

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH PSYCHOLOGICAL LONELINESS AMONG PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDER

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Abstract

The aim of this present study is to identify the emotional intelligence and its relationship with loneliness among parents of children with autism in Jordan. The study sample totaling 100 families consisted of all the families of autistic children in Amman Governorate in Jordan. The researchers made use of two tools: Emotional Intelligence Scale, and the measure of psychological unity. The results indicated that the level of emotional intelligence of the parents of children with autism in Jordan was at an average. The psychiatric unit level had a very low level because the results showed that the correlation coefficient between emotional intelligence and the level of psychological unity was 0.006 with a level of significance of 0.933. However, this shows a lack of correlation between emotional intelligence and psychological unity.

Keywords: Emotional intelligence, psychological unity, parents of children with autism

Introduction

Intelligence is a complex and complicated psychological phenomenon containing several dispositions and abilities. However, intelligence is not a mental and cognitive activity only, but it is surely influenced by several variables. Among these variables are the emotional and affective variables, which affect the person just as other mental cognitive variables. Recently, emotional intelligence has become one of the most modern intelligence in the area of psychology and psychological measurement.

Affective aspect in individuals plays a very important role in shaping their lives and influencing it. This is because emotions and affections are

vital aspects of a person's daily life since it directs his abilities and control his decisions. Therefore, it is imperative that the person should possess enough amount of emotional intelligence in forming values that would help him to take control of his life (Bukhari, 2007).

The concept of emotional intelligence is among the relatively new concepts in psychology. Thus, it has been assigned numerous names like affective intelligence or emotional intelligence, in that emotion and thought are intertwined process which cannot be separated. Consequently, this was what Davies (2000) indicated that the basic rule in emotional intelligence includes individual knowledge of his affections and their use during the decision making process.

At the same time, emotional intelligence expresses a number of traits and capabilities. These traits include: the ability to prompt oneself to continue facing depression and controlling emotions and affections, and the ability of organizing them and suspending the need fulfillment, and preventing pain from the inability to think and the ability to sympathize (Al-akaishy, 2003).

Research interest in emotional intelligence as a mental ability started when emotional intelligence as a trait was defined as dispositions similar to personal traits. Moreover, emotional state as a mental capability has the ability to prepare and process the mean of emotional information. Also, some specialists view that emotionally intelligent people are ones able to recognize their affection, express them, and understand the affections of others by making strong relations with them. Also, they assume social responsibilities without depending on others in managing their lives affairs. They are characterized with optimism happiness, flexibility, reality, and success in problem solving, as well as possessing their self control (Eissa and Rashwan, 2006).

Individuals differ in their mental intelligence. However, these two types of intelligence might differ in the same person, since a person might have high brain abilities with low emotional intelligence. Bandura sees that people's belief in their abilities has deep influence in these abilities. Therefore, capability or efficiency is not a stable trait since there are differences and wide variety in the way this capability is used. Consequently, those who have a feeling of self-efficiency are able to overcome their pitfalls. They are able to deal with life matters based on the concept of treating them more than their feelings of anxiety of what they expect from mistakes that might occur (Al-jasser, 2007).

Basically, emotional intelligence has several components (Jawdat, 1999), among which include:

- Self-awareness
- The extent to which an individual is capable to control his affections

- Making relationships and dealing with others
- Clarity
- Reality
- Motivation

Mankind is a social being living in a group to which he belongs and interacts with. Therefore, man's need for belonging to a group is among the most important needs that make individual seeks for relationship with a group or more. With this group, he feels comfortable and vice versa. Also, he finds security, appreciation, and social status which satisfies his need for companionship, and influences his personality formation and in forming his core values and attitudes (Abed, 2008).

Psychological loneliness (autism) is among topics that received research interest since a long period of time. Therefore, lonely feeling is a general experience which has its own disadvantages and negative effects that form obstacle in front of man's integration into many social systems types and symptoms. This makes it possible for it to contact and communicate with the society he lives. For example, a child encounters many life situations which makes him to have a feeling of psychological loneliness. Most youngsters who have been abandoned by their parent often experience psychological loneliness. Studies have also confirmed that individuals with psychological loneliness lacks social skills. (Abed,2008 ; Gallagher, & Brodrick,2008 ; Elias,2000) However, they occasionally experience difficulties in sharing or trusting each other. The value they have for themselves in terms of confronting multiple and various social situations, in addition to the feelings of psychological loneliness, have a positive correlation with deficit in interpersonal interactions (Al-Zoubi, 2005).

In Amman, people with psychological loneliness generally suffer from stress, anxiety, and boringness. However, feelings of psychological loneliness differ from one situation to another and from one man to another. In addition, there are variations between the types of response. Some responses are negative, while other responses are positive. Responses might be sad and negative, active isolation, or poor social content and dispersed behavior. Subsequently, one suffers a feeling of love, family acceptance, loss or poor, or no friendships and care from others. Therefore, they are likely to prefer isolation and none participation with others due to the loss of trust. This result in a feeling that they are hated by others and they are not welcomed in the family because they have a child with autism spectrum disorders (Al-Anzi, 2004).

A family who suffers from psychological loneliness often feels alone, despite the existence of individuals and families around them. However, they do not integrate with these families, and they have no one who shares their concerns, feelings, and ideas with them. Psychological loneliness has two

typical distinguishing matters among families with autism disorder. Firstly, psychological loneliness is an undesirable experience like depression. Secondly, it is a different concept from social isolation since it represents the self-perception of the family with shortages in its social relationships like few familial friends or lack of intimacy and care (Shash, 2000).

Parents with children suffering autism disorder have an energy that can be invested in providing their child with quality services, as well as other family with autism disorder children. However, these families still needs psychological support, counseling, and guidance given their inability to cope in a natural way as other families who have no autism disordered children. Recently, institutions started taking more care about families with autism disorder through the development intervention programs aiming at improving the families self-esteem and emotional intelligence, in an attempt of achieving social integration (Sobhi, 2002).

Statement of the Problem

Difficulties which human king experiences, of no doubt, affects our feelings and emotions in a direct way, especially when the matter is related to our destinations. This is because they take a great deal of thought that affects our feelings. But if feelings are not systemized, emotional brain will dominate them. Families are going to witness poor emotional efficiency, which can lead families with autism disorders children to feel psychological loneliness. Emotional intelligence is positively associated with a family's psychological well-being. Also, its motivation to perform its social educational treatment roles and so on is also positively associated with their psychological well-being

Researcher believes that emotional intelligence plays a crucial role in parents, with children suffering from autism spectrum disorder and psychological well-being, where there is a negative relationship between parent's emotional intelligence and their psychological stress and problems. However, parents of children with autism spectrum disorders feel anxious and hopelessness. Hence, this makes them more vulnerable to the feelings of psychological loneliness. The current study aimed at finding out about emotional intelligence and its relationship with psychological loneliness among parents of children with autism spectrum disorders in Jordan.

Research Questions

This study sought to answer the following research questions:

1. What is the level of emotional intelligence among parents of children with autism spectrum disorder in Jordan?
2. What is the level of psychological loneliness among parents of children with autism spectrum disorders?

3. Is there a correlational relationship between emotional intelligence and psychological loneliness among parents of children with autism spectrum disorders?

Significance of the Study

The significance of this current study stems from its attempt to shed light on emotional intelligence and its relationship with psychological loneliness among parents of children with autism spectrum disorders in Jordan. It is expected to help researchers and specialists in educational and psychological areas in providing assistance by developing specialized therapeutic programs to families of children with autism spectrum disorders.

Objectives

The study aimed at finding out:

- The level of emotional intelligence among parents of children with autism spectrum disorders in Jordan.
- The level of psychological loneliness among parents of children with autism spectrum disorders in Jordan.
- Finding out the co-relational relationship between emotional intelligence and psychological loneliness among parents of children with autism spectrum disorders in Jordan.
- Finding out the statistically significant difference, if any, in emotional intelligence and psychological loneliness mean scores among parents of children with autism spectrum disorders in Jordan.

Limitations

This study results is limited to parents of children with autism spectrum disorders who are attending centers concerned with autism disorders in Amman governorate for the 2014- 2015 Years.

Study Constructs

Emotional Intelligence

- Theoretical Definition: The ability to control emotions and affections and in employing them to maximize their ability and efficiency in taking the appropriate decision. Thus, the reaction to these affections includes emotions control and finding appropriate emotions when needed, as well as changing the learned behaviors (Golman, 2000).
- Procedural (operational) Definitions: The score gained by parents of children with autism spectrum disorder which is an emotional scale used in the study.
- Psychological loneliness.

- Theoretically abandoning other individual and preferring to be alone with difficulty in intimacy and distrust in other.
- Procedural (operational): The score gained by parents of children with autism spectrum disorders which is a psychological loneliness scale used in this study. In parents of children with autism spectrum disorder, every family with children is diagnosed by authorized centre as one of autism disorder patient. Also, they are attending one autism specialized institutions in Jordan.

Theoretical Background and Significant of Previous Studies

Emotional intelligence

Many indications and proves that man has several mental competencies exists. However, this is relatively independent and is called human intelligences. The specific nature of each mental competencies and its size has not yet been specified. Thus, this is similar in the situation for existing intelligences. It is also hard to ignore the presence of several independent intelligences, and that man, through his cultural environment, can shape or modify them in various ways despite the fact that his intelligence differs from the traditional concept. This is because it gives it a general meaning, in order to find suitable or useful product, or providing valuable service to the culture in which he lives. In addition, several scientists have provided several definition of intelligence in general, and emotional intelligence in particular. This begins with Thorndike who realized social intelligence, Sternberg who introduced practical intelligence, and Gardner who was the founder of personal intelligence. Since then, emotional or effective intelligence was studied by one of the doctoral students at one of the American universities. Consequently, this was followed by the interest in emotional intelligence due to its importance in predicting individuals work and the efficiency of individual's lives (Al-yahyaei, 2013).

Salovy and mayer (1990) defined emotional intelligence as one's ability to monitor his feelings and affections as well as those of others. This is in addition to the use of this information in guiding one's thinking and actions (Bokhari, 2007).

However, scientists established several dimensions of emotional competency (Al-Dardeer, 2004). These dimensions include:

- Emotional Self- awareness: Ones ability to recognize and understand his feelings.
- Emotions Processing: Individual displaying suitable choices in managing psychological stress and feelings.
- Motivation: This entails thought, planning, and problem solving by controlling impulsiveness and resisting depressors, ambiguity tolerance, and postponing satisfaction in order to achieve the desired purpose.

- **Social Skill: Controlling** (regulation of affections in one's relationship with others) suitable interaction and sensitivity towards their needs and desires as well as the ability to listen to them and encourage them.

- **Empathy:** Finding out, understanding, and dealing with the feelings of others.

Furthermore, emotional intelligence has several components divided by scientists. Here, Goleman (2001) sees emotional intelligence has a fixed component that includes:

- Ability to recognize emotions and affections in a clear and specific way, and expressing them.

- Employing emotions and affections to facilitate thinking processes.

- Perceiving and analyzing affections using information with emotional nature.

- Affections organization to motivate affective and mental development.

- Family role in developing emotional intelligence.

Among the basic factors in building an integrated personality in children is how families, in general, and parents in particular treat their children. The nature of the relationship between the child during the beginnings and his parents is an important one. Therefore, it has a great effect on children's mental, emotional, and social life aspects. Hence, the family is the first emotional learning teacher, since we in family have learnt how to respond to each other. This learning is not confined to what parents say or do directly to children only, but on the example they show on how they deal with children, and on how they exchange feelings among themselves (Mohammed, 2009).

Several studies showed that the techniques used by parents with children like feeling ignorance, underestimating children feelings, and no intervening style, will result in negative influences, specifically emotional efficiency. Also, the non harmony between emotional efficiency has made them to be unable to understand other people's feelings. This is because children raising methods are more warm and balanced, will motional efficiency (Al-Samadoni, 2007).

Therefore, several factors influence the construction of emotional intelligence among families. These factors include: subjectivity in child raising, preferred raising methods of parents, social models as peers and teachers, social experiences, cognitive and developmental processes, school community and environment, and media (khawaldeh, 2004).

Social Loneliness

Several different viewpoints have dealt with psychological loneliness. Hence, this variety of viewpoint was a result of the nature of relationship

between this concept and other related concepts. The modernization of psychological studies constructs is most importantly the differences in theories and directions in addressing this concept (Khweiter, 2010).

Despite the multiple definitions of psychological loneliness, these definitions can be grouped into one that contains all the intentions of these trends. Hence, psychological loneliness can be defined as a state lived and experienced by one individual as a result of deficits in individual social relationship with others, making him to have a feeling of pain and suffering due to their ignorance and the feeling of not being accepted by others (Khweiten, 2010).

There is no one specific type or shape, rather there are several types and manifestations of psychological loneliness among which include:

- Preliminary Psychological Loneliness: This is related to the emotional withdrawal from others, in situations in which one with psychological loneliness finds himself unable to make satisfactory relationships. However, some of them try to withdraw from these relationships and run away from their feelings of loneliness through what they do or inclusion or by making harmful or non harmful relationships with others (Al – Yahyaei, 2013).

- Secondary Psychological Loneliness: This typically occurs after one passes through a crisis in his life, such as divorce or the loss of a loved one (Arafat, 2009).

- Existential Psychological Loneliness: This is the most widespread and the largest type of loneliness, where the person tends towards loneliness because he feels different from the other people and he is aware that this difference can make him take a decision or not. This fear of responsibility might make him completely aware of his isolation from others. This in turn forces him to run away from his difference through misguided methods and approaches, which results in losing his uniqueness and identity to the degree where he becomes a stranger to himself and his peers in the society (Abed, 2008).

Psychological loneliness also has a set of elements that can be summarized by Rocash's list of four basic elements of psychological loneliness. These elements are as follows:

1. Self-alienation, which refers to an individual feeling of internal emptiness,
2. Isolation, which is a feeling of no affiliation in significant relationships and lack of intimacy,
3. A feeling of disappointment, and
4. Pain or headache.

These elements are represented in affective revolution, quick sensitivity, and anger. Hence, this is accompanied with the loss of one's ability to defend

himself, processed reactions that might be the product of more pain and suffering from the experience of psychological loneliness, feelings of disorder and pain experienced by individuals with psychological loneliness (Khweiter, 2010).

Psychological loneliness also has several aspects describing feelings of those suffering from loneliness, most prominent of which are:

- Hopelessness: Feeling depressed and incapable.
- Depression.
- Boredom and impatience.
- Self-devaluation.

These different aspects do not occur without previous provocation, because before individuals deteriorate to the level of psychological loneliness, they would have been exposed to one or more causative factors of psychological loneliness. There is a set of causes and sources of psychological loneliness. Some of which might be related to the person's nature, while others to qualitative disorders in the type of social relationships. Turf fights might be among factors leading to psychological loneliness. The final set of reasons are related to individual differences between people which does not affect everyone with the disorder. Individuals differ in the degree to which they feel that they receive no assistance from others, the presence of no one who cares about them, and the feeling of loneliness (Sheibi, 2005).

Significant of previous studies:

- Al – Yousef (2013), conducted a study aimed at identifying affective intelligence and its relationship with stress confronting strategies and self-efficacy among students with special needs. The study was conducted in a sample of 276 male and female students at King Abdullah II challenging schools in Jordan. Results showed a positive relationship between emotional intelligence and all the strategies for confronting psychological stress, as well as between emotional intelligence and self-efficacy.
- Seven Sons (2004) carried out a study aimed at identifying the emotional intelligence of the parents of children with autism spectrum disorder and its effects on their acceptance of such a child. The study was carried out on a sample of 33 parents of autistic children between 3 – 6 years old at Sacramento, California city. Results showed that parents accepted their autistic children and that their emotional intelligence level was moderate. Russets also noted no statistically significant difference between fathers and mothers in emotional responses, with appropriate acceptance by both fathers and mother of their autistic children.
- Radi (2002) carried at a study aimed at examining the correlational relationship between maltreatment and the ignorance of parents and emotional and social intelligence. The study was conducted on a sample of

600 public schools students in Jordan. Results showed statistically significant differences between the mean scores of children more exposed to male treatment and ignorance in both cognitive and affective intelligence as compared to those less exposed to maltreatment and ignorance counterpart.

- Elias (2000) conducted a study aimed at applying affective development and emotional intelligence programs. This is in an effort to make specialist and parents provide the service to students with disability. Results showed the efficiency of provided programs as well as the improvement in both emotional and affective communication skills.

- Abed (2008) conducted a study aimed at identifying and exploring the relationship of psychological loneliness among marten's wives in light of some psychological variables. The study was conducted on a sample of 153 Palestinian wives. Results showed a negative correlational relationship between feelings of psychological loneliness and social support. Among these wives, no correlational relationship was found due to years of losing their husband and educational qualification.

- Kurdy (2006) study aimed at finding out differences between women scores at social care house and those in their families. The study was carried out on a sample of 30 women at all the Test region in Saudi Arabia. Results showed statistically significant differences between mean scores of woman living at social care house and those of women living with their families. However, this is done on a psychological loneliness feeling scale where women at social care house felt more loneliness than their counterparts living with their families.

- Arriasty (2010) conducted a study aimed at identifying the relationship between affective intelligence and psychological accordance among parents of children. However, the study was conducted on a sample of 400 persons in Almansura governorate in Egypt. Results showed correlational relationship between affective intelligence and social and psychological accordance. In addition, it shows statistically significant differences between males and females on empathy domain and affective management in favor of mates and remakes, respectively.

- Gallagher and Brodrick (2008) study aimed at finding out the relationship between social support and affective intelligence. Furthermore, the study was conducted on a sample of 267 persons in Milborne, Australia. Results showed a positive significant relationship between affective intelligence and social support. However, sex and age have no relationship with affective intelligence. In addition, the results also showed that social support is not always necessary in achieving self-happiness.

- Method and procedures

This section contains the study methodology and procedures including the study population and sample. Also, there is a description of research instrument and procedures by the researcher to administer the study and statistical treatment to achieve the study results.

Methodology

Descriptive correlational approach, based on phenomenology study approach, was used for achieving a description that guides researcher to study the problem and compare it with other problems.

Study Population and Sample

Study population consisted of all parents of children with autism spectrum disorder attending institutions concerned with autism disorder in Amman during the 2014 – 2015 Year. However, the study sample consisted of all families of autism children totaling 100 families as shown in table (1).

Table (1) Sample distribution by place of Residence

Place of Residence			Total
	Village	City	
Parents of autistic children	40	60	100

Research Instruments

Emotional intelligence scale and psychological loneliness scale were used in this study. Here, literature and studies related to the subject were reviewed. Thus, the instruments domains were specified as follows:

Firstly, it is the emotional intelligence scale. Chapman scale (2001) was translated into Arabic and its validity and reliability were determined through its administration on a group of parents of children with autism spectrum disorder in Jordan. This consisted of 33 parents. The instrument consisted of several dimension, vis a vis Self-perception, self-motivation, affections management, relationship management, and emotions training. Consequently, each domain contained 5 items according to likert four points response (always, sometimes occasionally, and never), taking the following weights 1, 2, 3 and 4, respectively.

The validity of emotional intelligence scale is the face validity of this scale which was determined after being given to a panel of referees with expertise and the process of specializing them were modified.

Construct validity of the scale was also determined using the correlational relationship between domain scores and total scale score. This means that every domain measures the same concept measured by the total scale. Correlation coefficients are shown in table (2).

Table (2) Correlations coefficient of each domain with emotional intelligence total score.

No	Domains	Correlation coefficient	Sig.
1	Self-perception	0.628	0.01
2	Self- Motivation	0.588	0.01
3	Affection management	0.719	0.01
4	Relationship Management	0.732	0.01
5	Emotions training	0.776	0.01

Scale's Reliability: Scale reliability was established by its administration on a group of parents not included in the sample of 25 parents randomly selected. Also, the internal consistency coefficient using cronbach alpha for all the scale domain, was calculated. Here, the coefficient of the total scale was 0.757, suggesting that the scale enjoyed appropriate reliability coefficients as shown in table (3).

Table (3) Emotional intelligence scale reliability coefficients

Domains	Items	Reliability coefficient
Self-perception		0.733
Self-Motivation	10-0	0.410
Affection management	11-15	0.395
Relationship Management	16-20	0.289
Emotions training	21-25	0.60
Instrument as a whole	1 – 25	0.757

Secondly, it is the psychological loneliness scale. This scale was administered after calculating its validity and reliability on Palestinian Maritimes women. The scale consisted of three domains: loss of acceptance, intimacy and care of social deficit, and social dimensions. Also, the scale consisted of 34 items shown on a likert five point scale (completely applied, applied to a large degree, somewhat applied, not too much applied, do not applied at all), with the following weight (1, 2, 3 and 4, respectively). This begins with positively parsed items and vice versa to negatively phrased items. Scale validity and the face validity of the scale were assured after being presented to a panel of 10 experienced and specialized referees. The items on which 80% of them agreed were modified. The construct validity of the scale by administering it to an exploratory sample of 25 parents and finding out the correlational relationship between domains items score and total scale score, suggests that the domain measures the same concept by the total scale.

Thus, Table (4) displayed the correlation coefficients.

Table (4) Correlation coefficient of each domain with total scale

No	Domains	Correlation coefficient	Sig.
1	Loss of acceptance	0.850	0.01
2	Social deficit	0.804	0.01
3	Loss of dimension	0.879	0.01

Scale Reliability: Scale reliability was established by its administration on a group of 25 parents from outside the study sample which was randomly chosen. Thus, internal consistency using cronbach's alpha of all the scale domains was calculated. Therefore, the total scale alpha was 0.88, indicating that the scale enjoys suitable reliability coefficients.

Table (5) shows these coefficients.

Table (5) Reliability coefficients of psychology loneliness scale.

Domains	Items	Reliability coefficient
Loss of acceptance	1-12	0.65
Social deficit	13-21	0.70
Loss of dimension	22-31	0.77
Instrument as a whole	1-31	0.88

Statistical Procedures

Survey descriptive approach to determine emotional intelligence and psychological loneliness, among parents of children with nation spectrum disorder, was used. Thus, frequencies, means, Pearson correlation coefficient, spearman correlation coefficient, cronbach's alpha, and t – test were calculated.

Results

The purpose of this study was to identify emotional intelligence and its relationship with psychological loneliness among parents of children with autism spectrum disorder.

First Research Question: What is the level of emotional intelligence among parent of children with autism spectrum disorder in Jordan?

In answering this question, the means and standard deviations of the main scale domains as well as identifying emotional intelligence among parents of children with autism spectrum disorder on these dimensions, and the following means were adopted as a criterion in explaining parent's response means score on emotional intelligence scale.

3.5 – 4	High degree
2.5-3.49	Medium degree
1.49-2.41	Low degree
1-1.49	Very low degree

Table (6) below displayed the means and standard deviations of parents of children with autism spectrum disorder and emotional intelligence scale domains in a descending manner.

Table (6) Means and standard deviations of emotional intelligence scale domains among parent of children with autism spectrum disorder.

No	Domain	Items	Mean	Correlation coefficient	Degree of application
1	Relationship Management	6-10	3.40	0.449	Medium
2	Self-motivation	16-20	3.22	0.450	Medium
3.	Self-perception	1-5	3.15	0.530	Medium
4	Emotions training	21-25	3.00	0.599	Medium
5	Affection management	11-15	2.95	0.569	Medium
6	Instrument as a whole	1-25	3.14	0.364	Medium

Table (6) shows that the mean ranged between 2.95 – 3.40. Therefore, relationships management domain has the highest mean (3.40); affection management has the lowest mean (2.95); and finally, the medium level was the total scale mean score (3.14).

Second Research Question: What is the level of psychological loneliness feelings among parents of children with autism spectrum disorder in Jordan?

In answering this question, the means and standard deviations of psychological loneliness scale were calculated. However, the following means were adapted as a criterion for explaining the mean score of parent's responses on psychological loneliness scale.

- 4.20 – 5 Very high degree,
- 3.40 – 4.19 High degree,
- 2.60 – 3.9 Low degree,
- 1-1.79 Very low degree.

Table (7) below displayed the means and standard deviations of psychological loneliness scale among parents of children with autism spectrum disorder in a descending manner.

Table (7) Means and standard deviations of psychological loneliness scale dimensions among parents of children with autism spectrum disorder in a descending way,

No	Domain	Items	Mean	Correlation coefficient	degree of application
1	Loss of acceptance	1-14	1.40	0.51	Very low
2	Social deficit	15-24	1.39	0.60	Very low
3.	Loss of dimension	25.31	1.85	0.50	Depressed
4	Instrument as a whole	1-31	1.54	0.51	Very low

Table (7) showed that mean ranged between 1.40 – 1.85. However, the loss of acceptance and intimacy domain was ranked last with a mean of

1.40 and a low degree, while social domain has the highest mean (1.85) and a low level. In addition, total scale mean was 1.54 with a very low degree also.

Third Research Question: Is there a correlational relationship between emotional intelligence and psychological loneliness scale among parents of children with autism spectrum in Jordan?

In answering this question, Pearson correlation coefficient between emotional intelligence and psychological loneliness scales was computed, as shown in table (8).

Table (8) Relationship between emotional intelligence and psychological loneliness

Variable	Mean	Correlation Coefficient	Sign
Emotional intelligence	3.11	0.006	0.933
Psychological loneliness	1.49		

Table (8) showed that correlation coefficient between emotional intelligence and psychological loneliness was 0.006. Thus, it has a significance level (0.9333), indicating no correlational relationship exists between these two variables.

Discussion

Results showed that emotional intelligence among parents of students with autism spectrum disorder was moderate where mean values ranged between 2.95 – 3.40. However, relationships perception domain received the highest mean of 3.40, while emotions management domain has the lowest mean of 2.95. Finally, the total scale mean score was 3.14 with a moderate level. This funneling is consistent with Al – Yousof (2013), Svenson (2014), and Gallagher and Broderick (2008) studies. Researcher attributed this to parent's interest with their autistic children and their positive attitudes towards them in addition to self acceptance and valuation by part of the parents. In addition, families and parents are characterized by emotional participation with others. This is as a result of the difficulties experienced by the families child as if it is an embodiment of the self, demanding from others empathy and emotional participation. Furthermore, parents have the ability to manage relations with others in a good manner and to be more emphatic with social competency. This can be observed based on the fact that the social aspect is the most harmed in their autistic children in addition to parent's focus on psychological energy. Also, they make their affections a source of power to achieve their objectives, and this might be due to family socialization techniques where self control and discipline are often a result of imitating. Therefore, they learn this behavior from them resulting in the loss of controlling their emotions.

Discussion of Results Related to the Second Research Question

Results showed that means ranged between 1.40 – 1.85. Here, the loss of acceptance and intimacy was ranked last with a mean of 1.40 and low level. Social domain was ranked first with a mean of 1.80 and low level; whereas total scales mean score was 1.54 and low level. Thus, this signifies that parents do not feel psychological loneliness. Furthermore, this is consistent with the study of Seven Son (2004), but contrary to the study of Abed and A Rvyasty (2010). This might be attributed to positive attitudes of parents of autistic children to accept such children and not reject them. Also, parents relationships with each other through their contact of centers strengthens human bonds among them on one hand. On the other hand, they provide workers with support and assistance, since others offer assistance to parents of autistic children when they are facing certain problem. Therefore, they help in reducing pain and to face difficult situation. Therefore, all of this will contribute in maintaining the psychological wellbeing of parents securing them from psychopathology, including psychological loneliness.

Discussion of Results Related to the Third Questions

Results showed that the correlation coefficient between emotional intelligence and psychological loneliness was 0.006 with 0.933 significance level. Therefore, this indicates no significant relationship between emotional intelligence and psychological loneliness. This finding is in line with Abed (2008) study, while it is different from Radi (2002) and A Rryasti (2002) studies. This might be attributed to the nature of the difference of the current study sample with other studies samples. Consequently, each study has its own circumstances affecting its results, in addition to similar conditions lived by the sample subjects. The meeting usually takes place between families.

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