children, infidelity, leisure spending, differences in interest, openness in relationship and poverty. Also, sexual problems, religious differences and early marriage were found closely related to marriage satisfaction (Bayle, Ayalew & Yimer, 2017).

According to study of Vanover, 3 factors were researched as closely related to marriage satisfaction. Those factors are: effective communication, external support and how well partners spend their time together in relationship (2016).

According to Adigeb and Mbua, affection, sex and depression were closely related to marital satisfaction. Also, time spent together was also influencing marriage satisfaction. They researched that time spent together included child rearing, relaxing, housework, hobbies, sports on holidays and communication during free time (2015).

There are even more studies focused on factors influencing marital satisfaction, however, most of them find very similar results with only slight differences. Majority of studies researched that communication problems play crucial role in marriage dissatisfaction. Communication effectivity was found as significantly related with emotional intelligence, happiness and optimism (Jorfi et al., 2014). Furthermore, empathy plays a crucial role in communication effectiveness by understanding person's state and providing desirable communication (Ioannidou & Konstantikaki, 2008). According to a study of 200 participants,

results show that emotional intelligence has significant impact on satisfactory communication between partners (Panah, Shariff & Entezar, 2011).

Another important factor for marital satisfaction was sexual intercourse. It was found that higher emotional intelligence has significant positive effect on masturbation and frequency of orgasms during sexual intercourse (Burri, Cherkas & Spector, 2009). It is unfortunate that there are not more studies linking emotional intelligence and quality of sexual intercourse. However, we can link frequency of orgasms during sexual intercourse with satisfaction in sex, in relationship, which was found as important factor for marital satisfaction.

Another vital factor was conflict solution. According to a study of Sherma and Sehwat, emotional intelligence significantly influences problem solving, asserting, compromising and accommodating. Furthermore, self-awareness is significantly positively correlated with asserting and compromising. Self-management, Social Awareness and Social Skills significantly influence problem solution, asserting, compromising and accommodating (2014). Even though this study was focused on business area it can be also related to conflict solution in marriage.

Violent behaviour in marriages was also associated with decrease of marital satisfaction. Study shows that increase in violent behaviour is significantly negatively related to decrease in emotional intelligence (Winters, Clift & Dutton, 2004). Those findings are supported by study of criminal behaviour which found that offenders had lower scores in intrapersonal awareness, interpersonal awareness, intrapersonal managing and interpersonal managing of emotions (Sharma et al., 2015). Also, study, conducted on 180 participants experienced violence and used MSCEIT for measure emotional intelligence, found that victims showed lower level of understanding emotions (Ratliff, 2017). Results show us that violent behaviour in relationships can lead to marital dissatisfaction or divorce and violent behaviour might be

connected to lower level of emotional intelligence. It would mean that our sample group could show lower level of emotional intelligence if divorced couples experienced violent or aggressive behaviour in their relationship.

To sum up, there is lack of studies focused on measuring emotional intelligence in sample of divorced couples. On the other hand, several studies researched factors that could have impact on relationship between emotional intelligence and marital satisfaction.

According to existing studies focused on factors influencing divorce and marital dissatisfaction, there were found many distinctive factors, which can be considered as predictor for future divorce. If we go deeper several factors that are repeatedly occurring in different studies were also found connected to emotional intelligence. Those factors are: communication, sex, conflict solution strategy (intelligence), violent behaviour. It means that overall low emotional intelligence or some dimension of emotional intelligence can decrease effective communication, sexual satisfaction, conflict solution strategy and on the contrary, increase violent behaviour. Those factors were found closely related with marital dissatisfaction. Probably, we could hypothesize that low emotional intelligence is not directly related to unsatisfied marriages. On the contrary, low emotional intelligence can negatively influence vital factors that are necessary for marital satisfaction. However, more studies are necessary.

3. Methodology

As was discussed in introduction and literature review, this research is focused on measuring emotional intelligence in group of divorced couples and unmarried couples in disagreement about child custody in the Czech Republic. Study is also focused on finding gender differences in emotional intelligence for previously mentioned sample group. Also, sample group will be compared with average population in order to find if there are significant differences in emotional intelligence. Furthermore, there will be described additional findings that could help future studies in finding key factors from emotional intelligence that are connected to divorce rate. Findings could help in developing sufficient training or therapy focused on improvement of emotional intelligence that could improve overall marital satisfaction. The main reason for conducting this research is that there are lack of studies focused on link between divorce and emotional intelligence. There is not study on emotional intelligence in this sample group in the Czech Republic. Study could be used as pilot research for future researches.

3.1. Research Design

Study was focused on emotional intelligence in divorced couples and unmarried couples in disagreement about child custody in the Czech Republic. Exploratory research was conducted. It means that main goal was to find if there is distinctive level of emotional intelligence in sample group in comparison with general population. Also, there was a goal to explore gender and age differences. Unfortunately, it was not possible to compare age differences because

there were not enough participants in each age group and most participants came from one age group.

As described previously, the reason for conducting study on divorced couples is that lack of researches measured emotional intelligence in them. The findings from this study could help develop training procedure of emotional intelligence in order to improve marital satisfaction and avoid divorce.

Standardized test MSCEIT was used to measure emotional intelligence in randomly selected participants. MSCEIT is divided into 2 main dimensions. Those 2 two dimensions are: emotional intelligence based on experience and strategic emotional intelligence. Emotional intelligence based on experience includes 2 sub-dimensions, such as, perception of emotions and facilitating emotions. Strategic emotional intelligence includes: understanding emotions and managing emotions.

There were measured 3 areas: gender differences in emotional intelligence, comparison of emotional intelligence in sample group with general population and additional findings.

According to previously described studies in introduction and literature review, marital satisfaction was found significantly positively correlated with emotional intelligence. It means that higher emotional intelligence could play a role in marital satisfaction (Lavalekar, Kulkarni & Jagtap, 2010). These findings are supported by a study of Onyekuru and Ugwu, who found the same results. Furthermore, it was found that emotional maturity, emotional sensitivity and emotional competence are positively correlated with stability in marriage (2017). Hypothesis is that divorced couples and unmarried couples in disagreement about child custody will score lower in overall emotional intelligence and emotional intelligence dimensions. Several null hypotheses are stated in following paragraph.

H₀₁: Overall emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₂: Perception of emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₃: Facilitating emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₄: Understanding emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₅: Managing emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₆: Emotional intelligence based on experience score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₇: Strategic emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

According to previous researches, it was found several times that women scored better in emotional intelligence than men. My hypothesis is that women will also score higher in emotional intelligence than men in sample group of divorced couples. According to Berrocal et al., women scored higher in all areas of emotional intelligence tested by MSCEIT,

however, significant results were found only in understanding, managing, identifying emotions and total emotional intelligence (2012). Also, it was found that women scored significantly higher than men in accepting, listening, following, sympathizing and empathizing emotions (Woehle, 2015). According to a study of Venkatappa, Shetty and Manjunath, emotional intelligence was also found significantly higher in women (2012). Several hypotheses are stated in following paragraphs because of previously mentioned findings about higher scores in women.

H₀₈: Divorced women do not have significantly higher overall emotional intelligence than divorced men.

H₀₉: Divorced women do not score significantly better in perception of emotions than divorced men.

H₀₁₀: Divorced women do not score significantly better in managing emotions than divorced men.

H₀₁₁: Divorced women do not score significantly better in facilitating emotions than divorced men.

H₀₁₂: Divorced women do not score significantly better in understanding emotions than divorced men.

H₀₁₃: Divorced women do not have significantly higher emotional intelligence based on experience than divorced men.

H₀₁₄: Divorced women do not have significantly higher strategic emotional intelligence than divorced men.

3.2. Participants

In study on emotional intelligence in divorced couples or unmarried couples in disagreement about child custody, 74 participants were tested on emotional intelligence by completing MSCEIT test. From this sample, only 2 participants were tested without their ex-partner, which means that 36 couples were tested and 2 individual participants.

Sample included 37 men and 37 women, which means that 50% of sample group were men and 50% were women.

Sample included participants between age of 25 and 62 years old. In group of 25 – 29 years old, 3 participants were tested. Group of 30 – 39 years old included 29 participants. Group of 40 – 49 years old included 29 participants. Group of 50 years and more included 13 participants. Mean age of all participants was 41.80 years old.

Participants were selected randomly. Data were selected from clients of doc. PhDr et PhDr Radek Ptáček, Ph.D., MBA. Those clients were tested on emotional intelligence from several reasons, such as, court decision about child custody or different reasons.

3.3. Instrumentation

As described previously, test MSCEIT was used for measuring emotional intelligence in sample group. This particular test measures overall emotional intelligence and their dimensions. According to Mayer and Salovey, emotional intelligence is created by two main dimensions: emotional intelligence based on experience and strategic emotional intelligence. Emotional intelligence based on experience is divided into 2 sub-dimensions: perception of

emotions and facilitation emotions. Strategic emotional intelligence is also divided into 2 sub-dimensions: understanding emotions and managing emotions. MSCEIT provides us 7 different scores: overall emotional intelligence, emotional intelligence based on experience, strategic emotional intelligence, perception of emotions, facilitation emotions, understanding emotions and managing emotions.

Emotional intelligence based on experience shows us how person is able to perceive and use emotions. In other words, it shows us how person is able to read and express emotion.

Strategic emotional intelligence is about how person is able to understand and work with emotions in one-self and others. In other words, it can show us if person understand, what emotions represent and what are the causes of specific emotions. Furthermore, it is also about how person can manage those emotions.

Perception of emotions is about how person is able to decode and identify emotions in one-self and others. In other words, it measures if he is able to recognize it on emotional expression. MSCEIT measures emotional perception on recognizing emotions on faces and artistic pictures (e.g. nature). In faces, participant guesses how a person is probably feeling. In artistic pictures, it is measured if participant is able to identify emotions in art.

Facilitation of emotions is about how person is able to use emotional feelings in cognitive processes and thinking. In other words, emotional facilitation can be useful for regimentation of emotions for creative thinking and decision making. It should be mentioned that facilitation of emotions can be also negative, for instance, person who feels depressed or anxious. In MSCEIT, there are two parts focused on that: sensory impression and support. In sensory impression, participant should be able to connect specific emotions with colour, light or temperature. It shows if participant is able to invoke specific emotions and connect them. In support section, it is measured how participant is aware of the fact that specific emotions

influence thinking in a specific way and how those emotions influence, for instance, decision making.

Understanding emotions can be understood as ability to comprehend emotional cues. Emotions create complex cues which can be interconnected. Understanding emotions ability can be viewed in being aware of what triggers specific emotions and how they are connected. For example, annoyance can cause rage. Person, who scores high in this dimension, should know what emotions cause and should be able to identify them. It can help him to understand others and himself. In MSCEIT, there are two parts measuring understanding emotions: complex emotions and changes. In complex emotions, participant is measured on his ability to decode complex emotional feelings into specific emotions that create such emotional impression. Furthermore, it is tested if participant is able to create specific emotional feelings from several emotions. Changes section measures his understanding of emotional changes. In other words, how emotions are connected (e.g. annoyance changed on rage).

Managing emotions is understood as ability to work with emotions. In some situations, it can mean that person is able to regulate emotions, however, it does not have to be in all cases. It can also mean that person is able to use emotions for increased effectivity in thinking and behaving. Sometimes, effective rage can show desirable results. Managing emotions has also two sections, such as, managing emotions and managing emotions in relationships. In the first section, it is measured participant's ability to effectively choose specific behaviour in order to achieve specific goal by regulating his emotions. Second section measures his ability to use emotions in decision making in order to achieve specific goal that is connected to different people. In other words, participant should decide how specific behaviour would be effective in achieving specific goal in other people (Mayer, Salovey & Caruso, 2012).

3.4. Standardization, validity and reliability of MSCEIT

In order to standardize test MSCEIT, data were collected from more than 50 countries and sample had 5000 respondents from different ages, gender, ethnic groups and educational level. More respondents were women. Age of respondents was between 17 and 79 years old. In ethnic groups, there were Asians, Whites, Afro-Americans, Hispanics and others. Furthermore, there were tested people with finished elementary school, high school, unfinished college, first college degree, second college degree and unknown education.

Reliability of MSCEIT was found high when overall test scored $r=0.91$. Emotional intelligence based on experience had score $r=0.90$ and strategic emotional intelligence scored 0.85. It shows us that overall reliability is satisfactory. Also dimensional scores showed satisfactory reliability scores even though they were lower than previously mentioned reliability scores. Moreover, there were also found positive correlations between dimensions and scales.

It was found that paper version and electronic version received similar scores which confirmed that MSCEIT can be provided in both ways without different effect on results. MSCEIT provides standard scores for all 7 dimensions, which means that it provides similar scores as we know in IQ tests. It means that score of 100 represents the most common EI score from general population (Bell curve). First standard deviation is plus and minus 15. Second standard deviation is plus and minus 30.

There were also found satisfactory validity results. Current version was little bit adjusted from version which was created in 1997 and changes were done based on additional literature and independent validity test. Content validity was found high. Confirmatory factor analysis and correlations of items showed high structural validity of test MSCEIT. Discriminative validity

showed small correlations with IQ tests ($r=0.36$ and $r=0.38$). It should also be mentioned that items, included in MSCEIT, were given to professionals on emotional intelligence, in conference, in 2000. Majority agreed that items measure what it purports to measure (Mayer, Salovey & Caruso, 2012).

3.5. Procedure

Data were collected in cooperation with doc. PhDr et PhDr Radek Ptáček, Ph.D., MBA. Respondents were in disagreement about child custody or needed therapy or forensic assessment based on different reasons. In most cases, they also filled more psychological tests, including MSCEIT. However, this particular study includes only those respondents that were divorced or in disagreement about child custody.

Respondents were given informed consent and they were informed that their personal information will not be publicly used. They were given unlimited time to fill MSCEIT. Couples filled test separately and they were provided guidelines about filling this test. Also, test was given by doc. PhDr et PhDr Radek Ptáček, Ph.D., MBA or another psychologist experienced in use of MSCEIT.

All data were analysed in SPSS version 24 system. Tables and histograms were also provided and created in Microsoft Office Word and Microsoft Office Excel.

One sample t-test and independent sample t-test for unequal variances were analysed in SPSS version 24 using independent sample t-test for unequal variances.

All tables, histograms and results will be provided in following section.

4. Results

This section reports data analysis. To examine emotional intelligence, SPSS version 24 analysed data from MSCEIT reports of divorced couples and unmarried couples in disagreement about child custody from Czech Republic. Emotional intelligence test was filled by 74 respondents from previously mentioned group. Participants were measured on perception of emotions, facilitation of emotions, understanding emotions, managing emotions, emotional intelligence based on experience, strategic emotional intelligence and overall emotional intelligence. Gender differences in emotional intelligence were measured by independent sample t-test for unequal variances. Also, it was measured how sample group differ from general population in emotional intelligence. One sample t-test was used. In the following paragraphs, results will be provided.

All data of emotional intelligence, tested by MSCEIT, are represented in Appendix 1. Section “Couples” shows us which couples were together. Similar numbers represent divorced couple or unmarried couple in disagreement about child custody. Then, there are sections: gender, age and 7 measured dimensions. Appendix 2 represents score interpretation, which are included in guidebook from MSCEIT. Different colours represent different score level. Scores in between 90 – 109 are not coloured because they are average scores which are not important for this study. It should also be mentioned that for standardization scores of MSCEIT, first standard deviation was used plus and minus 15 on Bell curve from mean score of 100 and second standard deviation on Bell curve had plus and minus 30 from mean value of 100.

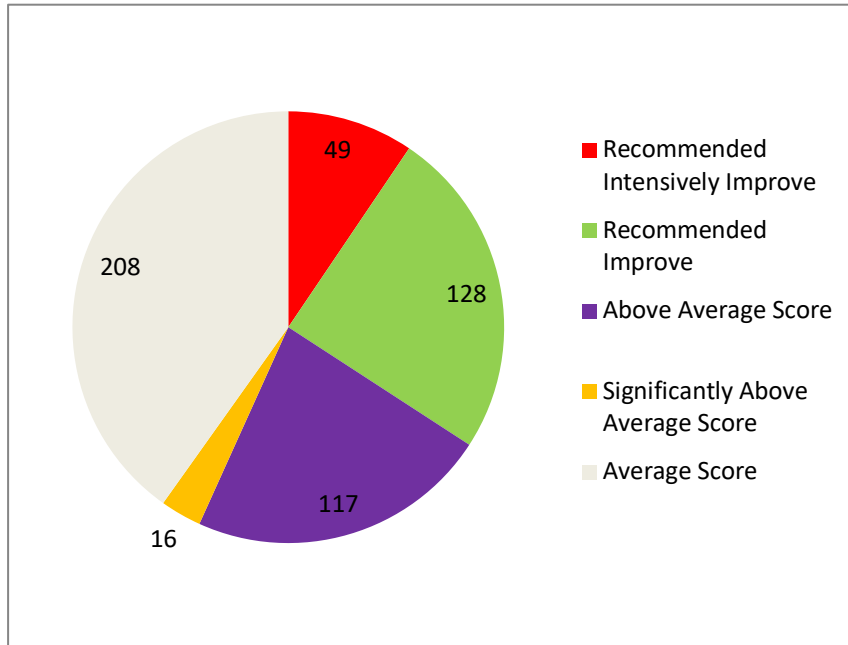
4.1. Additional Results

According to all 7 measured dimensions from MSCEIT, 74 participants had 518 score results in total. Recommended intensively improve score (0 – 69) was found 49 times in total, which means that in 9.46%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 128 times in total, which means that in 24.71%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 208 times in total, which means that in 40.15%, participants from sample group scored between score of 90 and 109. Above average ability score was found 117 times in total, which means that in 22.59%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 16 times in total, which means that in 3.09%, participants from sample group scored between score of 120 and 129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 1.

Furthermore, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, only 2 couples showed results in all 7 dimensions in Average score, Above average score or Significantly above average score (score: 90+). It means that in 94.44%, couples had score in at least one dimension of EI, which had result in between 0 and 89.

Graph 1

All 7 dimensions of emotional intelligence

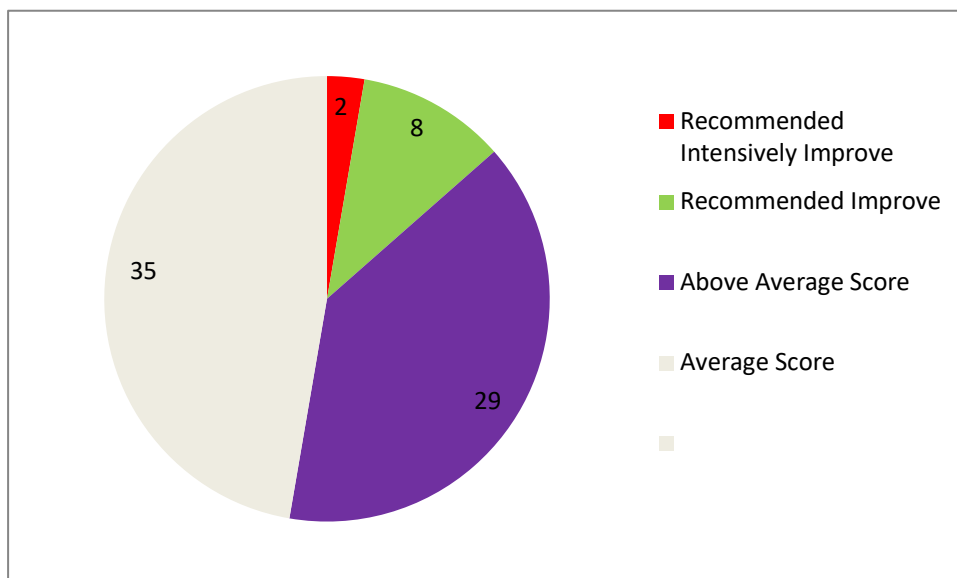


According to Perception of emotions score from MSCEIT, recommended intensively improve score (0 – 69) was found 2 times in total, which means that in 2.70%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 8 times in total, which means that in 10.81%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 35 times in total, which means that in 47.30%, participants from sample group scored between score of 90 and 109. Above average ability score was found 29 times in total, which means that in 39.19%, participants from sample group scored between score of 110 and 119. Significantly above average ability score and Excellent ability score was found 0 times in total, which means that in 0%, participants from sample group scored 120 and more. Results are represented in Graph 2.

Furthermore, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 10 couples (at least one partner) had score in Perception of emotions in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 27.78% couples, there was at least one partner, in Perception of emotion score, who had score in between 0 and 89.

Graph 2

Perception of emotions



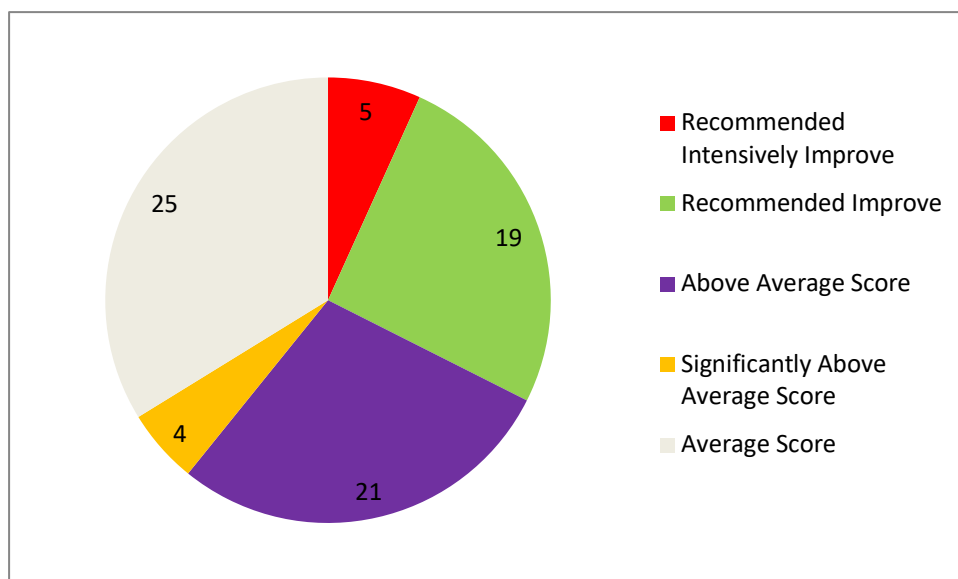
According to Facilitation of emotion score from MSCEIT, recommended intensively improve score (0 – 69) was found 5 times in total, which means that in 6.76%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 19 times in total, which means that in 25.68%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 25 times in total, which means that in 33.78%, participants from sample group scored

between score of 90 and 109. Above average ability score was found 21 times in total, which means that in 28.38%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 4 times in total, which means that in 5.41%, participants from sample group scored between score of 120 and 129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 3.

Moreover, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 20 couples (at least one partner) had score in Facilitation of emotions in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 55.56% couples, there was at least one partner, in Facilitation of emotion score, who had score in between 0 and 89.

Graph 3

Facilitation of emotions

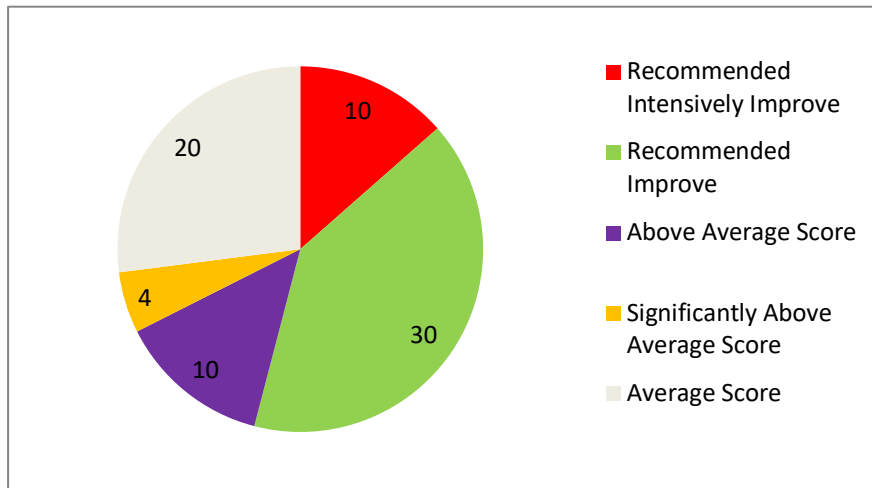


According to Understanding emotion score from MSCEIT, recommended intensively improve score (0 – 69) was found 10 times in total, which means that in 13.51%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 30 times in total, which means that in 40.54%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 20 times in total, which means that in 27.03%, participants from sample group scored between score of 90 and 109. Above average ability score was found 10 times in total, which means that in 13.51%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 4 times in total, which means that in 5.41%, participants from sample group scored between score of 120 and 129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 4.

Moreover, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 25 couples (at least one partner) had score in Understanding of emotions in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 69.44% couples, there was at least one partner, in Understanding emotion score, who had score in between 0 and 89.

Graph 4

Understanding emotions



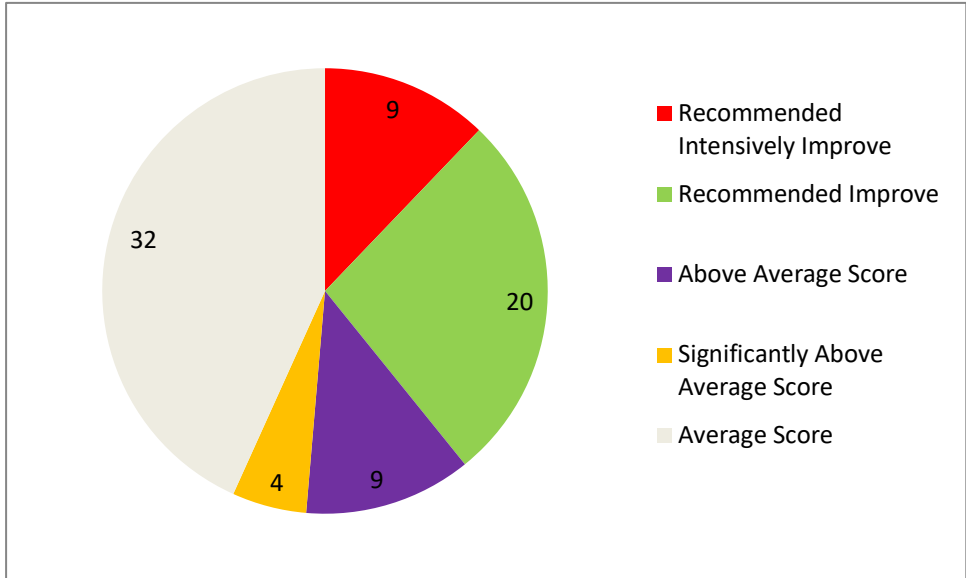
According to Managing emotions score from MSCEIT, recommended intensively improve score (0 – 69) was found 9 times in total, which means that in 12.16%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 20 times in total, which means that in 27.03%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 32 times in total, which means that in 43.24%, participants from sample group scored between score of 90 and 109. Above average ability score was found 9 times in total, which means that in 12.16%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 4 times in total, which means that in 5.41%, participants from sample group scored between score of 120 and 129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 5.

Moreover, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 23 couples (at least one partner) had score in Managing of emotions in Recommended Intensively Improve score or

Recommended Improve score (score: 0 - 89). It means that in 63.89% couples, there was at least one partner, in Managing emotion score, who had score in between 0 and 89.

Graph 5

Managing emotions



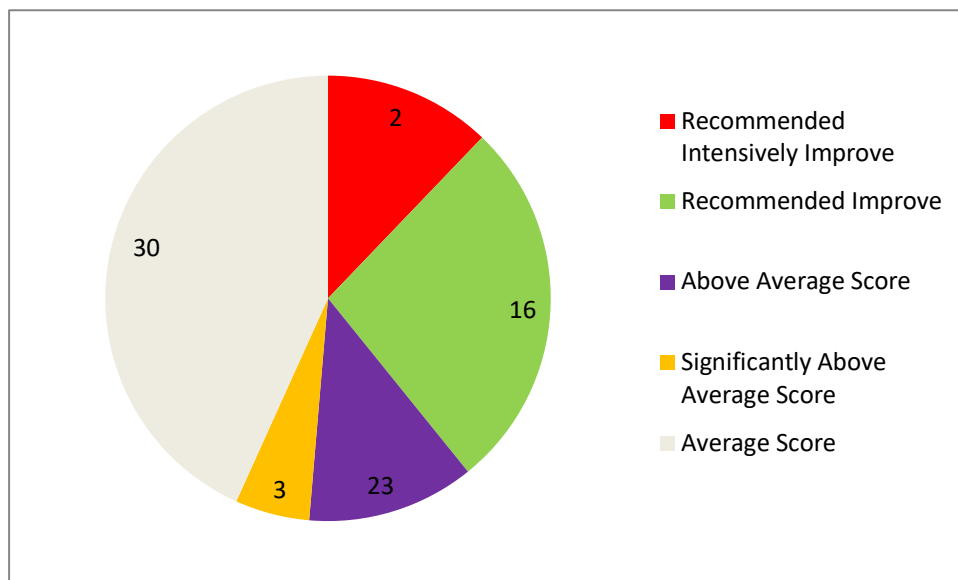
According to Emotional Intelligence based on experience score from MSCEIT, recommended intensively improve score (0 – 69) was found 2 times in total, which means that in 2.70%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 16 times in total, which means that in 21.62%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 30 times in total, which means that in 40.54%, participants from sample group scored between score of 90 and 109. Above average ability score was found 23 times in total, which means that in 31.08%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 3 times in total, which means that in 4.05%, participants from sample group scored between score of 120 and

129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 6.

Moreover, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 16 couples (at least one partner) had score in Emotional intelligence based on experience in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 44.44% couples, there was at least one partner, in Emotional intelligence based on experience score, who had score in between 0 and 89.

Graph 6

Emotional intelligence based on experience



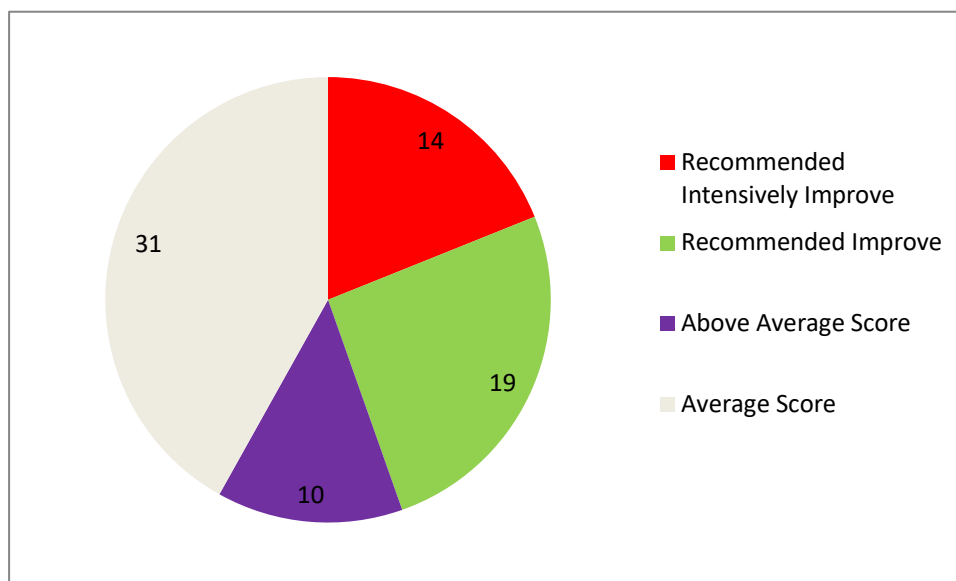
According to Strategic emotional intelligence score from MSCEIT, recommended intensively improve score (0 – 69) was found 14 times in total, which means that in 18.92%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 19 times in total, which means that in 25.68%, participants from

sample group scored between score of 70 and 89. Lower average or Higher average score was found 31 times in total, which means that in 41.89%, participants from sample group scored between score of 90 and 109. Above average ability score was found 10 times in total, which means that in 13.51%, participants from sample group scored between score of 110 and 119. Significantly above average ability score and Excellent Ability score (120 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 7.

Also, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 25 couples (at least one partner) had score in Strategic emotional intelligence in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 69.44% couples, there was at least one partner, in Strategic emotional intelligence score, who had score in between 0 and 89.

Graph 7

Strategic emotional intelligence

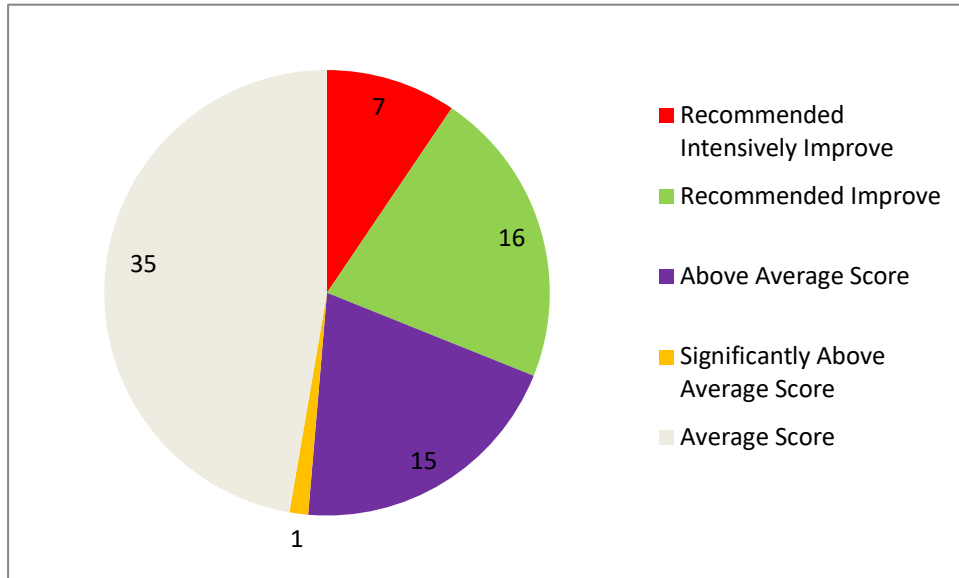


According to Overall Emotional Intelligence score from MSCEIT, recommended intensively improve score (0 – 69) was found 7 times in total, which means that in 9.46%, participants from sample group scored less than two standard deviations from Bell curve. Recommended improve score was found 16 times in total, which means that in 21.62%, participants from sample group scored between score of 70 and 89. Lower average or Higher average score was found 35 times in total, which means that in 47.30%, participants from sample group scored between score of 90 and 109. Above average ability score was found 15 times in total, which means that in 20.27%, participants from sample group scored between score of 110 and 119. Significantly above average ability score was found 1 times in total, which means that in 1.35%, participants from sample group scored between score of 120 and 129. Excellent Ability score (130 and more) was found 0 times in all dimensions and all participants. Results are represented in Graph 8.

Moreover, there were 36 couples in sample group. Two participants were measured without compared results of their divorced partner. Out of 36 couples, 19 couples (at least one partner) had score in Overall Emotional intelligence in Recommended Intensively Improve score or Recommended Improve score (score: 0 - 89). It means that in 52.78% couples, there was at least one partner, in Overall Emotional intelligence score, who had score in between 0 and 89.

Graph 8

Overall emotional intelligence



4.2. Difference in emotional intelligence between sample group and general population

In order to find differences in emotional intelligence between divorced couples or unmarried couples with disagreement about child custody and general population, one sample t-test was conducted. One sample t-test was used on overall sample group in order to find differences in their dimension scores compared to general population scores. Furthermore, one sample t-test was conducted separately on men and women in comparison with general population. Several hypotheses were stated:

H₀₁: Overall emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₂: Perception of emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₃: Facilitating emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₄: Understanding emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₅: Managing emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₆: Emotional intelligence based on experience score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₇: Strategic emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not lower in comparison with general population.

First of all, there will be compared results of sample group (without gender differentiation) with general population.

A one-sample t-test was run to determine whether perception of emotions, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a

boxplot. Perception of emotions in sample group ($M = 103.14$, $SD = 12.53$) was significantly higher than in general population, a statistically significant mean difference, $M = 3.14$, 95% CI [0.23 to 0.6.04], $t(73) = 2.153$, $p = .035$. (see Table 1 and 2)

A one-sample t-test was run to determine whether facilitation of emotions, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. Facilitation of emotions in sample group ($M = 98.35$, $SD = 18.07$) was not significantly lower than in general population, a non-statistically significant mean difference, $M = -1.65$, 95% CI [-5.83 to 2.54], $t(73) = -0.785$, $p = .435$. (see Table 1 and 2)

A one-sample t-test was run to determine whether understanding emotions, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The understanding emotions in sample group ($M = 89.86$, $SD = 19.00$) was significantly lower than in general population, a statistically significant mean difference, $M = -10.14$, 95% CI [-14.54 to -5.73], $t(73) = -4.589$, $p = .00$. (see Table 1 and 2)

A one-sample t-test was run to determine whether managing emotions, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The managing emotions in sample group ($M = 93.55$, $SD = 17.69$) was significantly lower than in general population, a statistically significant mean difference, $M = -6.45$, 95% CI [-10.54 to -2.35], $t(73) = -3.135$, $p = .002$. (see Table 1 and 2)

A one-sample t-test was run to determine whether emotional intelligence based on experience, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed

by inspection of a boxplot. The emotional intelligence based on experience in sample group (M = 101.43, SD = 15.34) was not significantly higher than in general population, a non-statistically significant mean difference, $M = 1.43$, 95% CI [-2.12 to 4.99], $t(73) = 0.803$, $p = .424$. (see Table 1 and 2)

A one-sample t-test was run to determine whether strategic emotional intelligence, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The strategic emotional intelligence in sample group (M = 88.78, SD = 19.78) was significantly lower than in general population, a statistically significant mean difference, $M = -11.22$, 95% CI [-15.80 to -6.63], $t(73) = -4.879$, $p = .00$. (see Table 1 and 2)

A one-sample t-test was run to determine whether overall emotional intelligence, in sample group of divorced couples and unmarried couples with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The overall emotional intelligence in sample group (M = 95.49, SD = 16.87) was significantly lower than in general population, a statistically significant mean difference, $M = -4.51$, 95% CI [-18.42 to -0.60], $t(73) = -2.301$, $p = .024$. (see Table 1 and 2)

Table 1

Descriptive Statistics of Emotional Intelligence in Sample Group

	N	Mean	Std. Deviation	Std. Error Mean
Perception of Emotions	74	103.14	12.53	1.46
Facilitation of emotions	74	98.35	18.07	2.10
Understanding emotions	74	89.86	19.00	2.21
Managing emotions	74	93.55	17.69	2.06
Emotional intelligence based on experience	74	101.43	15.34	1.78
Strategic emotional intelligence	74	88.78	19.78	2.30
Overall emotional intelligence	74	95.49	16.87	1.96

Table 2

One sample t-tests on divorced couples and unmarried couples in disagreement about child custody

	t	df	Test Value = 100		95% CI of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
Perception of emotions	2.153	73	0.035	3.14	0.23	6.04
Facilitation of emotions	-0.785	73	0.435	-1.65	-5.83	2.54
Understanding emotions	-4.589	73	0.000	-10.14	-14.54	-5.73
Managing emotions	-3.135	73	0.002	-6.45	-10.54	-2.35
Emotional intelligence based on experience	0.803	73	0.424	1.43	-2.12	4.99
Strategic emotional intelligence	-4.879	73	0.000	-11.22	-15.80	-6.63
Overall emotional intelligence	-2.301	73	0.024	-4.51	-8.42	-0.60

In this part, there will be compared results of emotional intelligence of women with general population. One sample t-test was conducted to compare those results.

A one-sample t-test was run to determine whether perception of emotions, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The perception of emotions in sample group of women ($M = 106.22$, $SD = 11.09$)

was significantly higher than in general population, a statistically significant mean difference, $M= 6.22$, 95% CI [2.52 to 9.91], $t(36) = 3.410$, $p = .002$. (see Table 3 and 4)

A one-sample t-test was run to determine whether facilitation of emotions, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The facilitation of emotions in sample group of women ($M = 102.59$, $SD = 15.39$) was not significantly higher than in general population, a non-statistically significant mean difference, $M= 2.59$, 95% CI [-2.54 to 7.73], $t(36) = 1.026$, $p = .312$. (see Table 3 and 4)

A one-sample t-test was run to determine whether understanding emotions, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The understanding emotions in sample group of women ($M = 89.03$, $SD = 18.47$) was significantly lower than in general population, a statistically significant mean difference, $M= -10.97$, 95% CI [-17.13 to -4.82], $t(36) = -3.614$, $p = .001$. (see Table 3 and 4)

A one-sample t-test was run to determine whether managing emotions, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The managing emotions in sample group of women ($M = 92.57$, $SD = 20.60$) was significantly lower than in general population, a statistically significant mean difference, $M= -7.43$, 95% CI [-14.30 to -0.57], $t(36) = -2.195$, $p = .035$. (see Table 3 and 4)

A one-sample t-test was run to determine whether emotional intelligence based on experience, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed

by inspection of a boxplot. The emotional intelligence based on experience in sample group of women ($M = 105.70$, $SD = 12.86$) was significantly higher than in general population, a statistically significant mean difference, $M = 5.70$, 95% CI [1.41 to 9.99], $t(36) = 2.697$, $p = .011$. (see Table 3 and 4)

A one-sample t-test was run to determine whether strategic emotional intelligence, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The strategic emotional intelligence in sample group of women ($M = 87.84$, $SD = 21.32$) was significantly lower than in general population, a statistically significant mean difference, $M = -12.16$, 95% CI [-19.27 to -5.06], $t(36) = -3.471$, $p = .001$. (see Table 3 and 4)

A one-sample t-test was run to determine whether overall emotional intelligence, in sample group of divorced women and unmarried women with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The overall emotional intelligence in sample group of women ($M = 97.86$, $SD = 15.09$) was not significantly lower than in general population, a non-statistically significant mean difference, $M = -2.14$, 95% CI [-7.29 to 3.02], $t(36) = -0.839$, $p = .407$. (see Table 3 and 4)

Table 3

Descriptive Statistics of Emotional Intelligence in Women from Sample Group

	N	Mean	Std. Deviation	Std. Error Mean
Perception of emotions	37	106.22	11.09	1.82
Facilitation of emotions	37	102.59	15.39	2.53
Understanding emotions	37	89.03	18.47	3.04
Managing emotions	37	92.57	20.60	3.39
Emotional intelligence based on experience	37	105.70	12.86	2.11
Strategic emotional intelligence	37	87.84	21.32	3.50
Overall emotional intelligence	37	97.86	15.47	2.54

Table 4

One sample t-tests on divorced women and unmarried women in disagreement about child custody

	t	df	Test Value = 100		95% CI of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
Perception of emotions	3.410	36	0.002	6.22	2.52	9.91
Facilitation of emotions	1.026	36	0.312	2.59	-2.54	7.73
Understanding of emotions	-3.614	36	0.001	-10.97	-17.13	-4.82
Managing emotions	-2.195	36	0.035	-7.43	-14.30	-0.57
Emotional intelligence based on experience	2.697	36	0.011	5.70	1.41	9.99
Strategic emotional intelligence	-3.471	36	0.001	-12.16	-19.27	-5.06
Overall emotional intelligence	-0.839	36	0.407	-2.14	-7.29	3.02

In this part, there will be compared results of emotional intelligence of men with general population. One sample t-test was conducted to compare those results.

A one-sample t-test was run to determine whether perception of emotions, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The perception of emotions in sample group of men ($M = 100.05$, $SD = 13.25$) was not

significantly higher than in general population, a non-statistically significant mean difference, $M = 0.05$, 95% CI [-4.37 to 4.47], $t(36) = 0.025$, $p = .980$. (see Table 5 and 6)

A one-sample t-test was run to determine whether facilitation of emotions, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The facilitation of emotions in sample group of men ($M = 94.11$, $SD = 19.70$) was not statistically significantly lower than in general population, a non-statistically significant mean difference, $M = -5.89$, 95% CI [-12.46 to 0.68], $t(36) = -1.819$, $p = .077$. (see Table 5 and 6)

A one-sample t-test was run to determine whether understanding emotions, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The understanding of emotions in sample group of men ($M = 90.70$, $SD = 19.73$) was statistically significantly lower than in general population, a statistically significant mean difference, $M = -9.30$, 95% CI [-15.88 to -2.72], $t(36) = -2.866$, $p = .007$. (see Table 5 and 6)

A one-sample t-test was run to determine whether managing emotions, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The managing emotions in sample group of men ($M = 94.54$, $SD = 14.42$) was statistically significantly lower than in general population, a statistically significant mean difference, $M = -5.46$, 95% CI [-10.27 to -0.65], $t(36) = -2.302$, $p = .027$. (see Table 5 and 6)

A one-sample t-test was run to determine whether emotional intelligence based on experience, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The emotional intelligence based on experience in sample group of

men ($M = 97.16$, $SD = 16.56$) was not statistically significantly lower than in general population, a non-statistically significant mean difference, $M = -2.84$, 95% CI $[-8.36$ to $2.68]$, $t(36) = -1.042$, $p = .304$. (see Table 5 and 6)

A one-sample t-test was run to determine whether strategic emotional intelligence, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The strategic emotional intelligence in sample group of men ($M = 89.73$, $SD = 18.35$) was statistically significantly lower than in general population, a statistically significant mean difference, $M = -10.27$, 95% CI $[-16.39$ to $-4.15]$, $t(36) = -3.404$, $p = .002$. (see Table 5 and 6)

A one-sample t-test was run to determine whether overall emotional intelligence, in sample group of divorced men and unmarried men with disagreement about child custody, was different from general population. There were no outliers in the data, as assessed by inspection of a boxplot. The overall emotional intelligence in sample group of men ($M = 93.11$, $SD = 18.06$) was statistically significantly lower than in general population, a statistically significant mean difference, $M = -6.89$, 95% CI $[-12.91$ to $-0.87]$, $t(36) = -2.321$, $p = .026$. (see Table 5 and 6)

Table 5

Descriptive Statistics of Emotional Intelligence in Men from Sample Group

	N	Mean	Std. Deviation	Std. Error Mean
Perception of emotions	37	100.05	13.25	2.18
Facilitation of emotions	37	94.11	19.70	3.24
Understanding emotions	37	90.70	19.73	3.24
Managing emotions	37	94.54	14.42	2.37
Emotional intelligence based on experience	37	97.16	16.56	2.72
Strategic emotional intelligence	37	89.73	18.35	3.02
Overall emotional intelligence	37	93.11	18.06	2.97

Table 6

One sample t-tests on divorced men and unmarried men in disagreement about child custody

	t	df	Test Value = 100		95% CI of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
Perception of emotions	0.025	36	0.980	0.05	-4.37	4.47
Facilitation of emotions	-1.819	36	0.077	-5.89	-12.46	0.68
Understanding emotions	-2.866	36	0.007	-9.30	-15.88	-2.72
Managing emotions	-2.302	36	0.027	-5.46	-10.27	-0.65
Emotional intelligence based on experience	-1.042	36	0.304	-2.84	-8.36	2.68
Strategic emotional intelligence	-3.404	36	0.002	-10.27	-16.39	-4.15
Overall emotional intelligence	-2.321	36	0.026	-6.89	-12.91	-0.87

To sum up, H_{01} , H_{04} , H_{05} and H_{07} are disproved because couples scored significantly lower in overall emotional intelligence, understanding emotions, managing emotions and strategic emotional intelligence compared to general population, which supports research expectations. In understanding emotions, managing emotions and strategic emotional intelligence, both male and female scored significantly lower than general population. However, in the case of overall emotional intelligence, only men's results were found statistically significantly lower, but women's results were not statistically significantly lower.

H₀₂ cannot be disproved. On the other hand, it was found that sample group couples had statistically significantly higher scores in perception of emotions than general population. Even though only women showed statistically significantly higher results compared to general population.

H₀₃ cannot be disproved because sample group did not show statistically significantly lower results in facilitation of emotions, neither men nor women. Even though women showed little bit higher results than average population.

H₀₆ cannot be disproved because couples did not show statistically significantly lower emotional intelligence based on experience. On the other hand, women had statistically significantly higher emotional intelligence based on experience compared to average population, however, men scored lower than average population, but not significantly.

4.3. Gender difference in divorced couples and couples in disagreement about child custody

In order to find gender differences in emotional intelligence between divorced men and divorced women, results from MSCEIT were analysed in SPSS version 24. Several null hypotheses were stated.

H₀₈: Divorced women do not have significantly higher overall emotional intelligence than divorced men.

H₀₉: Divorced women do not score significantly better in perception of emotions than divorced men.

H₀₁₀: Divorced women do not score significantly better in managing emotions than divorced men.

H₀₁₁: Divorced women do not score significantly better in facilitating emotions than divorced men.

H₀₁₂: Divorced women do not score significantly better in understanding emotions than divorced men.

H₀₁₃: Divorced women do not have significantly higher emotional intelligence based on experience than divorced men.

H₀₁₄: Divorced women do not have significantly higher strategic emotional intelligence than divorced men.

It was found that women scored better in 4 dimensions of emotional intelligence tested by MSCEIT. Study was conducted on 37 women and 37 men. Women showed better abilities in perception of emotions, facilitation of emotions, emotional intelligence based on experience and overall emotional intelligence. In perception of emotion women (M=106.22, SD= 11.09) had better results than men (M=100.05, SD=13.25). Furthermore, higher results were also found in facilitation of emotions, in which women (M=102.59, SD=15.39) showed higher results compared to men (M=94.11, SD=19.70). Also, in emotional intelligence based on experience, women (M=105.70, SD= 12.86) had better results than men (M=97.16, SD=16.56). Overall emotional intelligence showed also higher results for women (M=97.86, SD= 15.47) compared to men (M=93.11, SD= 18.06). (see Table 7, Graph 9 and Graph 10)

On the other hand, men interestingly showed higher results in understanding emotions, managing emotions and strategic emotional intelligence. Even though men (M=90.70, SD= 19.73) showed better results in understanding emotions than women (M=89.03, SD= 18.47), results were almost identical with small difference. Also, men (M=94.54, SD= 14.42) showed higher scores in managing emotions than women (M=92.57, SD= 20.60). Finally, strategic emotional intelligence was found higher in men (M=89.73, SD= 18.35) compared to women (M=87.84, SD= 21.32). (see Table 7, Graph 9 and Graph 10)

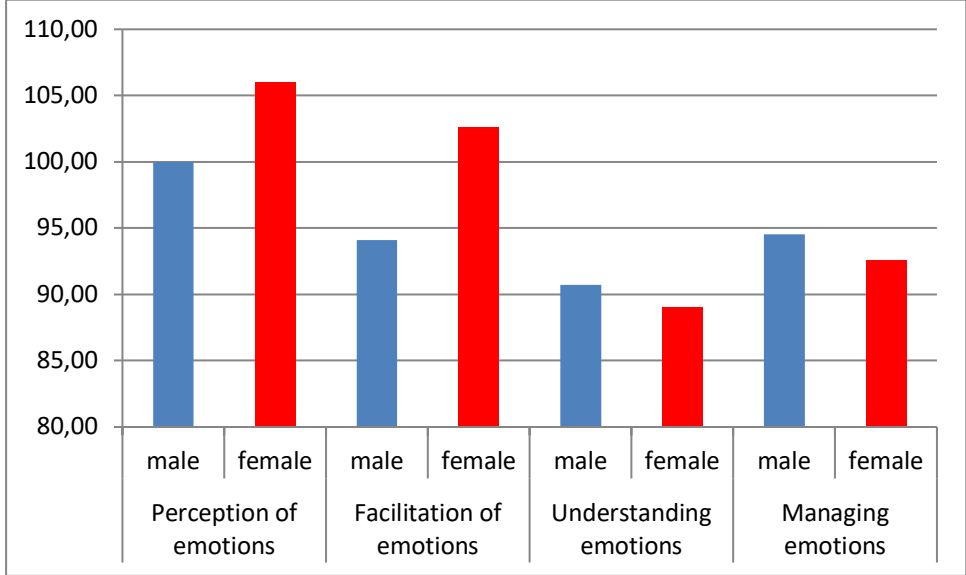
Table 7

Descriptive Statistics of Emotional Intelligence in Men and Women from Sample Group

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perception of emotions	male	37	100.05	13.25	2.18
	female	37	106.22	11.09	1.82
Facilitation of emotions	male	37	94.11	19.70	3.24
	female	37	102.59	15.39	2.53
Understanding emotions	male	37	90.70	19.73	3.24
	female	37	89.03	18.47	3.04
Managing emotions	male	37	94.54	14.42	2.37
	female	37	92.57	20.60	3.39
Emotional intelligence based on experience	male	37	97.16	16.56	2.72
	female	37	105.70	12.86	2.11
Strategic emotional intelligence	male	37	89.73	18.35	3.02
	female	37	87.84	21.32	3.50
Overall emotional intelligence	male	37	93.11	18.06	2.97
	female	37	97.86	15.47	2.54

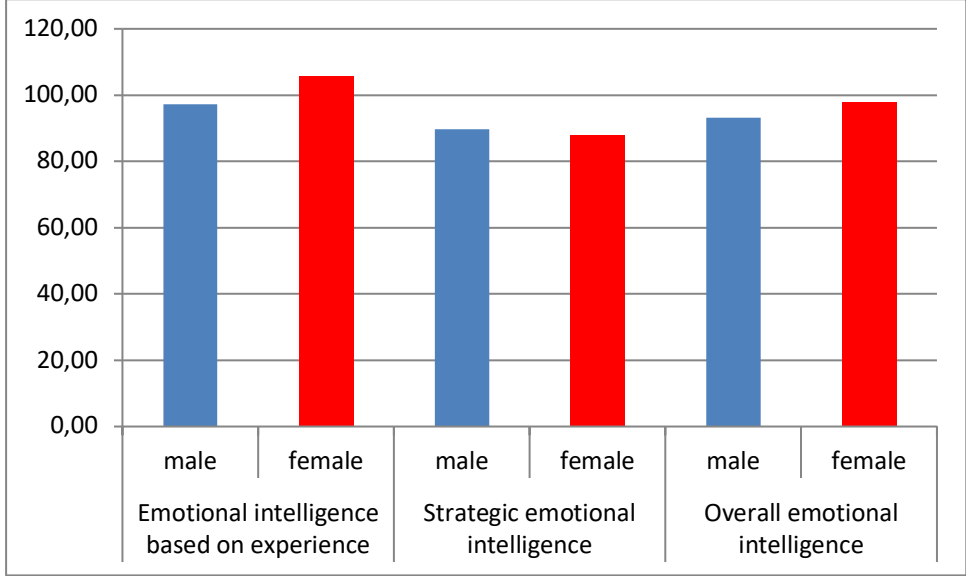
Graph 9

Gender scores in emotional intelligence dimensions



Graph 10

Gender scores in emotional intelligence dimensions



In order to find significant gender differences, data were analysed by independent samples t-test for unequal variances.

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in perception of emotions between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .264$). The perception of emotions was found statistically significantly higher in divorced women ($M = 106.22$, $SD = 11.09$) than divorced men ($M = 100.05$, $SD = 13.25$), a statistically significant difference, $M = -6.16$, 95% $CI [-11.83, -0.50]$, $t(72) = -2.169$, $p = .033$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in facilitation of emotions between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .221$). The facilitation of emotions was found statistically significantly higher in divorced women ($M = 102.59$, $SD = 15.39$) than divorced men ($M = 94.11$, $SD = 19.70$), a statistically significant difference, $M = -8.49$, 95% $CI [-16.68, -0.29]$, $t(72) = -2.065$, $p = .043$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in understanding emotions between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .824$). The understanding of emotions was not found statistically significantly different in divorced women ($M = 89.03$, $SD = 18.47$) than divorced men ($M = 90.70$, $SD = 19.73$), non-statistically significant difference, $M = 1.68$, 95% $CI [-7.18, 10.53]$, $t(72) = 0.377$, $p = .707$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in managing emotions between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was not found homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .012$). Also, the managing of emotions was not found statistically significantly different in divorced women ($M = 92.57$, $SD = 20.60$) than divorced men ($M = 94.54$, $SD = 14.42$), non-statistically

significant difference, $M = 1.97$, 95% $CI [-6.28, 10.23]$, $t(64.464) = 0.477$, $p = .635$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in emotional intelligence based on experience between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .100$). The emotional intelligence based on experience was found statistically significantly higher in divorced women ($M = 105.70$, $SD = 12.86$) than divorced men ($M = 97.16$, $SD = 16.56$), a statistically significant difference, $M = -8.54$, 95% $CI [-15.41, -1.67]$, $t(72) = -2.477$, $p = .016$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in strategic emotional intelligence between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .328$). The strategic emotional intelligence was not found statistically significantly different in divorced women ($M = 87.84$, $SD = 21.32$) than divorced men ($M = 89.73$, $SD = 18.35$), non-statistically significant difference, $M = 1.89$, 95% $CI [-7.33, 11.11]$, $t(72) = 0.409$, $p = .684$. (see Table 7 and 8)

There were 37 male and 37 female participants. An independent-samples t-test was run to determine if there were differences in overall emotional intelligence between males and females. There were no outliers in the data, as assessed by inspection of a boxplot. There was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .706$). The overall emotional intelligence was not found statistically significantly higher in divorced women ($M = 97.86$, $SD = 15.47$) than divorced men ($M = 93.11$, $SD = 18.06$), non-statistically significant difference, $M = -4.76$, 95% $CI [-12.55, 3.04]$, $t(72) = -1.217$, $p = .228$. (see Table 7 and 8)

Table 8

Gender differences in emotional intelligence measured by independent sample t-tests for unequal variances in sample group

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
									Lower	Upper
Perception of emotions	Equal variances assumed	1,267	0,264	-2,169	72	0,033	-6,16	2,84	-11,83	-0,50
Facilitation of emotions	Equal variances assumed	1,521	0,221	-2,065	72	0,043	-8,49	4,11	-16,68	-0,29
Understanding emotions	Equal variances assumed	0,050	0,824	0,377	72	0,707	1,68	4,44	-7,18	10,53
Managing emotions	Equal variances not assumed	6,600	0,012	0,477	64,464	0,635	1,97	4,13	-6,28	10,23
Emotional intelligence based on experience	Equal variances assumed	2,772	0,100	-2,477	72	0,016	-8,54	3,45	-15,41	-1,67
Strategic emotional intelligence	Equal variances assumed	0,969	0,328	0,409	72	0,684	1,89	4,62	-7,33	11,11
Overall emotional intelligence	Equal variances assumed	0,143	0,706	-1,217	72	0,228	-4,76	3,91	-12,55	3,04

According to previously described results, H₀₉, H₀₁₁ and H₀₁₃ are disproved because women scored significantly better in perception of emotions, facilitation of emotions and emotional intelligence based on experience. Those results support our expectations. H₀₈ (overall emotional intelligence) cannot be disproved because women did not have statistically significantly higher overall emotional intelligence even though they scored better than men. H₀₁₄, H₀₁₀ and H₀₁₂ cannot be disproved. Interestingly, results showed that men scored better than women in strategic emotional intelligence, understanding emotions and managing emotions. However, those gender differences were not statistically significant.

5. Discussion

The main focus of this research was exploration of gender differences and finding if divorced people or unmarried couples in disagreement about child custody have lower emotional intelligence measured by MSCEIT. Study was conducted on 74 participants from previously mentioned sample group. Furthermore, additional results about frequency of lower or higher emotional intelligence were provided. As mentioned previously this study was exploratory and this research should work as pilot study for future studies or intervention programs that would efficiently help couples in solving problems instead of finishing in divorce. Several studies provide results that emotional intelligence has significant impact on divorce rate or marital satisfaction, however, there are still lack of studies focused on this subject. This research was supposed to find if same results can be found in Czech population and explore supportive evidence for the importance of working with emotional intelligence in couples or couple therapy.

Several hypotheses were stated:

H₀₁: Overall emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₂: Perception of emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₃: Facilitating emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₄: Understanding emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₅: Managing emotion score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₆: Emotional intelligence based on experience score in divorced couples and unmarried couples in disagreement about child custody is not significantly lower in comparison with general population.

H₀₇: Strategic emotional intelligence score in divorced couples and unmarried couples in disagreement about child custody is not lower in comparison with general population.

H₀₈: Divorced women do not have significantly higher overall emotional intelligence than divorced men.

H₀₉: Divorced women do not score significantly better in perception of emotions than divorced men.

H₀₁₀: Divorced women do not score significantly better in managing emotions than divorced men.

H₀₁₁: Divorced women do not score significantly better in facilitating emotions than divorced men.

H₀₁₂: Divorced women do not score significantly better in understanding emotions than divorced men.

H₀₁₃: Divorced women do not have significantly higher emotional intelligence based on experience than divorced men.

H₀₁₄: Divorced women do not have significantly higher strategic emotional intelligence than divorced men.

5.1. Difference in emotional intelligence between sample group and general population

In this part, 7 null hypotheses (H₀₁ – H₀₇) were created in order to find if divorced couples have lower emotional intelligence than average population. Results were analysed by one sample t-test, in which scores were compared with average population score 100, which represents the highest frequency of population scores in emotional intelligence. Seven hypotheses were stated because MSCEIT was used for measuring emotional intelligence, which has 7 dimensions of emotional intelligence. This part of analyse was divided into 3 sections: couples difference in emotional intelligence between sample group and average population, women difference in emotional intelligence from average population and men difference in emotional intelligence from average population.

According to results, H₀₄, H₀₅ and H₀₇ were completely disproved, which supported expectations of this study. In other words, understanding emotions, managing emotions and strategic intelligence was found significantly lower in couples, men and women from average population. Furthermore, H₀₁ was also disproved because couples scored significantly lower in overall emotional intelligence compared to average population. However, only men scored significantly lower instead of women, who scored, only lower than average population.

H₀₂, H₀₃ and H₀₆ cannot be disproved. H₀₃ cannot be disproved because couples and men scored lower in facilitation of emotions than average population, but they did not score significantly lower, however, women scored higher than average population. Interestingly,

H₀₂ showed completely opposite results because couples and women scored significantly higher in perception of emotions. Men scored almost identically as average population. Moreover, H₀₆ showed opposite results because couples scored higher in strategic emotional intelligence compared to average population. It was interesting that women scored significantly higher and men scored lower.

Even though lack of studies focused on influence of emotional intelligence on divorce or marital dissatisfaction exist, we can hypothesize based on those existing studies that there is correlation between those two factors. Overall emotional intelligence was found significantly lower than in average population. These findings can be supported by study, which found that lower emotional intelligence negatively influence marital satisfaction (Lavalekar, Kulkarni & Jagtap, 2010). It means that divorced couples should show lower emotional intelligence as was found in our study. We can also mention that it can have influence not only on overall emotional intelligence, but also on understanding emotions, managing emotions and strategic emotional intelligence. The same results, about negative influence of low emotional intelligence on marital satisfaction, were found in another study using Bar-On model (Eslami, Hasanzadeh & Jamshidi, 2014). According to Onyekuru and Ugwu, emotional intelligence was also found positively related with marital stability and emotional sensitivity. Emotional sensitivity can be related with understanding emotions in ourselves and others. Understanding emotions was also found as significantly lower in divorced couples than average population. According to another study, self-awareness and self-control were found significantly related with marital satisfaction. Self-awareness can be linked also to understanding emotions and self-control to managing emotions (2017). Surprisingly, lack of studies used MSCEIT. However, one study using MSCEIT found correlation between low emotional intelligence and marital dissatisfaction which increased conflict occurrence (Brackett, Warner & Bosco, 2005). Conflict and arguments were also found as positively related to divorce (Gravningen et al.,

2017). Our study shows that managing emotions in divorced couples was significantly lower compared to average population. Inability to manage emotions can be related to increased violent behaviour, which was found as significantly related to divorce (Mostafaei, 2016). According to Winters, Clift and Dutton, similar findings about violent behaviour were researched (2004). It can be hypothesized that lower ability in managing emotions can increase risk of inappropriate behaviour (violent behaviour) between partners that can lead to arguments and increase risk of divorce. However, behaviour does not have to be only aggressive in order to be connected with lower ability in managing emotions. Different behavioural reactions can be connected to it and can be disturbing for partner, such as, shouting, crying and hysteria.

Interestingly, emotional intelligence based on experience, which includes perception of emotions and facilitation of emotions, was not found statistically significantly lower in comparison with average population (also facilitation and perception of emotions). Our findings do not correspond with several result described in literature review. According to Jorfi et al., low perception of emotions and use of emotions negatively influence communication (2014). It was found that effective communication positively influence marriage satisfaction (Vanover, 2016). In other words, dysfunctional communication can increase risk of marriage dissatisfaction and divorce. Those findings were found in several studies described in literature review. It could mean that low ability in perception of emotions and facilitation of emotions should lead to dysfunctional communication that can finish in divorce. However, our findings did not support this theory. There are several possible reasons. First of all, this theory can be wrong. There were other factors that influenced our results, such as, cultural differences, age difference or small sample. It was found that 37% of satisfaction in marriage can be predictable by emotional intelligence (Hasani et al., 2012). It

means that emotional intelligence is not the only factor that influence people in marriage dissatisfaction, even though it has strong influence.

According to Mayer, Salovey and Caruso, understanding emotions is about how a person is able to identify cues that trigger specific emotions, how he understand complexity of emotional states and how he is able to identify or predict changes. Managing emotions is about how a person is able to work with those emotions, such as, effectively use them or supress them based on situation. Both of them are part of strategic emotional intelligence (2012).

To sum up, our study shows that divorced couples have significantly lower strategic emotional intelligence compared to average population. However, they have around average emotional intelligence based on experience. Based on previously mentioned studies, it can show that divorced couples have problems with understanding complexity of emotions in their partners or themselves. Afterwards, it can lead for choosing inappropriate behaviour or unfulfilling partner's needs because they do not know what triggers those emotions and how to manage them in one-self or in partner. In other words, sample group scored significantly low in understanding emotions. It can mean that they have problems with defining what partner really feels. Probably, partner can feel that her girlfriend or boyfriend does not understand her. These low strategic emotional abilities can influence communication problems, violent behaviour, arguments, detachment or sexual problems that were found in studies mentioned previously.

These results can help psychotherapists in couple therapy. If marriage dissatisfaction is influenced by low strategic emotional intelligence they could focus on training their abilities in identifying cues of specific emotions and influence behaviour in order to satisfy partner's

needs. Also, clients can focus on training of focus on their emotions and improving ability to work with emotions.

5.2. Gender difference in divorced couples and couples in disagreement about child custody

In this part, 7 null hypotheses ($H_{08} - H_{014}$) were created in order to find if males and females significantly differ in emotional intelligence. Results were analysed by independent sample t-test for unequal variances, in which gender scores were compared. Seven hypotheses were stated because MSCEIT was used for measuring emotional intelligence, which has 7 dimensions of emotional intelligence. Based on previous studies, it was hypothesized that females will score significantly higher than males. However, it was not found that females score significantly higher in all dimensions. On the other hand, several null hypotheses were disproved which went in hand with our expectations.

It was found that women scored significantly higher in perception of emotions, facilitation of emotions and emotional intelligence based on experience. It means that H_{09} , H_{011} and H_{013} were disproved because women scored significantly higher than men. H_{08} , H_{010} , H_{012} and H_{014} were not disproved. However, women showed higher scores in overall emotional intelligence than men. Strategic emotional intelligence (including understanding of emotions and managing emotions) were found higher in men, even though scores were not significantly higher.

Study showed that women scores significantly higher in perception of emotions and overall emotional intelligence and higher in facilitation of emotions (Berrocal et al., 2012). Those results support our findings. Also, study used Bar-On test found that women had higher

results in identification of emotions (Woehle, 2015). Furthermore, using emotions was found higher in women compared to men (Venkatappa et al., 2012).

Even though men scored higher in strategic emotional intelligence, understanding emotions and managing emotions, those findings contradict previous studies. It was found that men score lower in all those 3 dimensions and even significantly lower in understanding and managing emotions (Berrocal et al., 2012).

According to Goleman, women and men should have similar overall emotional intelligence, but they could differ in some dimensions (1998). Our results confirm his ideas because it was found that women score significantly higher in emotional intelligence based on experience and men showed higher results in strategic emotional intelligence. We can only hypothesize, why women do not show higher emotional intelligence in all sections. It can be because of cultural influences. It can be based on our sample of divorced couples, which can differentiate from general population or distinctive types of sample groups. It can be based on age influence. According to Keefer et al., study shows that women scores better in emotional intelligence, however, emotional intelligence gets equal between males and females with increasing age (2013). But, lack of studies focused on this issue exist.

5.3. Additional findings

According to this particular study, there were not created hypotheses on frequency of lower results and higher results. However, those findings will be provided because this research should be used as pilot study. Several important findings were made.

According to Brackett, Warner and Bosco, if both partners have low emotional intelligence it will negatively influence their quality of relationship (Brackett, Warner & Bosco, 2005). Unfortunately, studies, which would be focused on differences between types of pairs, were not found: both low emotional intelligence, both high emotional intelligence and one high emotional intelligence with second low emotional intelligence. There were previously described studies about communication, intimacy and conflict problems if one partner is not able to satisfy needs of the second partner it can escalate into divorce. In other words, it could probably mean that only one partner with low emotional intelligence can influence marriage dissatisfaction and divorce. But, there are not studies that could support this idea and more studies are needed. On the other hand, we can make this hypothesis based on several described studies in literature review, which were focused on marital satisfaction questionnaires and factors that lead to divorce. If one partner does not satisfy needs in relationship it can be enough for divorce.

According to our study, 36 couples were tested on emotional intelligence by MSCEIT. It was found that 94,44% (34 couples) had at least one person in partnership who scored at least one dimension between 0 and 89. MSCEIT identify those dimensions as “recommended intensively improve” or “recommended improve”. Furthermore, it was found that 69,44% couples had at least one partner with “recommended intensively improve” or recommended improve” score in understanding emotions and strategic emotional intelligence. Also, managing emotions was found high with 63,89% couples had at least one partner with such score. Those 3 dimensions were found highest in occurrence such low score in more than half of couples. Moreover, it was found that 55,56% couples had at least one partner with such score. Overall emotional intelligence received score 52,78%. It should be mentioned that in 5 dimensions out of 7 was found that over half of couples showed that at least one partner had significantly lower score in such dimension. It can be used as recommendation for future

research that more researches are needed in this area. If divorced couple has at least one person with lower score we should find how frequently this occurs.

On the other hand, only 27,78% of couples had at least one person under score 89 in perception of emotions. It could mean that perception of emotions does not play such a crucial role in divorce rate or marriage dissatisfaction.

Our results correspond with our findings about sample difference in emotional intelligence from average population. In other words, it was found that strategic emotional intelligence (including understanding emotions and managing emotions) was significantly lower in both females and males compared to average population. Those findings were supported by frequency of occurrence low scores in couples because over 60% couples showed, that at least one partner has lower emotional intelligence.

6. Conclusion

Research measured emotional intelligence in divorced couples and unmarried couples in disagreement about child custody. Emotional intelligence was measured by MSCEIT and sample group had 74 participants. It was found that women scored significantly higher in perception of emotions, facilitation of emotions and emotional intelligence based on experience. Furthermore, females had higher overall emotional intelligence. On the contrary, men scored higher in strategic emotional intelligence, understanding of emotions and managing emotions, but their score was not significantly higher.

Also, emotional intelligence of sample group was compared with average emotional intelligence from general population. It was found that divorced couples scored significantly lower in understanding emotions, managing emotions, strategic emotional intelligence and overall emotional intelligence. Strategic emotional intelligence, understanding emotions and managing emotions was significantly lower in both genders. However, overall emotional intelligence was significantly lower only in men. Women scored only lower. Surprisingly, it was found that divorced couples had significantly higher scores in perception of emotions, but only women showed significantly higher scores. Facilitation of emotions in sample group was found lower compared to average population, in which women scored higher than average population and men lower. Emotional intelligence based on experience was found only higher compared to average population, where women scored significantly higher and men scored only lower compared to average population.

It was found that at least one dimension score under 90 occurred in 94.44% of divorced couples. At least one partner scored under 90 in 69.44% of couples in understanding emotions and strategic emotional intelligence. Score under 90 was found high also in managing

emotions, in which at least one partner's score under 90 was found in 63.89% of couples. Furthermore, at least one partner's score under 90 was found in 55.56% of couples in facilitation of emotions, in 52.78% of couples in overall emotional intelligence and in 44.44% of couples in emotional intelligence based on experience. The lowest occurrence of "recommended intensively improve score" or "recommended improve score" was found in perception of emotions, in which only 27.78% of couples scored in these two score labels.

6.1. Study implications

Emotional intelligence is still new area in Psychology, which means that there are not many researches in several areas, such as, divorced couples or marital satisfaction. In the Czech Republic, study on emotional intelligence in divorced couples has not been done yet. It means that this study should work as pilot study for future researches done on this area of emotional intelligence.

From my point of view, this study has several implications for following usage. Many people in marriage use help of couple therapy or individual therapy, for instance, when they are not satisfied. If therapists use knowledge from this research it could help them to find, on what they should work with their clients. In other words, they could start using MSCEIT for measuring emotional intelligence in their clients in order to know which dimension of emotional intelligence should be trained.

Subsequently, findings could not only be helpful for therapists, but it could also improve knowledge of unsatisfied couples about potential weaknesses in their emotional intelligence abilities. If they find out, which dimension of emotional intelligence is weakest for them, they

could start working on improvement of emotional intelligence in order to improve their quality of relationship.

Another possible implication could be training program for clients. If couple therapists are aware that emotional intelligence can be one factor influencing satisfaction in marriages they could prepare specific training program for couples based on research findings or even for therapists. Moreover, it could help with preparing combination of standardized tests, on which clients would be tested, in order to analyse important areas of relationship quality.

This study researched that divorced couples have significantly lower results in understanding emotions, managing emotions, strategic emotional intelligence and overall emotional intelligence. It could mean that people, scoring low in understanding and managing emotions, have problems to read, how to behave to partner and how avoid behaving inappropriately. Furthermore, it can mean that they have problem with understanding partner's needs and partner's style of functioning. Therapist could probably focus more on training client's ability to focus on typical cues of behaviour and focus on client's behaviour that could be problematic in their relationship. This type of behaviour could be closely related with problems about managing emotions or lower ability in understanding emotions.

Another implication is showing psychological field about this relation between emotional intelligence and marriage satisfaction. Researches could probably increase amount of studies and focus in this particular area of psychology. Limited amount of studies give us small amount of information, which impede development of suitable education of couples in order to decrease amount of divorce rate.

6.2. Study Limitations

Despite the fact that this study is mainly focused on testing emotional intelligence in divorced couples, unmarried couples in disagreement about child custody and study is using standardized test MSCEIT it will probably have several limitations, which can influence accuracy of results.

First of all, one possible limitation can be smaller sample of participants. Study was conducted on 74 participants from previously mentioned sample groups. Even though this number is not so small, bigger sample would definitely show more accurate and valid results.

Another possible limitation can be cultural differences. It means that different results about emotional intelligence can be found in distinctive cultures. However, small amount of studies gives us only limited information about emotional intelligence in divorced couples. There is lack of studies focused on our sample in emotional intelligence. It means that our results can be overgeneralized for the whole population without comparable similar studies in different cultures with similar results. In other words, our results can be applicable only for Czech population.

Age was also found as an important issue in emotional intelligence. Our sample was mostly formed by people in age of 30 until 50 years old. Younger and older people were represented in our sample, but in much smaller amount. It can also mean that our study is mostly relevant for age in between 30 and 50 years old. Furthermore, this study did not take in account how long were couples married. If duration of marriage is taken in account it could probably show different results. Duration of marriage can be considered also as recommendation for future studies because lack of studies focus on that.

Literature review included only several studies using MSCEIT. As discussed previously, there are not many studies on emotional intelligence and even less studies using MSCEIT. Emotional intelligence definitions differentiate and there is not one exact definition of emotional intelligence. It causes that also tests on emotional intelligence differentiate as discussed in literature review. Emotional intelligence tests focus on different areas of EI. Sources used in this particular study included results from several distinctive tests on emotional intelligence because of limited amount of affordable sources. Limited amount of affordable sources can be also considered as limitation. Those tests could have lower validity and reliability compared to MSCEIT. It can mean that their results, which support hypotheses, can be less credible.

To follow, results, discussed in this thesis, show, how divorced couples and unmarried couples score in emotional intelligence. Overgeneralization can be considered as possible weakness. As discussed previously, culture and age can have impact on distinctive findings.

Finally, results are dependent on honest answers from participants. Even though participants received similar conditions for fillings MSCEIT it could not be guaranteed that they filled it honestly. Moreover, their answers could be based on their mental activity. Amount of sleep, stress, depression could probably also influence their ability to fill the test.

6.3. Recommendations for future studies

First of all, there is small amount of studies focused on measuring emotional intelligence in divorced couples. More studies are needed in order to compare and evaluate validity of our findings. Also, there is lack of studies comparing cultural differences and age differences in emotional intelligence of divorced couples. Also, small amount of studies use MSCEIT for

similar sample group. The main recommendation is to increase focus of studies on this area in order to validate results and help to prepare effective techniques for helping dissatisfied couples.

The purpose of this study was to become pilot study for future researches. Emotional intelligence of sample group was compared with average population. However, more valid results could come from comparison between similar sample group and control group including satisfied married couples. Probably, it could reveal and confirm real gap between emotional intelligence in dysfunctional marriages and functional marriages.

To follow, types of divorced couples could be differentiated. It means that 3 groups could be measured: divorced couples with both partners that have high level of emotional intelligence, divorced couples with both partners that have low level of intelligence and divorced couples, in which one person scores high and one person scores low in emotional intelligence. The results could reveal, which group is more frequently presented in divorced couples. Also, it could show what combinations of dimensions from MSCEIT are the most common in partnership.

According to results of this research, there were gender differences in emotional intelligence. Furthermore, it was found that divorced couples have lower score in understanding and managing emotions. If another research prepares program for improving understanding and managing emotions longitudinal study could be done. It means that if dissatisfied couples show improvement in those dimensions it will arise new question. Does increase of emotional intelligence improve overall quality of relationship? Questionnaire could be used for testing it.

This particular research did not take in account duration of relationship. Question which arises is: Does duration of divorced couples relate to emotional intelligence?

From the beginning, the goal of this research was also to include age differences in relation to emotional intelligence. However, sample was not big enough and uniformly divided by age. It was the reason, why age was not studied. But, research, focused on age differences between divorced couples and emotional intelligence, could show if age has significant impact on emotional intelligence in divorced couples.

Finally, study, focused on comparison of divorced couples from several cultures, could validate results of this research. Afterwards, it would be more appropriate to generalise those results for overall population.

To conclude, lack of studies is conducted in this area and deeper research is needed. On one hand, we researched some results, which were also found in different studies. However, number of studies is still limited.

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Appendices

Appendix 1

Couples	Gender	Age	Perception of Emotions	Facilitation emotions	Understanding emotions	Managing emotions	Emotional Intelligence based on experience	Strategic Emotional Intelligence	Emotional Intelligence Score
1	male	40	111.00	118.00	88.00	109.00	117.00	99.00	111.00
1	female	38	117.00	114.00	78.00	101.00	119.00	87.00	107.00
2	male	41	62.00	64.00	55.00	84.00	56.00	50.00	53.00
2	female	42	113.00	121.00	84.00	120.00	120.00	104.00	115.00
3	male	35	98.00	82.00	79.00	88.00	90.00	79.00	83.00
3	female	33	103.00	84.00	107.00	103.00	95.00	106.00	99.00
4	male	39	97.00	55.00	55.00	78.00	76.00	50.00	55.00
4	female	33	109.00	96.00	56.00	61.00	104.00	50.00	77.00
5	male	46	104.00	125.00	117.00	98.00	115.00	109.00	115.00
5	female	40	97.00	121.00	111.00	115.00	108.00	117.00	114.00
6	male	39	93.00	88.00	89.00	102.00	89.00	94.00	89.00
6	female	41	106.00	102.00	123.00	87.00	105.00	106.00	106.00
7	male	34	117.00	99.00	94.00	82.00	112.00	84.00	101.00
7	female	38	84.00	93.00	81.00	87.00	86.00	66.00	74.00
8	male	55	149.00	99.00	86.00	92.00	107.00	86.00	98.00
8	female	38	90.00	75.00	78.00	125.00	81.00	103.00	88.00
9	male	42	106.00	91.00	119.00	84.00	100.00	101.00	100.00
9	female	40	107.00	108.00	111.00	82.00	109.00	94.00	104.00
10	male	40	96.00	78.00	84.00	104.00	87.00	92.00	87.00
10	female	62	115.00	79.00	15.00	68.00	100.00	60.00	76.00
11	male	38	118.00	106.00	76.00	111.00	116.00	93.00	108.00
11	female	37	90.00	110.00	86.00	91.00	98.00	85.00	92.00
12	male	52	96.00	78.00	98.00	116.00	87.00	109.00	95.00
12	female	28	112.00	106.00	99.00	117.00	111.00	111.00	114.00
13	male	45	115.00	118.00	98.00	118.00	119.00	110.00	119.00
13	female	38	104.00	81.00	85.00	77.00	94.00	76.00	84.00
14	male	42	110.00	117.00	88.00	95.00	115.00	89.00	106.00
15	male	48	69.00	84.00	77.00	88.00	71.00	77.00	68.00
15	female	48	106.00	104.00	77.00	87.00	106.00	77.00	94.00
16	male	42	84.00	112.00	114.00	107.00	94.00	114.00	102.00
16	female	40	103.00	117.00	98.00	89.00	110.00	91.00	103.00
17	male	55	106.00	124.00	128.00	83.00	116.00	106.00	114.00
17	female	39	112.00	86.00	105.00	115.00	102.00	113.00	108.00
18	male	39	104.00	97.00	103.00	117.00	101.00	113.00	107.00
18	female	39	76.00	76.00	81.00	70.00	72.00	68.00	64.00
19	male	42	106.00	104.00	93.00	94.00	106.00	91.00	100.00
19	female	36	108.00	113.00	124.00	106.00	111.00	119.00	117.00
20	male	40	106.00	114.00	113.00	101.00	111.00	108.00	112.00
20	female	42	118.00	115.00	83.00	56.00	120.00	50.00	90.00
21	male	50	104.00	93.00	104.00	88.00	100.00	95.00	97.00
21	female	33	112.00	115.00	81.00	120.00	115.00	102.00	112.00
22	female	35	115.00	118.00	95.00	102.00	120.00	98.00	113.00
23	male	46	108.00	123.00	107.00	98.00	117.00	103.00	114.00
23	female	43	104.00	109.00	71.00	106.00	107.00	86.00	98.00
24	male	36	74.00	78.00	105.00	90.00	72.00	97.00	78.00
24	female	41	116.00	95.00	91.00	98.00	109.00	93.00	103.00
25	male	62	103.00	107.00	79.00	92.00	105.00	81.00	95.00
25	female	58	89.00	90.00	69.00	56.00	88.00	50.00	66.00
26	male	55	98.00	102.00	121.00	91.00	99.00	107.00	103.00
26	female	40	110.00	80.00	92.00	95.00	98.00	91.00	94.00
27	male	44	92.00	83.00	96.00	102.00	86.00	99.00	89.00
27	female	42	78.00	86.00	113.00	68.00	78.00	87.00	77.00
28	male	58	111.00	105.00	89.00	72.00	110.00	74.00	95.00
28	female	35	114.00	118.00	95.00	122.00	118.00	112.00	119.00
29	male	55	96.00	53.00	55.00	56.00	72.00	50.00	53.00
29	female	53	108.00	117.00	55.00	97.00	114.00	69.00	95.00
30	male	37	82.00	82.00	107.00	107.00	79.00	109.00	89.00
30	female	44	116.00	112.00	100.00	101.00	117.00	101.00	113.00
31	male	38	92.00	105.00	116.00	76.00	97.00	94.00	95.00
31	female	37	105.00	112.00	107.00	76.00	109.00	88.00	101.00
32	male	38	83.00	53.00	55.00	102.00	64.00	56.00	53.00
32	female	56	106.00	68.00	89.00	94.00	89.00	89.00	87.00
33	male	44	105.00	113.00	62.00	98.00	109.00	74.00	95.00
33	female	42	115.00	109.00	113.00	107.00	115.00	112.00	117.00
34	male	35	99.00	74.00	75.00	65.00	87.00	81.00	72.00
34	female	32	110.00	116.00	110.00	119.00	115.00	119.00	120.00
35	male	47	112.00	81.00	77.00	87.00	99.00	78.00	89.00
35	female	42	116.00	111.00	62.00	79.00	116.00	62.00	94.00
36	male	38	110.00	87.00	77.00	104.00	101.00	89.00	96.00
36	female	55	114.00	109.00	80.00	108.00	114.00	93.00	107.00
37	male	32	114.00	95.00	88.00	116.00	107.00	104.00	107.00
37	female	33	118.00	119.00	71.00	56.00	120.00	50.00	78.00
38	male	26	111.00	95.00	89.00	103.00	106.00	95.00	102.00
38	female	25	114.00	117.00	78.00	84.00	118.00	75.00	101.00

Appendix 2

EQ Scale	Qualitative Scale
0-69	Recommended Intensively Improve
70-89	Recommended Improve
90-99	Lower Average
100-109	Higher Average
110-119	Above Average Ability
120-129	Significantly Above Average Ability
130+	Excellent Ability