

The relationship between fairy tales and emotional intelligence and the longer-term impact of fairy tales on some economic parameters

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Abstract: Our paper summarises the responses to the question of the impact of fairy tales on children's mental world. We also analyse its impact on economic activity. Our hypothesis is that fairy tales have a positive effect on children's psyche and a positive impact on children's emotional development. Our second hypothesis is that higher emotional intelligence leads to higher levels of health and better human relations, and thus to higher economic performance. We found that the latter holds only partially because the link is not as strong as for other factors.

Keywords: emotinal intelligence, economics effects.

1 Introduction

As the world evolves, changes and time passes, more and more theories about emotions have been developed around the world. Researchers have attached different definitions to the concept of emotion and many researchers have explored the importance of emotions and emotional development.

Today, we are confronted on many surfaces with the claim that the degree of emotional intelligence can have a decisive influence on a person's success or happiness in life. This is probably because an emotionally developed and healthy person is able to recognise other people's feelings, is aware of his or her own emotions and is able to manage and express them in the appropriate way. Throughout his life, he is able to manage his social relationships well, deal with conflicts that arise, have a realistic self-assessment and make informed decisions. However, in order to achieve this desired state, we need to place a strong emphasis on developing EQ. Nowadays, a number of training courses and different types of courses are being created to enable people to develop their own emotional intelligence. But it is important to make it clear that although emotional

intelligence can be developed in adulthood, it must be stressed that, as in any other area, emotional development in childhood is essential and much more rewarding in the long term.

Emotional development is one of the pillars of personality development in childhood, so it should be a key focus in pre-school. For most children, this is the period in their lives when they first become disconnected from their family environment. This means that from then on they have to cope in a new social environment. In order to be able to cope with this new environment, children need to be emotionally well developed. In order to achieve this, it is essential that parents and carers do everything possible to ensure that children's emotional development is fully developed.

Fairy tales are a suitable tool for this development. Children are receptive to stories because of their personality and their age. Listening to a fairy tale is an active activity for children's imagination, fantasy and empathy, and therefore a great opportunity for them to feel the emotions of the characters and to identify with them. Children enjoy stories - if they are age-appropriate - because they allow them to discover themselves and their deepest feelings. Fairy tales help children to find their way in the world and to overcome their fears and anxieties.

For centuries, economists have been studying the factors that influence how successful a country is and what factors can be improved to achieve better performance.

The aim of our study is to examine the relationship between emotional intelligence and the key parameters of national economies. That is, the research question is how, if at all, emotional intelligence affects economic outcomes.

2 Emotions

One of the biggest dilemmas in psychological research on emotion is the definition of emotion itself. Defining emotion is very difficult, as evidenced by the fact that in studying the literature, one can find many definitions of emotion (N. Kollár & Szabó, 2004).

Emotion is defined as a complex state of several components, as a result of which an individual feels the urge to take bodily action (Frijda, 1986 cited in Atkinson & Hilgard, 2005). The concept of emotion can also be defined as a meaningful and systematic feeling that arises in the course of an individual's social interactions (Martin, 1999 cited in Kádár, 2012). According to another approach, emotions, transmitted by neural and hormonal structures, are a complex set of interdependent and independent components that work together (Kleinginna & Kleinginna, 1981 cited in N. Kollár & Szabó, 2004).

"Emotion is the expression of an attitude towards phenomena, events and persons in the external world. Emotions are always accompanied by vegetative signals

which do not depend on the nature of the emotion, i.e. on its pleasantness or unpleasantness" (Takács, 2006: 83.)

Emotions share significant similarities with moods, yet a distinction is made between the two concepts (N. Kollár & Szabó, 2004). Emotions are always about someone or something, or have a specific reason for their development (Oatley & Jenkins, 1996 cited in Atkinson & Hilgard, 2005). In contrast, mood is more of a diffuse, emotionally coloured state (Russell & Feldman Barrett, 1999 cited in Atkinson & Hilgard, 2005). Emotions, in contrast to moods, do not persist for long periods of time, are only perceptible for a few minutes, have a clear cause of elicitation, and consist of multiple components (Atkinson & Hilgard, 2005).

In relation to emotion, we can also mention the concept of motivation, as one of the characteristics of preschool children is that their motivation is often related to their emotions. The concepts of emotion and motivation, although closely related and mutually influencing, reveal important differences. Both emotion and motivation influence an individual's behaviour, but the primary difference between them is that while in motivation the triggering stimulus comes from within, in emotion the triggering stimulus comes from the environment, an external source (Kádár, 2012).

As in the case of motivation, we can also talk about different components in the case of emotion. The literature distinguishes 6 different components involved in emotional processes. These six components include: the mapping of the emotion at a given moment; the emotional state evoked by the emotion; the different thinking orientations; the physiological changes that occur as a result of the new emotion; the facial expressions and non-verbal communication evoked by the emotion; and the response to the emotion. We can speak of emotion when these components are involved together (Frijda, 1986 cited in Atkinson-Hilgard, 2005).

3 The functions of emotions in human life

Emotions play a major role in human life, fulfilling many functions (Rolls, 2000 cited in Kádár, 2012).

- Evolutionary function

In the case of emotions, we can speak of a so-called dual evolutionary function.

One of these is that they prepare the organism to respond to changes and impacts on the individual. In essence, they induce physiological activity in the organism, thus increasing the chances of survival and survival. Emotions are related to adaptive responses, so they are able to elicit the most practical response from the body in a given situation.

The other is that it provides information about the individual's intention to act in the future, using the tool of emotion expression (Plutchik, 1994 cited in N. Kollár & Szabó, 2004).

Furthermore, "they play a role in regulating social relationships, in communication between conspecifics, and in strengthening and regulating social relations. Through the child's behaviour and emotional expression, they influence the caregiver's behaviour and emotional state, as both crying and laughing elicit approach behaviour." (Rolls, 2000 cited in Kádár, 2012: 22.)

- Function in cognitive processes

Emotions can affect the processing of information related to comprehension and thought processes. Together with moods, they are involved in evaluating the environment and the world around the individual. They also affect memory, cognition, concentration and perception. Recollection of memories can evoke in the individual the emotional state experienced while reliving the memory (Rolls, 2000 cited in Kádár, 2012). Emotions are also actively involved in regulating decision-making processes (Kádár, 2012).

- Function in the regulation of action

In the planning and shaping of our behaviour between individuals, the perception, perception and processing of emotions, and the emotional content itself, play a major role (Forgas, 2003 cited in Kádár, 2012).

"Emotions also play an important role in making the stimulus-response relationship more flexible, allowing for more elaborate adaptation, faster processing of complex stimuli, and the emergence of a competent response. An important function of emotion is the continuous evaluation of external and internal stimuli. Emotions motivate action, but at the same time, emotions about outcomes also provide feedback about the action and its outcome, influencing subsequent behaviour." (Kádár, 2012: 23.)

Emotions also play an essential role in the exchange of information between people and in motivating individuals to act, and thus also have a motivational role (Oatley & Jenkins, 2001 cited in N. Kollár & Szabó, 2004).

"We encounter emotions every day. There is not a moment in our lives when we do not feel something, we act through our emotions, our most concrete decisions are often unconsciously modified and shaped by them. They are present in many aspects of our lives. They can have physiological, communicative, cognitive and actional aspects. Its physiological aspects can also be observed in heart function, breathing and hormonal functioning." (Spanyol, 2012: 69.)

4 Emotional intelligence

As research on intelligence has developed, there has been an increasing emphasis on competences beyond cognition, information processing and thinking. More and more researchers have started to focus on the other side of intelligence (Kádár, 2012). In recent decades, it has been recognised "that emotions do play a

constructive role in our daily lives and have a major role in guiding our thinking." (Kádár, 2012: 201.)

Sternberg, in his definition of intelligence, had already listed elements that later became components of emotional intelligence (Takács, 2006). Researchers began to investigate emotional differences between people, and the synthesis of the results of this research led to the definition of emotional intelligence (Salovey & Mayer, 1990 cited in Kádár, 2012).

"According to the ability-based definition of emotional intelligence, EQ is the set of abilities related to processing emotions." (Kádár, 2012: 187.) According to Salovey and Mayer's definition, emotional intelligence is an ability that helps a person to recognize his or her own and other people's emotions, to understand their meaning, and to be able to deal with and solve problems more effectively following that recognition and understanding. Emotional intelligence, by this definition, plays a key role in four basic areas. These four areas include the ability to perceive emotions, process emotions, understand emotions, and manage emotions (Takács, 2006). The definition of these two researchers is based on the relationship between thinking processes and emotions (Kádár, 2012).

The spreading of the importance of emotional intelligence can be linked to the name of Daniel Goleman. According to his definition, emotional intelligence consists of the social and emotional abilities of people to relate to each other. The ability to inspire oneself is also one of the EQ competencies (Kádár, 2012). According to Goleman's definition, emotional intelligence is composed of five components (N. Kollár & Szabó, 2004). These include " the accurate and conscious perception and monitoring of one's own emotions; the modification and acceptable expression of one's own emotions...; the accurate perception of and response to the emotions of others; the ability to successfully manage peer relationships; and the ability to focus emotions on the intended goal, which includes delayed gratification and adaptive relocation and channeling of emotions." (N. Kollár & Szabó, 2004: 105-106.) It differs from the original definition in some respects, as it now includes motivation and the ability to manage human relationships (Kádár, 2012).

According to other perspectives, the level of emotional intelligence can be equated with a person's success and happiness in life. In this approach, EQ can be described as a set of abilities that help a person to overcome obstacles in the external environment (Bar-On-Parker 2000, cited in Kádár, 2012). The definition can also be given as EQ "the ability to perceive, express, use and manage emotional information that facilitates a person's development." (Oláh, 2006: 702.)

5 The role of fairy tales in emotional development

Stories play a key role in developing emotional intelligence. Fairy tales, and all other genres of children's literature, provide children with hidden ways to access emotional richness (Kádár, 2012). In the content of these works, emotions and

thoughts are expressed in a way that gives children, in a selective and tactful way, information about the positive and negative aspects of life (Dankó, 2004).

"In the story, the different stages of personality development are represented." (Kádár, 2012: 268.) The heroes in fairy tales typically face some kind of trial. These trials can be compared to the life challenges and life crises that occur in the life of a preschool child. The character in the story goes through the same trials as the child in real life, so the child sees a role model to follow. For example, through a fairy tale, a child learns to trust and hope that if he does his best to achieve a goal, he will achieve it - just like the protagonist. The hero's journey, his discovery of himself and his endurance of the trials along the way are all the fairytale equivalent of the stages of human emotional development (Kádár, 2012).

The fairy tale represents the child's inner emotional world. The new emotions that emerge during the preschool years are reflected in the emotions of the characters in the story. The good and bad characters in fairy tales help the child to separate negative and positive emotions. Through them, the child accepts that everything he or she feels belongs to his or her personality, whether negative or positive. While listening to a story, the child creates internal images, visually imagining the story. This process of internal imagery helps to release overwhelming energy and emotions. The child is able to transfer the anger and resentment that has built up inside him/her into the antagonistic character in the story (Kádár, 2012). During the process of internal imagery, the child processes his/her emotional tensions in a healthy way, a kind of elaboration process takes place in him/her (Dankó, 2004).

Children's literature, including fairy tales, is a suitable means of shaping and developing higher emotions. The aesthetic and moral emotions of a preschool child are not yet separate, but they can be developed separately in literary works. The artistic elements in fairy tales delight the child and give him a cathartic experience (Dankó, 2004). "Verbs that evoke a sense of action, words with emotional connotations, imitative and mood-painting words that enhance mood effects, adjectives that emphasise character, expressive and emphatic juxtapositions, idioms also mobilise the child's aesthetic emotions." (Dankó, 2004: 66.) The moral truths expressed in fairy tales shape and mould the child's moral emotions. "From the narrative of folk tales, from the behaviour of the characters, from their characteristics, the child learns the essence of the moral concepts of honesty, truth, sincerity, generosity, etc., and from these he learns the negative moral categories of greed, lying, stupidity, etc." (Dankó, 2004: 77.) Listening to stories, telling stories together, the child experiences community. During these social experiences, the child socialises, forms and deepens relationships, and thus his or her communal emotions are in constant operation (Dankó, 2004).

In order to fully achieve the educational goals of the teacher, he or she must have a certain theoretical and practical knowledge of the matter. Only an educator with the appropriate professional foundation and pedagogical culture can educate children through the aesthetic impact of children's literature (Dankó, 2004).

Above all, it is essential that educators who work with children are authentic in expressing their emotions, that is, that they show children what they really feel inside (Kádár, 2012). This conciliatory behaviour is the basis for a safe, loving and positive atmosphere that allows children to embrace the emotions of the literary work without hindrance during storytelling (Dankó, 2004).

For a story to have a real impact on the emotional development of the child, it is essential that the storyteller presents the story in an appropriate way. In the best case, the storyteller tells the story from memory, maintaining eye contact with the listener and using non-verbal communication. A good storyteller plays with tone, volume and pauses. When listening to a story, both hemispheres of the brain work together to help children experience the story as a whole. However, for this to happen, it is essential that the storyteller identifies with the story and feels the story emotionally. If the storyteller's performance is not in tune with the mood and content of the story, children will immediately notice (Kádár, 2012). A good storyteller does not just present the story, but tries to bring all the senses together. The combination of visualisation tools and the inner perception of the story helps to capture children's attention and develop their imagination (Zilahi, 1998). "A good and well-told story has a stimulating effect. Especially if it is repeated several times, even in repetition." (Zilahi, 1998: 18.)

In addition to the way the storyteller presents the story, the choice of the story is also an important consideration. Emotional education can only be achieved through stories in which the characteristics of the characters in the story are brought to the fore, so that the child can clearly identify the character of the character. It is important that each character in the story has a prominent negative or positive quality. This is necessary to enable children to easily decide whether they sympathise with a particular character or not (Dankó, 2004).

A fairy tale always has an impact on the actual emotional level of the child. Therefore, when choosing a story, it is important to make sure that the story chosen is age-appropriate for the children. Younger children cannot yet understand the mood world of fairy tales intended for older children, or the language in which they are expressed. In this case, for the reasons mentioned above, the developmental effect of the story is lost. However, for older children, listening to a familiar fairy tale can trigger a feeling of delight (Dankó, 2004).

"A deliberately chosen literary work, used in a planned way, develops the child's emotions and intellectual abilities and helps him or her to develop his or her mother tongue." (Dankó, 2004: 86.) A well-chosen literary work for children and the charm of the personality of the educator who performs and presents it, together contribute to the success of literary education (Zilahi, 1998).

6 Material and methodology

World Bank Indicators database, livescience journal and Travis Bradberry's article The Most and Least Emotionally Aware Countries were used to define variables

and then statistical analyses were carried out using spss version 26. The factors are the following.

- Emotional intelligence (rating scale as explanatory variable)
- Per capita emissions of greenhouse gases (kt CO2 equivalent per capita)
- Expenditure on education as a percentage of GDP (%)
- GDP per capita (USD)
- Unemployment rate (%)
- School outs among school-age population (%)
- Number of ATMs per 100,000 adults (number)
- Life expectancy (years)
- Number of hospital beds per 1000 adults (number)
- Number of deaths per 1000 live births (persons)

Data for 142 countries were fully available from 2000 to 2012.

7 Results

As we can see the data of Figure 1, Emotional intelligence has a medium impact on GDP per capita of 12%. Emotional intelligence has a weak to medium impact on life expectancy at 7.6%. Its impact on other factors is negligible. In addition to mental health, the development of emotional intelligence should be promoted for health and economic reasons. Education and training therefore have a long-term impact on the quality of these two areas!

	greenhouse ga	educational co	GDP per capita	Unemployment	Out of school	ATMs	expected years	hospital b	deaths
Regression parameters	0,08	0,03	0,347	0,62	0,189	0,248	0,277	0,084	0,126
R square	0,0064	0,0009	0,120409	0,3844	0,035721	0,061504	0,076729	0,007056	0,015876
Anova regression	0,01	0	0,184	0,006	0,055	0,094	0,117	0,01	0,024

Figure 1
Statistics result, own calculation

Conclusions

Emotional intelligence has a medium impact on GDP per capita. Although it could be said that it is not the most important explanatory factor. Emotional intelligence has a weak to medium effect on life expectancy. The effect of the factors we have examined is quite small. However, emotional intelligence has an impact on other factors of quality of life, which is beyond the scope of this paper. In the longer term, however, we can assume that, in addition to mental health, the development of emotional intelligence needs to be supported for health and economic reasons. Proper education from childhood onwards is of paramount importance for the health of a nation.

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